

**CHALLENGING BEHAVIOUR IN SCHOOLS: A CASE OF A HIGH SCHOOL IN
ELDORADO PARK, JOHANNESBURG**

By

PATIENCE MHIMHA

Submitted in the fulfilment of the requirements.

for the degree

MASTER OF EDUCATION

SUPERVISOR: Dr S. Matlabe

Date: 05 June 2025

Student number: 47671122

Student number: 47671122

DECLARATION

I Patience Mhimha affirm that **CHALLENGING BEHAVIOUR IN SCHOOLS: A CASE OF A HIGH SCHOOL IN ELDORADO PARK, JOHANNESBURG** is my work and all the sources that I have utilised or cited have been shown and acknowledged by means of complete reference.

A handwritten signature in black ink, appearing to read 'P Mhimha', is written over a solid horizontal line.

Signature

P Mhimha

05 June 2025

Date

DEDICATION

I dedicate this dissertation to my mother, Stella Masangomai Mhimha, for always being my pillar of strength and sacrificing so much to give me the education I needed.

To my aunt, Callista, for being my source of inspiration, support, and guidance.

To my cousin, Sheila, and my sisters, Matirasa, Lucia, Loice, Pamela and Talent, who supported and encouraged me throughout my journey.

To my beloved two daughters, Kundisai and Sapphire, I appreciate your support, patience and understanding while I was studying.

ACKNOWLEDGEMENTS

Firstly, I would like to thank the God Almighty for taking me this far. The journey was not easy but, God has seen me through. He has provided me with strength, wisdom, endurance and guidance.

Secondly, I would like to thank my supervisor, Dr SM Matlabe, for her significant role in providing professional guidance, support and insightful critiques throughout the duration of my study. Her deep commitment to academic excellence and careful attention to detail have significantly shaped this dissertation.

Thirdly, I owe my deepest appreciation to the participants of the study. Without their contribution, this study would not have been possible.

Finally, I would like to thank the management of the Department of Education for granting me permission to conduct my study at the selected school.

ABSTRACT

This study investigated the learners' challenging behaviour at a high school in Eldorado Park, Johannesburg Central District. To achieve the objectives of the study, a single instrumental case study followed a qualitative approach and data was collected through semi-structured one-to-one interviews, a focus group and document analysis. Thematic analysis was used to classify data for this study. Purposive sampling was used to select 14 participants for the study. The interpretive research paradigm was adopted. A systems theory approach and Bronfenbrenner's ecological systems theory informed the study. The findings revealed that both teachers and learners have adequate knowledge on learners' challenging behaviour. The participants and the disciplinary documents identified violence, substance abuse, disruptive behaviour and illegal activities of making money at school as the most prevalent challenging behaviour among learners at the school. Further, there is an interrelationship among the types of learners' challenging behaviour at the school. The results highlighted that factors such as home, school, learner, community, education system and social media cause learners' challenging behaviour at the high school of study. The data collected revealed that alternative methods to punishment are not effective because there is evidence of an increase in learners' challenging behaviour at the school. Learners' challenging behaviour at the school has a negative impact on teaching and learning. The research participants suggested parental support, school support, learner support, community support and Department of Basic Education support as strategic methods that can be used to reduce, correct and stop learners' challenging behaviour at school. The researcher recommends that the South African government should partner with relevant government departments to address issues that Eldorado Park is experiencing because learners' challenging behaviour at the school is largely influenced by community problems.

KEYWORDS: Challenging behaviour, School Violence, School-discipline, Disruptive behaviour, Off-task

ISICAPHUNO

Lolu cwaningo lwahlola ngokuziphatha okunenselele kwabafundi esikoleni samabanga aphezulu eEldorado Park, esifundeni esimaphakathini saseGoli. Ukuze kufezwe izinhloso zocwaningo, kwasetshenziswa indlela eyodwa yocwaningonto (single instrumental case study) lulandela indlela yocwaningo olufanele lwekhalithi (qualitative approach). Imininingwane yaqoqwa ngokusebenzisa izingxoxo ezihleleke kancane (semi-structured) zomuntu ngamunye, ukuhlanganiswa kweqembu lokugxila (focus group) kanye nokuhlaziywa kwemibhalo (document analysis). Ukuhlaziywa kwezingqikithi (thematic analysis) kwasetshenziswa ukuze kuhlukaniswe imininingwane yalolu cwaningo. Kwakhethwa ababambiqhaza abayishumi nane kulolu cwaningo kusetshenziswa indlela yokuqoka okuhlosiwe. Kwamukelwa uhlelomqondo lomhumusho oluchazayo (interpretive paradigm). Lolu cwaningo lwaqondiswa ngombono wohlelo (systems theory approach) kanye nemfundiso yezinhlelo zemvelo kaBrofenbrenner. Okutholakele kwembule ukuthi bobabili, othisha nabafundi, banolwazi olwanele mayelana nokuziphatha okunenselele kwabafundi. Ababambiqhaza kanye nemibhalo yokuqondisa izigwegwe bakhombe ukuthi udlame, ukusetshenziswa kwezidakamizwa, ukuziphatha okuphazamisayo kanye nezindlela ezingekho emthethweni zokwenza imali esikoleni kuyizinhlobo zokuziphatha okunenselele okuvame kakhulu kubafundi esikoleni. Ngaphezukwalokho, kunobudlelwane phakathi kwalezinhlobo zokuziphatha okuyinselele kwabafundi esikoleni. Imiphumela iphinde yagcizelelela ukuthi izici ezifana nekhaya, isikole, umfundi, umphakathi, uhlelo lwezemfundo kanye nezinkundla zokuxhumana zibangela ukuziphatha okuyinselele kwabafundi kulesikole samabanga phakeme. Imininingwane eqoqiwe yembule ukuthi ezinye izindlela zokujezisa azisebenzi kahle, njengoba kunobufakazi bokwanda kokuziphatha okunzima kwabafundi kulesikole. Ukuziphatha okuyinselele kwabafundi kulesikole kunomthelela ongemuhle ekufundiseni nasekufundeni. Ababambiqhaza bocwaningo baphakamise ukwesekwa ngabazali, ukwesekwa esikoleni, ukwesekwa kwabafundi, ukwesekwa umphakathi, kanye nokwesekwa ngabezo Mnyango Wezemfundo Eyisisekelo njengezindlela ezimqoka ezingasetshenziswa ukunciphisa, ukulungisa, futhi kumiswe ukuziphatha okuyinselele kwabafundi ezikoleni. Umncwaningi uphakamisa ukuthi uHulumeni waseNingizimu Afrika kufanele abambisane neminyango kahulumeni efanele ukuze kubhekwe izinkinga umphakathi wase-Eldorado Park obhekane nazo, ngoba ukuziphatha okunenselele kwabafundi ezikoleni kukhuthazwa kakhulu izinkinga zomphakathi.

Amagama abalulekile : Abafundi esikoleni samabanga aphezulu, Udlame ezikolweni, Ukuziphatha okunenselele, Ukuziphatha okuphazamisayo

LIST OF ABBREVIATIONS

- ADHD - Attention Deficit Hyperactivity Disorder
- AIDS - Acquired Immunodeficiency Syndrome
- ATCP - Alternatives to Corporal Punishment
- CCTV - Closed-Circuit Television
- CEDU - College of Education
- COSAS - The Congress of South African Students
- DA - Democratic Alliance
- DBE - Department of Basic Education
- DHET - Department of Higher Education and Training
- DoE - Department of Education
- ERC - Ethics Review Committee
- GDE - Gauteng Department of Education
- HOD - Head of Department
- HIV - Human Immunodeficiency Virus
- LO - Life Orientation
- PA - Patriotic Alliance
- SABC - South African Broadcasting Co-operation
- SACE - South African Council for Educators
- SANCA - South African National Council on Alcoholism and Drug dependence
- SAPS - South African Police Service
- SASA - South African Schools Act
- SERI - The Socio-Economic Rights Institute of South Africa
- SGB - School Governing Body
- SMT - School Management Team
- SSP - School Progression Policy

RCL - Representative Council of Learners

TVET - Technical and Vocational Education and Training

TLO - Teacher Liaison Officer

WHO - World Health Organisation

TABLE OF CONTENTS

DECLARATION	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	iv
ISICAPHUNO.....	v
LIST OF ABBREVIATIONS	vi
LIST OF FIGURES.....	xvi
LIST OF TABLES.....	xvi
LIST OF APPENDICES.....	xvi

CHAPTER 1

OVERVIEW OF THE STUDY

1.1	INTRODUCTION.....	1
1.2	RATIONALE FOR THE STUDY	3
1.3	SIGNIFICANCE OF STUDY	3
1.4	PROBLEM STATEMENT.....	Error! Bookmark not defined.
1.5	RESEARCH QUESTION.....	6
1.5.1	Main research question.....	6
1.5.2	Research Sub Questions.....	6
1.6	AIMS AND OBJECTIVES OF THE STUDY	6
1.6.1	The main research aim	6
1.6.2	Research objectives.....	6
1.7	THEORETICAL FRAMEWORK	7
1.7.1	Systems theory	7
1.7.2	Bronfenbrenner's ecological systems theory.....	8
1.8	RESEARCH METHODOLOGY AND DESIGN.....	9
1.8.1	Research method.....	9
1.8.2	Research design	9
1.8.3	Research paradigm.....	10
1.8.4	Sampling.....	10

1.8.5	Location.....	10
1.9	RESEARCH INSTRUMENTS	11
1.9.1	One-to-one semi- structured interviews.....	12
1.9.2	Focus group	12
1.9.3	Document analysis	12
1.10	DATA ANALYSIS	13
1.11	TRUSTWORTHINESS.....	13
1.11.1	Credibility.....	13
1.11.2	Dependability.....	14
1.11.3	Conformability.....	14
1.11.4	Transferability	14
1.11.5	Triangulation.....	14
1.12	ETHICAL CONSIDERATIONS.....	14
1.12.1	Access and acceptance.....	14
1.13	DEFINITION OF THE CONCEPTS	15
1.13.1	Challenging behaviour	15
1.13.2	School violence.....	15
1.13.3	School discipline	15
1.13.4	Disruptive behaviour.....	15
1.13.5	Off-task.....	15
1.14	CONCLUSION.....	16

CHAPTER 2

CONTEXTUAL FRAMEWORKS, THEORETICAL FRAMEWORKS AND LITERATURE REVIEW

2.1	INTRODUCTION.....	17
2.2	CONTEXTUAL FRAMEWORK	17
2.2.1	Current situation of challenging behaviour in South African schools	18
2.2.2	Educational policy and practice in context	19
2.2.3	Key educational policies and practices relevant to the research focus	20
2.2.4	The typical context.....	22

2.2.5	Types of misconduct.....	23
2.3	THEORETICAL FRAMEWORK.....	24
2.3.1	Systems theory.....	25
2.3.2	Bronfenbrenner’s ecological systems theory	26
2.4	LITERATURE REVIEW.....	27
2.4.1	The concept of learners’ challenging behaviour in schools.....	28
2.4.2	Manifestation of learners' challenging behaviour at school.....	28
2.4.2.1	Violence.....	30
2.4.2.2	Disruptive behaviour.....	33
2.4.2.3	Truancy, bunking and late coming.....	34
2.4.2.4	Substance abuse.....	35
2.4.3	Causes of challenging behaviour.....	35
2.4.3.1	Problems from home which contribute to learners’ challenging behaviour in schools.....	36
2.4.3.2	Problems emanating from the school which contribute to learners' challenging behaviour in schools	40
2.4.3.3	Problems from the community which contribute to learners' challenging behaviour in schools.....	42
2.4.3.4	Problems from learners that cause learners' challenging behaviour in schools.....	44
2.4.3.5	The influence of media on learners' challenging behaviour in schools	47
2.4.4	The impact of challenging learner behaviour on teaching and learning.....	47
2.4.5	Addressing learners ’challenging behaviour in schools	50
2.5	SUMMARY.....	52

CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1	INTRODUCTION	53
3.2	RESEARCH PARADIGM.....	53
3.3	RESEARCH METHOD.....	54
3.4	RESEARCH DESIGN (CASE STUDY)	54
3.5	SAMPLING	56
3.5.2	JUSTIFICATION OF POPULATION SELECTED	57
3.5.2.1	Grade 9, 10, 11 and 12 learners.....	57

3.5.2.2	Members of the Representatives of Learners (RCL)	57
3.5.2.3	Grade 12 Members of the RCL.....	58
3.5.2.4	Grade 9 Life Orientation teacher.....	58
3.5.2.5	The TLO	59
3.5.2.6	Teacher responsible for the school discipline	59
3.5.2.7	Deputy principal	59
3.5.2.8	The principal	60
3.6	RESEARCH INSTRUMENTS	60
3.6.1.1	Data collection instrument 1 (one-to-one semi-structured interviews)	61
3.6.1.2	Data collection instrument 2 (focus group interview)	63
3.6.1.3	Data collection instrument 3 (document analysis).....	66
3.7	THEMATIC DATA ANALYSIS.....	68
3.8	TRUSTWORTHINESS	69
3.8.1	CREDIBILITY.....	69
3.8.2	DEPENDABILITY	70
3.8.3	CONFORMABILITY	70
3.8.4	TRANSFERABILITY	70
3.8.5	TRIANGULATION.....	71
3.9	ETHICAL CONSIDERATIONS	71
3.9.1	PERMISSION	72
3.10	SUMMARY	72

CHAPTER 4

DATA PRESENTATION

4.1	INTRODUCTION	73
4.2	THE RESEARCH QUESTIONS.....	73
4.2.1	The main research question of the study:	73
4.2.2	Research sub-questions	73
4.3	THE AIMS AND OBJECTIVES OF THE STUDY	74
4.3.1	The aim of the study is:.....	74
4.3.2	The objectives of the study are:.....	74
4.4	PARTICIPANTS AND DISCIPLINARY RECORDS INFORMATION	74

4.4.1	Biographical information of teacher participants	74
4.4.2	Biographical information of learner participants.....	75
4.4.3	Information of the disciplinary incident records.....	76
4.5	PRESENTATION OF FINDINGS ACCORDING TO THEMES	77
4.5.1	Themes and sub-themes.....	Error! Bookmark not defined.
4.6	THEME 1: DEFINITION OF LEARNER 'CHALLENGING BEHAVIOUR.....	79
4.6.2.1	Indiscipline.....	79
4.6.2.2	Violence.....	81
4.7	THEME 2: MANIFESTATION OF LEARNERS 'CHALLENGING BEHAVIOUR AT..... SCHOOL.....	81
4.7.2.1	VIOLENCE	81
4.7.2.2	SUBSTANCE ABUSE.....	87
4.7.2.3	DISRUPTIVE BEHAVIOUR	89
4.7.2.4	ILLEGAL ACTIVITIES OF MAKING MONEY	92
4.8	THEME 3: CAUSES OF LEARNERS' CHALLENGING BEHAVIOUR.....	94
4.8.3	PROBLEMS FROM HOME WHICH CAUSE LEARNER'S CHALLENGING BEHAVIOUR IN SCHOOLS	94
4.8.3.1	Lack of parental involvement.....	94
4.8.3.2	Parents and siblings are the role models of the challenging behaviour of learners. .	96
4.8.3.3	Parents lack teacher respect	98
4.8.3.4	Poor social economic status.....	98
4.8.3.5	Home culture and school culture in conflict	99
4.8.3.6	Broken homes.....	100
4.8.4	PROBLEMS EMANATING FROM THE SCHOOL WHICH CONTRIBUTE TO LEARNER CHALLENGING BEHAVIOUR IN SCHOOLS	102
4.8.4.1	Teachers' unpreparedness, lack of content and inexperience.....	102
4.8.4.3	Overcrowded classrooms	104
4.8.4.4	Learners committing serious offences not being expelled from school.....	105
4.8.4.5	School's code of conduct not amended.....	106
4.8.4.6	Teachers' attitude towards learners.....	107
4.8.4.7	Lack of extra co-curricular activities.....	109
4.8.4.8	Poor school management.....	110
4.8.5	PROBLEMS FROM LEARNERS THAT CAUSE LEARNER CHALLENGING BEHAVIOUR IN SCHOOLS.....	112
4.8.5.1	Frustration caused by being academically challenged.....	113

4.8.5.2	Peer pressure	114
4.8.5.3	Attention seeking behaviour	115
4.8.5.4	Behavioural problems by nature	116
4.8.6	PROBLEMS FROM THE COMMUNITY WHICH CONTRIBUTE TO LEARNER'S... CHALLENGING BEHAVIOUR IN SCHOOLS.....	117
4.8.6.1	Socio- economic and political problems.....	117
4.8.6.2	Gangsterism in the community	118
4.8.6.3	Availability of drugs in the community.....	119
4.8.6.4	Lack of community activities	120
4.8.6.5	Crime and disorder in the community	121
4.8.6.6	Inadequate police support	122
4.8.7	PROBLEMS FROM THE EDUCATION SYSTEM THAT CAUSE LEARNERS' CHALLENGING BEHAVIOUR IN SCHOOLS.....	123
4.8.7.1	Educational policies that are restrictive.....	123
4.8.7.2	Alternatives to corporal punishment not effective	125
4.8.7.3	Progression of learners' ineffectiveness	125
4.8.8	THE INFLUENCE OF SOCIAL MEDIA ON LEARNERS' CHALLENGING BEHAVIOUR IN SCHOOLS.....	126
4.8.8.1	Age restrictions not being monitored	126
4.8.8.2	Learners influenced by their social media role models	127
4.9	THEME 4: THE ALTERNATIVES TO CORPORAL PUNISHMENT THAT ARE BEING USED BY THE SCHOOL TO CONTROL, REDUCE AND STOP LEARNERS ' CHALLENGING BEHAVIOUR... ..	128
4.9.2.1	Enforcing the school's code of conduct	128
4.9.2.2	The referral system.....	129
4.9.2.3	Tolerating learners with challenging behaviour.....	131
4.9.2.4	Punishment.....	132
4.9.2.5	Parental involvement	133
4.9.2.6	Community involvement	136
4.9.2.7	Co-curricular activities and after school programmes.....	138
4.9.2.8	Transferring learners to other schools	139
4.10	THEME 5: THE EFFECTS OF LEARNERS' CHALLENGING BEHAVIOUR ON TEACHERS AND LEARNERS	141
4.10.2.1	Resignation of teachers	141
4.10.2.2	Wasting teaching and learning time.....	142
4.10.2.3	Emotional effect on teachers and learners	144

4.10.2.4	Poor academic results	146
4.11	THEME 6: WAYS OF ADDRESSING LEARNERS' CHALLENGING BEHAVIOUR IN SCHOOLS	147
4.11.3	HOME STRATEGIES THAT CAN BE USED TO CORRECT, REDUCE AND PREVENT LEARNERS' CHALLENGING BEHAVIOURS IN SCHOOL.....	147
4.11.3.1	Parental involvement	147
4.11.4	SCHOOL STRATEGIES OF REDUCING, CORRECTING AND PREVENTING LEARNER CHALLENGING BEHAVIOURS IN SCHOOLS.....	148
4.11.4.1	Amendment of school's code of conduct.....	149
4.11.4.2	School management to instil discipline	1499
4.11.4.3	The school to introduce more co-curricular activities	150
4.11.4.4	Teachers setting boundaries and being consistent.....	151
4.11.5	LEARNER SUPPORT STRATEGIES THAT CAN BE USED TO CORRECT, REDUCE AND PREVENT LEARNER CHALLENGING BEHAVIOURS AT SCHOOL.....	152
4.11.5.1	Respecting and protecting learners	152
4.11.5.2	Punishment and reward.....	153
4.11.5.3	Offering practical subjects	154
4.11.5.4	Supporting learners emotionally	155
4.11.6	COMMUNITY SUPPORT STRATEGIES THAT CAN BE USED TO CORRECT, REDUCE AND PREVENT LEARNER CHALLENGING BEHAVIOURS IN SCHOOLS.....	156
4.11.6.1	Sponsorship.....	156
4.11.6.2	Community and government involvement.....	157
4.11.7	DEPARTMENT OF BASIC EDUCATION STRATEGIES.....	158
4.11.7.1	Expulsion of learners with serious misconduct from school.....	158
4.11.7.2	Reducing the number of learners in a class.....	159
4.11.7.3	Abolishment of progression of learners to next grade.....	160
4.12	CONCLUSION.....	161

CHAPTER 5

DISCUSSION OF FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1	INTRODUCTION	162
5.2	SUMMARY OF RESEARCH FINDINGS	162

5.2.1	THEME 1: DEFINITION OF LEARNERS 'CHALLENGING BEHAVIOUR	162
5.2.2	THEME 2: MANIFESTATION OF LEARNER CHALLENGING BEHAVIOUR AT SCHOOL.....	163
5.2.3	THEME 3: CAUSES OF LEARNERS 'CHALLENGING BEHAVIOUR.....	164
5.2.4	THEME 4: ALTERNATIVE METHODS TO CORPORAL PUNISHMENT THAT ARE USED AT THE SCHOOL.....	165
5.2.5	THEME 5: THE IMPACT OF LEARNERS 'CHALLENGING BEHAVIOUR ON TEACHING AND LEARNING	166
5.2.6	THEME 6: STRATEGIES THAT CAN BE USED TO CORRECT, REDUCE AND STOP LEARNERS 'CHALLENGING BEHAVIOUR IN SCHOOLS	167
5.2.6.1	Parental involvement	167
5.2.6.2	School strategies	168
5.2.6.3	Learner Support Strategies.....	169
5.2.6.4	Community support strategies	170
5.2.6.5	Department of Basic Education strategies.....	171
5.3	THEORETICAL FRAMEWORK.....	172
5.3.1	SYSTEMS THEORY.....	172
5.3.2	BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY	174
5.4	CONCLUSION.....	175
5.5	RECOMMENDATIONS	176
5.5.1	PARTNERSHIP AMONGST ALL STAKEHOLDERS.....	176
5.5.2	MENTORSHIP.....	177
5.5.3	COUNSELLING SESSIONS AND REFERRALS.....	177
5.5.4	AMENDMENT AND IMPLIMENTATION OF SCHOOL'S CODE OF CONDUCT.....	Error! Bookmark not defined.
5.5.5	TIGHTENING SCHOOL SECURITY	177
5.5.6	WHISTLE BLOWING.....	Error! Bookmark not defined.
5.6	AVENUES FOR FURTHER RESEARCH	178
5.7	LIMITATIONS OF THE STUDY	178
	REFERENCES.....	180

LIST OF FIGURES

Figure 1.1	Map of Eldorado Park, Johannesburg south.....	10
------------	---	----

LIST OF TABLES

Table 4.1	Teachers' biological profile.....	71
Table 4.2	Learners' biological profile.....	72
Table 4.3	Disciplinary incident reports.....	73
Table 4.4	Themes and sub-themes which emerged from semi-structured interviews and focus group interviews.....	74
Table 4.5	Themes and sub-themes which emerged from disciplinary incident reports.....	80

LIST OF APPENDICES

APPENDIX A

UNISA CEDU ETHICAL CLEARANCE.....	219
-----------------------------------	-----

APPENDIX B

GDE RESEARCH APPROVAL LETTER.....	221
-----------------------------------	-----

APPENDIX C

EDITING CERTIFICATE.....	222
--------------------------	-----

APPENDIX D

INTERVIEW AND FOCUS GROUP QUESTIONS.....	223
--	-----

APPENDIX E

REQUEST LETTER TO PRINCIPAL.....	224
----------------------------------	-----

APPENDIX F	
CONSENT LETTER TO ADULT PARTICIPANTS.....	226
APPENDIX G	
CONSENT/ ASSENT TO PARTICIPATE IN THIS STUDY.....	229
APPENDIX H	
CONSENT LETTER TO PARENTS.....	230
APPENDIX I	
ASSENT LETTER TO SECONDARY SCHOOL PARTICIPANT.....	233
APPENDIX J	
WRITTEN ASSENT FOR LEARNERS.....	235
APPENDIX K	
CONFIDENTIALITY AGREEMENT.....	235
APPENDIX L	
TURNITIN REPORT.....	236

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Learners' challenging behaviour in high schools is a worldwide occurrence, including in South Africa. Since the banning of corporal punishment in South African schools in 1996, schools are troubled by challenging learner behaviour (Ntuli and Machaisa, 2014). Noorullah and Thomas (2014) reported that in 1996, the South African Schools Act, under Section 10, abolished the use of corporal punishment in schools. Maphosa and Shumba (2010) stated that the abolishing of corporal punishment was necessary to move away from an aggressive and repressive past towards a society that is respectful of an individual's sense of self-respect, self-worth, as well as bodily respect. However the removal of corporal punishment in schools has increased the rate of learner ill-discipline in South African schools which has developed into a national distress (Wolhuter and Walt, 2020).

Some teachers seem to be struggling in controlling ill behaviour among learners in South African schools (Nunan and Ntombela, 2018). The most common factors that contribute to learners' challenging behaviour in schools are the teachers' inappropriate classroom management skills and problems that emanate from learners' bad behaviour (Makhasane, 2022). These factors lead to other school challenges such as poor scholastic achievement, school safety and teachers exiting the profession (Ntuli and Machaisa, 2014). Many teachers complain that managing students' challenging behaviour continues to be a formidable challenge in schools, resulting in teaching time being wasted and elevated levels of teacher discouragement (Alter, Walker, and Landers, 2013). Teachers in South Africa are exiting the teaching profession because of issues related to challenging learner behaviour in schools (Fox, 2019; Masweneng, 20 March, 2018).

Nunam (2018) indicates that the victims of ill-discipline are exposed to hostility, harassment, disturbances, bullying and treatment related to segregation. These forms of violence happen on a daily basis in different schools in South Africa (Taole, 2016). Furthermore, Ferrara, Franceschini, Villani and Casello (2019) agree that the victims who experience the identified types of abuse suffer from pain and anguish. Some victims of

school violence suffer from depression, reduced perceptions of self-worth, poorer school outcomes, chronic absenteeism and suicide (Khumalo, 2019).

Many school teachers are completely demotivated because of the hostility in South African schools (Mncube and Madikizela-Madiya, 2014). According to Van Breda (2017), teachers complain that sometimes classrooms are vacant mainly because learners leave the school premises during contact time. Kanga and Jagero (2015) point out that teachers are not able to finish the syllabi because of learners' poor attendance. Teaching and learning time is also wasted when teachers try to solve issues related to learner ill-discipline behaviour during lessons (Ncontsa and Sibanda, 2013).

Teachers seem to be unable to take proper decisions against ill-disciplined learners because they are concerned about their welfare (Segalo and Rambula, 2018). As stated by Masitsa (2011), school violence negatively impacts teaching and learning in a big way. Teachers are not able to cope with the amount of violence in South African schools (Shields, Nadasen and Hanneke, 2014). Mottee and Kelly (2017) further explain that teachers feel incapable, dejected and confused because of the levels of learner ill-discipline in their schools. Therefore, many teachers in South Africa are considering quitting the profession (May 2018).

Teachers have been unable to manage discipline in schools (Segalo and Rambula, 2018). Learners' challenging behaviour is pushing teachers to feel helpless, depressed and often forced to reconsider using corporal punishment, despite this being a punishable offence in South Africa (Nunan, 2018). According to Mncube and Harper (2013), this circumstance increased because teachers are not adequately trained to understand the personal dilemmas of learners.

In this era, it is fundamental to tackle school related problems such as challenging behaviour amongst learners so that the learners can receive interventions and support before it is too late (Maphosa and Shumba, 2014). Therefore, it is vital to understand teachers and learners' perceptions of causes of learners' challenging behaviour in schools and the effects they have on the quality of teaching and learning at a high school in Eldorado Park, Johannesburg. It is also paramount that the issues related to learners' challenging behaviour are addressed both at the school and the community at large.

1.2 RATIONALE FOR THE STUDY

The rationale of the study is to investigate the causes and effects of learners' challenging behaviour at a high in Eldorado Park, Johannesburg. The study further determines whether alternatives to corporal punishment are being effective. It has been highlighted by Nunan (2018) that challenging learner behaviour is prevalent in South African schools. There is also an increase of school violence which distracts learners attention, negatively impacts academic performance, cause classroom disorder, bunking of classes and depression (Lumadi, 2024). As mentioned above in 1.1 (Nunan and Ntombela 2018) and (Ntuli and Machaisa 2013), learner's challenging behaviour disrupts teaching and learning and has a negative academic impact. Despite having a great deal of research on learner's challenging behaviour in South African schools since the prohibition of corporal punishment in schools (Wolhuter and Walt, 2020), there is a resurgence of ill-discipline in schools (Khanyile and Mpuangnan, 2023).

Previous research on learner's challenging behaviour focused on learner's challenging behaviour in different communities and locations such as in primary schools in Phoenix, South Africa (Nunam and Ntombela, 2022, 2019) and (Nunam 2018, 2022). I have recognised that there is no study that particularly focused on learners' challenging behaviour in Eldorado Park schools. Furthermore, there is no study that has used Bronfenbrenner's ecological systems theory to interpret the experiences of teachers and learners on learners' challenging behaviour in a high school in Eldorado Park, Johannesburg. Therefore, the gap that is being addressed by this study is the experiences of teachers and learners regarding learners' challenging behaviour in a high school in Eldorado Park, Johannesburg. In turn, the study provides strategies that can be applied to correct, reduce and prevent learner's challenging behaviour in schools.

1.3 SIGNIFICANCE OF THE STUDY

The study may be crucial to the South African education system because it may influence the Department of Education to create safe school environments for both teachers and learners. Furthermore, the study may guide the Department of Education to revise the alternatives to corporal punishment in schools for effective teaching and learning. The

findings may influence policy makers to amend certain educational policies that may be the sources of challenging behaviour in schools so that the needs of individual school are met. The study will also benefit school management teams, practicing teachers and student teachers by providing information on importance of investigating and understanding causes of learners' challenging behaviour before criticising the offending learners. This study may also function as a baseline study to future studies on methods of tightening school security and how mentorship programmes for ill-disciplined learners can reduce learners' challenging behaviour in South African schools.

1.4 PROBLEM STATEMENT

I have been a teacher in different schools in Johannesburg. This includes Johannesburg inner city, Eldorado Park township, Mulbarton which is an affluent area in Johannesburg South. When I transferred from Eldorado Park to a former model C school in Mulbarton. I observed that both schools had serious learners' challenging behaviour which are caused by different factors. Some of the factors include learner-related factors, teacher-related factors, school-related factors, education system-related factors, parent-related factors, and society-related factors (Wolhuter and Van der Walt, 2020). One of my roles and responsibilities at the high school where I was teaching was to deal with discipline issues in the classroom, sports field, playground and school gate. A lot of incidents were reported daily about learner's challenging behaviour. When conducting the above-mentioned duties around the school, I observed that there are many matters related to learners' challenging behaviour in the school. Some of these learners' challenging behaviour are as serious as assault, stealing, stabbing, drug abuse, bullying and gangsterism to the point that sometimes the police have to be involved. I also observed that most of my colleagues are struggling with the phenomenon under investigation.

The bad behaviour of some of the learners at the school where I was teaching has made teaching and learning unbearable. Teachers are exhausted and demoralised. What makes the situation worse is that the school does not have proper permanent measures to curb these learners' challenging behaviours. I have been teaching for the past twenty years and I can clearly notice the surge of discipline matters in schools. Almost every day in South

Africa, there are issues of school related violence such as learner to learner attack or learner to teacher attack (Khumalo, 2019).

According to Shaikhanag and Naidoo (2019), most South African schools experience many challenges regarding unbecoming learner behaviour. Therefore, the research study *Learners' Challenging Behaviour in Schools: A Case Study of a High School in Eldorado Park: Johannesburg Central District* may benefit teachers and learners by assisting them with insight into causes of challenging learner conduct in high schools, the impact of ill-discipline in schools and can influence strategies that can be used to prevent, reduce and stop this phenomenon from occurring in schools.

The problem in this research study is that teachers seem to be unable to take good decisions against ill-disciplined learners because they worry about their own security. According to Osman (2017), bad learner behaviour disrupts the agenda of education in many schools in South Africa. Furthermore, Mncube and Steinmann (2014) elaborated that teachers are completely demotivated by violence in South African schools and feel that some school environments are not conducive for teaching. As a result, teaching and learning is negatively impacted by learners' challenging behaviour. The quality of teaching and learning is adversely affected because teachers feel disempowered, demoralised, and confused because of learner ill-discipline in schools (Ncontsa and Sibanda, 2013). Therefore, many teachers are considering leaving the profession because of the growing number of issues related to challenging learner behaviour in South African schools (Motte and Kelly, 2017).

1.5 RESEARCH QUESTIONS

1.5.1 The main research question of the study:

What are the perceptions of teachers and learners regarding learners' challenging behaviour at a high school in Eldorado Park, Johannesburg?

1.5.2 Research sub-questions

- a) How teachers and learners at a high school define learners' challenging behaviour?
- b) How does learners' challenging behaviour manifest at the high school?
- c) What are the causes of learners' challenging behaviour at the high school?
- d) How does the school manage learners' challenging behaviour at the high school?
- e) What is the impact of learners' challenging behaviour on teachers and learners.
- f) What strategies can be used to prevent, correct and reduce learner challenging behaviour at the high school?

1.6 AIMS AND OBJECTIVES OF THE STUDY

1.6.1 The main research aim

To establish the perceptions of teachers and learners regarding learners' challenging behaviour at a high school in Eldorado Park, Johannesburg.

1.6.2 Research objectives

- a) To explain the meaning of learners' challenging behaviour.
- b) To describe how learners' challenging behaviour manifest at a high schools.
- c) To identify the possible causes of learners' challenging behaviour at a high school.
- d) To investigate the methods used by the school to manage learners' challenging behaviour at a high school.
- e) To discuss the impact of learners' challenging behaviour on teachers and learners.
- f) To explore the possible ways of dealing with learners' challenging behaviour in high

schools in South Africa.

1.7 THEORETICAL FRAMEWORK

A systems theory approach and Bronfenbrenner's ecological systems theory were adopted for this research because they are both interdisciplinary theories about every system in nature, in society and in many scientific domains as well as a framework with which we can investigate phenomena from an integrated approach. The theoretical framework is a guide for a research (Grant and Osanloo, 2014). Adon, Egyem and Hussein (2018) agree that the theoretical framework guides the researcher so that she/he would not deviate from the confines of the accepted theories to make his/her final contribution scholarly and academic. Grant and Osanloo (2014) further say that the theoretical framework serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions. Therefore, according to Collins and Stockton (2018), a researcher who can articulate a theoretical framework may have done the difficult and essential work to unearth their deepest operating principles and preconceptions about a study.

1.7.1 Systems theory

The systems theory was relevant for this study because it enabled me to investigate the influence of different factors regarding learners behaviour. Meles, Pels and Polase (2010) defined systems theory as a multifaceted concept on all existence on the planet, in people, the economic situation and within information systems. This theoretical framework was suitable for this study because it is a component of communicating elements and its main focus is on interactions (Von Bertalanffy (1972). In this study the learners behaviour is being influenced by communicating elements such as homes, school, community, department of education policies and learners themselves. When these elements communicate, they influence the behaviour of learners at school. The behaviour impacts teaching and learning. Systems theory applies to South African Education because behaviour is influenced by a variety of factors that work together in a social system Harney (2019). The communication of negative experiences of learners from homes, school,

community, other learners and Department of Education results in negative behaviour at school.

1.7.2 Bronfenbrenner's ecological systems theory

Bronfenbrenner's ecological systems was pertinent to investigate learners' challenging behaviour at the school. Bronfenbrenner's proposed micro, meso, exo, and macro systems as the four major environmental subsystems that influence human behaviour and development (Duerden and Witt, 2010). In Bronfenbrenner's systems theory, there is a better look at a problem and an understanding of why there is a problem (El Zaatari and Maalouf, 2022). I was able to examine homes of learners, the school, the community, learners themselves, government system, political and socio-economic status and how they influence learners' behaviour at the school of study. Bronfenbrenner's ecological system further guided me to study how these causes communicate to influence ill-discipline at school. Furthermore, the theory assist me in investigating how the systems can communicate again to resolve challenging behaviours matters at the school.

Bronfenbrenner (1994) proposes that individuals exist within a variety of settings, starting at the individual level and extending outward. Therefore, Bronfenbrenner's ecological systems theory assisted me to study different levels that have an influence on learners' challenging behaviour by first exploring the homes of the learners, secondly the school, the learners themselves, the community and lastly the education system of South Africa. Crawford (2020) additionally explained that Bronfenbrenner's systems theory does not only focus on natural sciences, rather on family relationships, organisations and their employees and even expounds on the sometimes complicated system of governments. For this study, teachers, learners, deputy principal and principal participated so that I obtained different perspectives on causes, effects, and recommendations regarding learners' challenging behaviour at the school.

1.8 RESEARCH METHODOLOGY AND DESIGN

1.8.1 Research method

A qualitative research method was employed to investigate learners' challenging behaviour at a high school. According to McMillan and Schumacher (2010) a qualitative research method emphasises gathering of data on naturally occurring phenomena. Using the qualitative research method enabled researchers to include the purposeful application and gathering of diverse actual materials such as case study, individual experience, real life narratives, interviews and perceptible texts among others (Aspers and Corte 2019). In this study I used different participants such as learners and teachers to explore their understanding and experiences of learners' challenging behaviour at the school. The data collection methods used in this study are semi-structured interviews, focus groups and document analysis. The triangulation method was employed to collect data from participants and to gain a comprehension of the manifestation of learners' challenging behaviour, causes and its effects. Furthermore, it balances the research by avoiding bias.

1.8.2 Research design

A case study research design was adopted for this study. McLeod (2019) defines case study as an extensive examination of an individual person or group, occurrence and society. Typically, data for the case study is gathered from diverse sources and is collected using different methods (Marrelli, 2007). This research study explored the learners' challenging behaviour in a high school in Eldorado Park, within the Johannesburg Central Education District using an instrumental case study. Instrumental case studies present a particular issue and reinforce its understanding through in-depth analyses (Mills, Jarus and Wiebe, 2010). Instrumental case study further provides rich descriptions of the lived experiences of individuals and society (Green, Price, and Price 2023). Therefore, in this study the school is a single community and learners' challenging behaviour is a single phenomenon. The case study approach allowed me to have an in-depth, multi-faceted exploration of learners' challenging behaviour in a real-life context. Diverse people such as learners, members of the Representative Council of Learners (RCL), teachers, the deputy principal and the principal participated in this study to give their experiences on learners' challenging behaviour.

1.8.3 Research paradigm

Interpretive paradigm was adopted in this study. Kivunja (2017) defines a paradigm as a worldview, attitude, frame of mind, vantage point, or group of beliefs that are shared to interpret the meaning of research data. Photongsunan (2018) also defines an interpretive paradigm as a philosophical method that is used by researchers to find substantiality from the participants' thoughts, understanding and exposure. The interpretive paradigm was beneficial for this study because it was used to comprehend the subjective world of teachers and learners about learners' challenging behaviour. To further get an understanding I used the interpretive paradigm to ask questions that do not only focus on school related issues but also the influence of home and community on learners' challenging behaviour.

1.8.4 Sampling

The participants of the study were selected through purposive sampling. The sample of this study consists of fourteen (14) participants from the school of study. According to McMillan and Schumacher (2010) purposive sampling permits the investigator to choose specific components from specimen group that is informed on the topic of study. The final judgement is made by the researcher on which subjects will give the best details on the topic (Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood, 2016). The purposive sampling is less costly, easy to administer and usually assures high participation rates (McMillan and Schumacher, 2010).

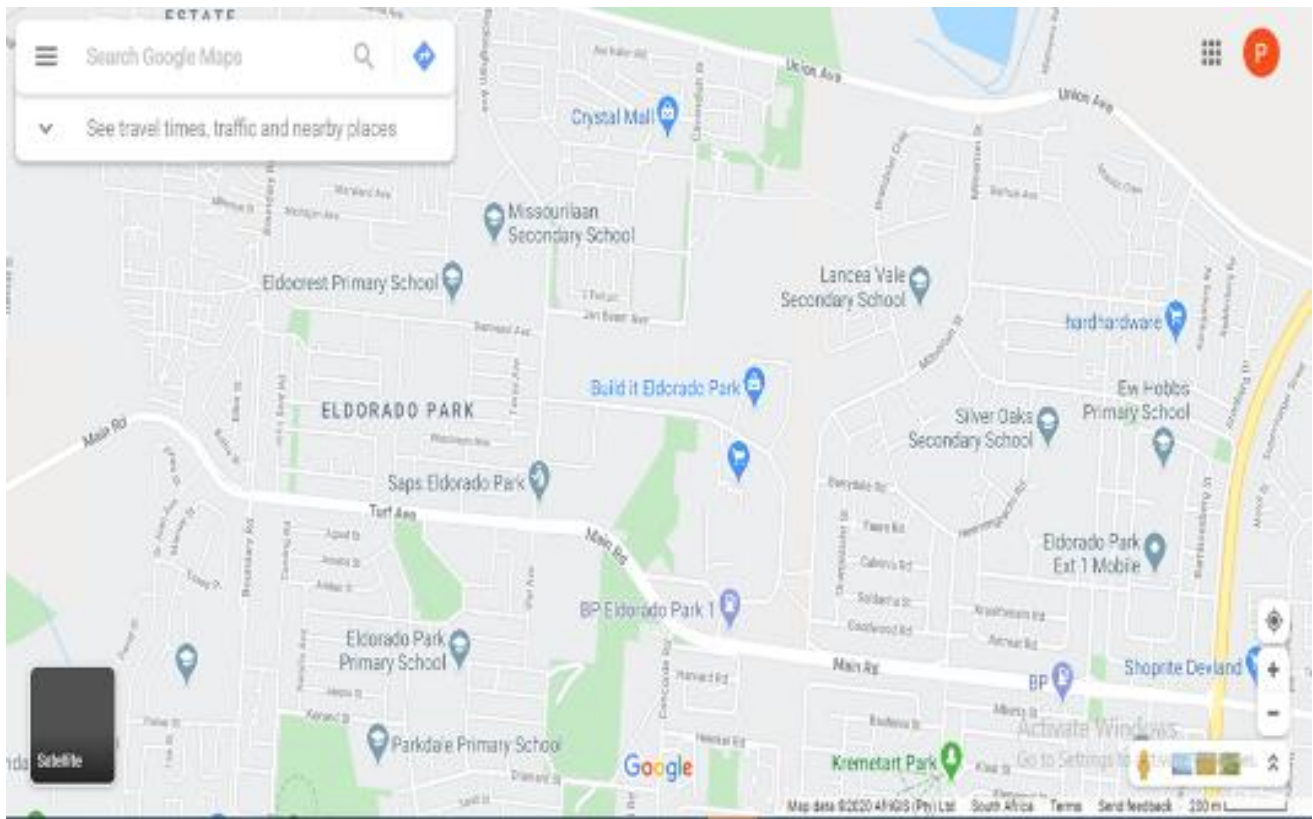
1.8.5 Location

The location of the study is in Eldorado Park township. The school is in Johannesburg South, Gauteng province. It is a government school under Johannesburg Central Education District. The school is in Quintile 1. The schools in Quintile 1 are regarded as being "most poor", and the schools in Quintile 5 are regarded as being "least poor" (DoE, 2006). Schools in Quintiles 1, 2 and 3 are mostly in townships and rural areas (Botha, 2020). Whilst schools in Quintiles 4 and 5 are mostly former model C schools or affluent schools in developed residential areas (Ogbonnaya and Awuah, 2019). Eldorado is situated in a predominantly Coloured (mixed race) residential area. Most learners and teachers live in the community and around neighbouring black townships. It was crucial to

have participants from the community who are also members of the school community to participate because they could easily relate to home, school and community challenges that cause learners' challenging behaviour at the school.

The map below shows Eldorado Park township in Johannesburg and the location of schools in the community.

FIGURE 1.1 MAP OF ELDORADO PARK, JOHANNESBURG SOUTH



1.9 RESEARCH INSTRUMENTS

One-to-one semi-structured interviews, the focus group and document analysis were employed to collect data for this research. Heale and Forbes (2013) define triangulation in research as different methods of collecting data and the intention is to strengthen reliance in the outcome through the corroboration of the theory applying two or various procedures. In the study I used semi-structured interviews, focus group and document analysis. McMillan and Schumacher (2010) explain that triangulation gives a comprehensive set of data that is

more valid. I selected disciplinary records for document analysis because they specifically dealt with discipline issues and they produced the same value as the interviews and focus group responses.

1.9.1 One-to-one semi-structured interviews

One-to-one (individual) semi-structured interviews were employed in the study. The focus of one-to-one semi-structured-interviews is to investigate ideas, exposures, understandings of different people on particular issues. It was appropriate to use one -to- one semi-structured interviews in this study because some participants were going to feel uncomfortable to discuss or explore their sensitive topics in a group environment (Gill, Stewart, Treasure, and Chadwick, 2008). The one-to-one participants are one Grade 9 learner, one Grade 10 learner, one Grade 11 learner, one Grade 12 learner, one Grade 9 Life Orientation teacher, TLO, the senior teacher who is in charge of school discipline at the school, the deputy principal and the principal. The interviews were audio recorded and transcribed at a later stage with the consent of the participants.

1.9.2 Focus group

The focus group interview is a small, related group gathered to study or assess a phenomenon (McMillan and Schumacher, 2010). The study used a focus group to interview five RCL members to determine their perception on learners' challenging behaviour at the high school. With the consent from participants the focus group interview was audio recorded. The main benefit of the focus group was that encounters or experiences were shared and some ideas which did not come up during one-to-one interviews were expressed during the focus group discussion (Tausch and Menold, 2016). All the 5 RCL members have the same responsibilities at the school.

1.9.3 Document analysis

Learners' disciplinary records were used to collect data on learners' challenging behaviour. Schools keep records of students and employees and some of the records can be used in research (McMillan and Schumacher, 2010). Document analysis is a structured line of action for reviewing or evaluating documents that have been written down without the researcher's involvement (Morgan, 2022). The documents present research data on the

circumstances according to how the participants perform (Bowen, 2017). In this research study, I analysed five documents on learners' challenging behaviour that are kept in the school office. I requested at least ten files on learner discipline and incidents. I browsed through the disciplinary records and chose only five detailed records from period 2019-2023. Documents analysis was an efficient method, easily available, cost effective, unobtrusiveness, stable, exact and provided a broad coverage for the study (Bowen, 2017).

1.10 DATA ANALYSIS

The study used thematic data analysis. The researcher studied data obtained using the one-to-one semi-structured interviews, focus group and disciplinary reports from the high school. Bowen (2009) explains that thematic data analysis is when the reviewer must look closely at the elected data and execute compiling and section establishment found on the data's attributes to reveal topics relevant to an occurrence. Thematic analysis allows the researcher to associate an analysis of the frequency of a theme with one of the whole contents (Aihojailan, 2012). The data for this study was coded, put in categories and formed theme and presented as a narrative.

1.11 TRUSTWORTHINESS

Trustworthiness is defined by Nowell, Morris, White and Moules (2017) as a concept that uses the principle of reliability, exchangeability, responsibility, and provability in research. I applied the trustworthiness criteria to the study.

1.11.1 Credibility

The data collected for the study on learners' challenging behaviour is credible. Korstjens and Moser (2018) define credibility as the confidence that can be placed in the truth of the research findings, establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original views.

1.11.2 Dependability

The data of the study is dependable because it is logical, traceable, and clearly documented. Moon, Brewer, Januchowski-Harvey, Adams and Blackman (2016) define dependability as the stability of data over time and under different conditions.

1.11.3 Conformability

The data of this research is conformable. The conformability in this study is enhanced by the strategies of reflexivity and auditing. According to Elo et al (2014) conformability of findings in research is defined as data that accurately represents the information that the participants provided, and the interpretations are not invented by the researcher.

1.11.4 Transferability

The data for this study is transferable to other settings. Transferability refers to the extent to which the findings can be transferred to other contexts, situations, times and population (Harvey, 2020).

1.11.5 Triangulation

Triangulation method was applied in this study to check the validity and reliability of data. Data triangulation is the employment of multiple data sources to help understand a phenomenon (Lauri, 2011). I have employed one-to-one interviews, focus group and document analysis to acquire the required information on learners' challenging behaviour. Furthermore, the triangulation method has allowed me to critically analyse the findings.

1.12 ETHICAL CONSIDERATIONS

I applied for ethics clearance at the University of South Africa's (UNISA) College of Education (CEDU). The Ethics Review Committee (ERC) granted me the permission to conduct research at the school of study. I also applied for permission at Gauteng Department of Basic Education (GDE) and permission was granted. Written informed consent was obtained from participants. The researcher considered the importance of anonymity and confidentiality of the participants and further explained that to the participants.

1.12.1 Access and acceptance

I applied for access and acceptance to the principal of the school. I requested consent from individuals who participated in the study. I also requested consent from parents of

learners who are below 18 years and participated in the study. The principal assisted me by introducing me to the teacher participants. He further asked a senior teacher to introduce me and explaining about my research to the learner participants. All permission was granted in writing before I started the investigation at the location of the study.

1.13 DEFINITION OF THE CONCEPTS

The key concepts used in the study are briefly defined in the section below.

1.13.1 Challenging behaviour

Challenging behaviour (ill-discipline) is any type of deed that is assumed flawed and is in perceived as incorrect in an environment or by humankind (Omote, Thinguri, and Moenga, 2015). In this study challenging behaviour is any negative behaviour that learners display at school or on their way to or from school.

1.13.2 School violence

According to Kreifels and Warton (2013), violence is a conduct of hostility that happens at, when going to and at an educational institution or associated events, or throughout the event. In this study school violence is the school based behaviour of hostility that is physical, emotional and sometimes causes bodily or emotional damage to the victim.

1.13.3 School discipline

Discipline is the structure of regulations, penalizing and functional methods that provide suitable guidelines for learners to maintain order in schools (Nyati, 2010). In this study the concept school-discipline means creating a safe, orderly, and positive learning environment by employing rules and policies to manage learner behaviour and support their developmental needs at school.

1.13.4 Disruptive behaviour

According to Marais and Meier (2010), disruptive behaviour is the behaviour that interrupts teaching and learning. In this study the concept disruptive behaviour is any behaviour that negatively impacts the peace, learning and teaching of a school environment.

1.13.5 Off-task

Baker (2007) defines off-task attitude in school set-ups as the attitude a learner who completely detaches himself or herself from the learning activities to concentrate on an

unrelated activity. In this study the concept off task means learners' conduct of losing focus on a lesson or class activity and engaging in other activities that are not part of the lesson.

1.14 CONCLUSION

The research study discussed the problem of learners' challenging behaviour at a high school in Eldorado Park, within the Johannesburg Central District. The focus was on the causes and effects of behaviour of learners that is regarded as challenging and how it manifests at school. The information gathered during the study will assist with understanding the learners' challenging behaviour as well as addressing learners' challenging behaviour in schools. Chapter two of the study constitutes contextual frameworks, theoretical framework and literature review.

CHAPTER 2

CONTEXTUAL FRAMEWORKS, THEORETICAL FRAMEWORK

AND LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of the contextual framework, theoretical framework and literature review that relate to the study. The reviewed frameworks are used as the guideline for causes and effects of learners' challenging behaviour at a high school selected for the study. Adom, Hussein and Agyem (2018) define framework in research as guidelines that make research more meaningful and acceptable to the theoretical constructs in the research field. Therefore, in this study, contextual framework, theoretical framework and literature review that relate to the study were discussed to address the following sub-questions: the perception of both teachers and learners on learners' challenging behaviour in high schools.

2.2 CONTEXTUAL FRAMEWORK

Contextual framework of this study presents current situation in South African education, educational policy and practice in context, key educational policies and practices relevant to my research focus, which form the typical context and variables for implementation of my research. According to Korstjens and Moser (2018) research context in qualitative research considers natural order in which individuals or groups function to provide an in-depth understanding of real-world problems that are created by social, cultural, historical and individual factors. For this study, the contextual framework considers the context of South African education system as a whole and its influence on learners' challenging behaviour at the school of study and the effects it has on teaching and learning at the high school.

2.2.1. Current situation of challenging behaviour in South African schools

The increased rate of learners' challenging behaviour in South African schools has developed into a national crisis (Moodley, Walton and Excell, 2018). According to Khanyile and Mpuangnan (2023) South African schools are troubled by challenging learner behaviour since the abolishing of corporal punishment in 1996. The United Nations Committee (2007) defines corporal punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort. According to Govender and Sookrajih (2014) corporal punishment was used in South African schools during apartheid as a way of handling disciplinary problems. The new democratic South Africa emphasised respect and preservation of children's rights (Maphosa and Shumba 2010). Hence corporal punishment was abolished.

Teachers in South African schools have been advised to come up with functional alternatives measures in order to deal with indiscipline in schools (Maphosa and Shumba, 2010). Moyo et al (2014) state that a discipline strategy named Alternatives to Corporal Punishment (ATCP) was introduced in 2000 to replace corporal punishment. Furthermore, teachers act as *loco parentis*, which means that in the classroom context, the teacher fulfils the role of the parent of each learner in their care (Segalo and Rambuda, 2018). As much as the schools and teachers have been given counsel to deal with learners' challenging behaviour in schools, Moodley et al (2018) explain that the general climate of undisciplined behaviour and reluctance to accept authority is often seen to result in the disempowerment of teachers. Most common methods of discipline in South African schools are teaching behaviour accountability, responsible behaviour, self-discipline, respect of other learners, handling conflict and helping the offender to understand the disciplinary issue (Maphosa and Mammen 2017). Besides having a variety of discipline strategies in schools, there are still more reported cases of ill-discipline which implies the ineffectiveness of the discipline methods (Du Plessis 2015).

Teachers have been unable to manage discipline in schools (Dhlamini, 2016). Challenging learner behaviour is pushing teachers to feel helpless, depressed and often forced to reconsider using corporal punishment, despite this being a punishable offence

in South Africa (Nunan 2018). According to Mncube and Harper (2013), this circumstance worsened because teachers are not adequately trained to understand the personal dilemmas of learners.

Many teachers are completely demotivated because of the hostility in South African schools (Ncontsha and Shumba, 2013). Teachers are not able to cope with the amount of violence in South African schools and they feel incapable, dejected and confused because there is little or no consequences for the perpetrator's actions (Nieuwenhuizen, 2018). Mashau, Mutshaeni and Kone (2017) mention that educators have become victims of violent learners. This violence is attested by Segalo and Rambula (2018) who reported that it is difficult for teachers to take proper decisions against ill-disciplined learners because they are concerned about their welfare. School violence is negatively impacting teaching and learning in a big way (Mncube and Harper, 2013).

2.2.2 Educational Policy and practice in context

In South Africa, the right to a basic education is entrenched in the Constitution of the Republic of South Africa, Act No 108 of 1996a and it is regarded as one of the most crucial constitutional rights because it promotes economic and social well-being (Chürr, 2015). In terms of section 29 (1) (a) of Constitution's Bill of Rights everyone has the right to basic education (McConnachie, Skelton and McConnachie, 2017). According to Mtwesi (2013) these rights impose a positive obligation on the state to promote and provide education by putting in place and maintaining an education system that is responsive to the needs of the country. Makola (2023) further elaborates that rights of education should be directed to the full development of the human personality and to strengthening of respect for human rights and fundamental freedoms.

South African Schools Act, Act No 84 of 1996 is structured into seven chapters. In the Government Gazette number 17579 (1996) Schools Act is defined as an Act that provides a uniform system for the organisation, government and funding of schools, to repeal certain laws relating to schools, and to provide matters connected therewith. It also entails that the governance of every public school is vested in its governing body.

However, South African public schools are classified into five quintiles. based on similar criteria – the one criterion is the physical condition of the school, the quality of its facilities and the crowding of the school in terms of learner enrolment, and the other criterion is the relative poverty of the community surrounding the school (Department of Education [DoE], 1998). The schools in Quintile 1 are regarded as being “most poor”, and the schools in Quintile 5 are regarded as being “least poor” (DoE, 2006). The schools in Quintiles 1, 2 and 3 are classified as no-fee school (DoE, 2006). These schools in the lower quintiles are prohibited to charge school fees and are supposed to be mainly sustained by government funding (Naicker, Myende and Ncokwana 2020). Schools in Quintiles 1, 2 and 3 are mostly in townships and rural areas (Botha, 2020). A township is an underdeveloped, urban residential area that was reserved for nonwhites during apartheid (Pernegger and Godenhart, 2007). The schools classified as Quintiles 4 and 5 schools, are fee-paying schools and are lawfully allowed to levy school fees to supplement government funding (DoE, 2006). Schools in Quintiles 4 and 5 are mostly former model C schools or affluent schools in developed residential areas (Ogbonnaya and Awuah, 2019). Former model C school are government schools that were reserved for whites only during apartheid (Christie and McKinney, 2017)

2.2.3 Key educational policies and practices relevant to the research focus

It is stipulated in the South African Schools Act (SASA), 1996 that no person may administer corporal punishment at a school to a learner and any person who contravenes subsection (1) is guilty of an offence and liable to conviction to a sentence which could be imposed for assault (Government Gazette No 17579, 1996). According to Milne (2015), on the 18 September 2019 the constitutional Court of South Africa ruled that the common law defence of reasonable and moderate chastisement was unconstitutional. An area of concern is whether learner discipline policies and procedures are equitable, fair, and effective (Du Plessis 2015).

Childline South Africa (2018) identified hitting, slapping, pinching, pushing, shaking, kicking, depriving a child food or rest or movement, forcing chillies, washing up liquid on the child's body and forcing children to sit or stand for any length of time as forms of corporal punishment. South African Schools Act (SASA) protect children's rights to

humane treatment and would entail curtaining use of corporal punishment (Segalo and Rambula, 2018). Therefore, teachers in South African schools cannot use any form of corporal punishment to correct bad behaviour.

The South African Schools Act (SASA) of 1996 provides that School Governing Bodies (SGBs) should adopt and assist in the enforcement of a learner code of conduct to maintain discipline in schools (Bray, 2005). DoE (2008) defines a school's code of conduct as a document that spells out the rules that learners must follow and the disciplinary system that will be enforced if the rules are broken. However, according to Mestry and Khumalo (2012) some school governors, especially in rural schools still lack the relevant knowledge and skills to design and enforce a learner code of conduct.

The SGB must adopt a code of conduct for the learners after consultation with the learners and members of staff and all learners are expected to comply (Plessis and Mcube, 2018). Nothing contained in the South African Schools Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such a learner. It is specified in Section 4 Act No 50 of (2002) that a learner must be accompanied by his or her parent / guardian at disciplinary proceedings, unless good cause is shown by the SGB for the continuation of proceedings in the absence of the parent or the person designated (Bray, 2005) .

Subject to THE Schools Act, the SGB of a public school may, after a fair hearing, suspend a learner from attending the school as a correctional measure for a period not longer than one week (Section 9 of SASA). A learner at a public school may be expelled only by the Head of Department (HOD) of the DoE. Learners are only expelled if found guilty of serious misconduct after a fair hearing. The HOD is the second in command in a provincial department, he/she oversees all the matters in the province (Gazette 19320, 1998). A learner or a parent of a child who has been expelled from school may appeal against the decision of the HOD to the member of the executive council (section 9 of SASA). Research on the implementation of a code of conduct in schools indicate that several schools are not using the strategies recommended by SASA when dealing with serious types of misconduct (Silbert, 2013).

If a learner who is subject to compulsory attendance in terms of section 3 (1) is expelled from a public school, the HOD must make an alternative arrangement for his or her placement at a public school (section 9 of SASA). However, schools have at times struggled to expel ill-disciplined learners because of a reluctance on the part of the provincial education HODs to affirm a recommendation of expulsion (Smit, 2013).

A principal, educator, or learner may not allow or conduct or participate in any initiation practices against a learner at a school or in a hostel accommodating learners of a school (SASA, 1996). Huysamer and Lemmer (2013) define initiation as a practice of taking newcomers from novice status to acceptance as functional and acknowledged members of a new group. According to the Government Gazette (Number 23315, 2002) initiation in school may include humiliation, degradation, harassment, assault, *crimen injuria*, intimidation, or maltreatment of learners. All the mentioned above policies have an impact on learners' challenging behaviour in schools.

2.2.4 The typical context

Since the ban of corporal punishment in 1996, South Africa still has no remarkable change in learner's behaviour and corporal punishment is still largely used in schools (Moyo et al, 2014). Belle (2016) suggests that all schools would like to prevent indiscipline in the hope that teaching and learning would take place in a conducive environment. Hence, if teachers fail to get desired discipline or regulate their disciplinary techniques according to legislation, some teachers still see value in using corporal punishment (Govender and Sookraijh, 2014). According to an article by Modise (October 14, 2019), The South African Council for Educators' (SACE) latest annual report shows some teachers are still using corporal punishment in schools. Nevertheless, some researchers such as Maponya (2015) view alternatives to corporal punishment as ineffective in dealing with learner discipline in schools.

Most schools have enacted a code of conduct to regulate learner behaviour, however it does not have the desired effect (LeeFon, Jacobs, Reux and de Wet, 2013). Sebisha (2015) disagrees by suggesting that if the learner code of conduct is properly implemented in schools, it can be an effective method to manage learner behaviour in schools even though it has limited effect on serious misconduct.

Since the SGB is responsible for formulating the learner code of conduct, it has emerged that parent and learner stakeholders participate to a limited degree in formulation and implementation of the code of conduct because of lack of time or being overshadowed by other stakeholders (Mncube and Du Plessis, 2018). Mestry and Khumalo (2011) agree that parent governors are far removed from day-to-day operations of the school and may fail to understand seriousness of discipline issues at school including enforcing it. Eventually the principal and teachers may work as dictators by formulating and enforcing discipline in schools (Mncube and Du Plessis, 2018).

There is a concern regarding the effectiveness of learner discipline policies and procedures (Du Plessis, 2015). Mashau et al (2017) explained that many teachers still hold the perception that corporal punishment was/is the only alternative to maintain discipline in schools. Motseke (2019) agrees that some teachers apply unapproved measures of disciplining learners such as inflicting corporal punishment, swearing at learners and pinching and they seem more effective than the approved ones. Dhlamini (2016) concludes that teachers are experiencing difficulties and constraints to manage the learners' behaviour and to oversee the nature of learner misconduct in schools and in the classrooms.

2.2.5 Types of misconduct

Misconduct behaviour in South African Schools is graded according to the nature and degree of seriousness of the offences (DoE, 2008). Ngidi (2007) identified four levels of learner misconduct at school, with level one as the less serious and level four as very serious misconduct. Ngidi (2007) says the class teacher deals with level 1 misconduct, HOD deals with level 2, principal or outside agency deals with level 3. SGB, police and provincial education deals with level 4 misconduct.

DoE (2008) identified these offences to fall under level 1: littering, noise, eating or drinking or chewing gum in class, entering out of bounds areas, loitering, poor sportsmanship, failure to meet deadlines or submission of classwork, infringements of school uniform, spitting in public, possession of a cellphone, use of offensive material, copying another learner's work, spitting in public and arriving late for school.

These are the level 2 offences stipulated by the DoE (2008): vandalism, racism, forgery, intimidation by verbal or physical threat, swearing, disrespect, fighting, public disturbance, failure to attend detention, unacceptable hair style, display of tattoos, cheating, copying, truancy, possession and use of firecrackers and using a cellphone during a test.

Level 3 offences given by the DoE (2008) are possession of weapons, entering school under the influence of drugs or alcohol, pornographic material, assault with intent to cause grievous bodily harm, leaving school without permission, taking part in any illegal strike, outside the school during school hours, violating rights of others, reckless driving and unreasonable repetition of a Grade 2 offence.

The highest level of offences at school is level 4 (DoE, 2008). These are use of weapons that cause physical injury, possession or use of firearm, possession and use of drugs, poisoning or attempt to poison another learner, theft, robbery, break-ins, malicious damage to teacher or another learner's property, rape or attempted rape and any other offence that is punishable under common law.

2.3 THEORETICAL FRAMEWORK

The systems theory and Bronfenbrenner's ecological systems theory with all their holistic properties were applied to investigate the perceptions of teachers and learners on learners' challenging behaviour at a high school in Eldorado Park. Both theories are interdisciplinary theories about every system in nature, in society and in many scientific domains as well as a framework with which we can investigate phenomena from an integrated approach. When a study is designed around a theoretical framework, the theory is the primary means in which the research problem is understood and investigated (Casanave and Li, 2015). There are many theories that can be used in research (Sunday, 2017). According to Redmond (2015) theories essentially emerge from personal observation of the world or by studying the observations of others. Reeves, Albert, Kuper and Hodges (2008) explain that qualitative researchers rely heavily on theories drawn from the social sciences and humanities to guide their research process and illuminate their findings.

2.3.1 Systems theory

A systems theory approach is adopted for this research. The theoretical framework aligns the study in the direction of learners' challenging behaviour because it reveals that some learners display more than one type of ill-behaviour which is influenced by different concepts interacting in their lives. According to Meles, Pels and Polase (2010) a systems theory is an interdisciplinary theory (framework) about the nature of complex systems in nature, society and science that investigate or describe any group of objects that work together to produce some result. Sunday (2017) explained that Ludwig Von Bertalanffy initiated the systems theory and defines it as a component of communicating elements and that its main focus is on interactions.

The systems theory guided me to get the perceptions of teachers and learners on how the community, families, the school teachers and learners influence learners' challenging behaviour at the school. Systems theory focuses on three levels of observations: the environment, the social organisation as a system and human participants within the organisation (Lai and Lin, 2017). Details of how these elements can communicate again to create a conducive environment was recorded in the study. Systems theory has a purpose to describe in detail the positive relationships of the organisational environment and the connectedness of the elements in the system (Meadows and Wright, 2008).

A system is located based on the organisation and patterns of relationships coming from communications included in elements (Lai and Lin, 2017). Furthermore, Heil (2017) supports the previous authors by explaining that Bertalanffy's systems theory elaborates that no description can be done by separating a component of a system and that the system and its holistic properties should be analysed to find the root of a problem. This theory is relevant to this study of learners' challenging behaviour as I recognised that learners' challenging behaviour does not manifest on its own rather it is embedded in a system. As stated by Lai and Lin (2017), systems theory accounts all potential issues or sources of the problem and critically analyses each singly and identifies the role each part participating in the structure. Therefore, systems theory is

used to investigate causes and effects of learners' challenging behaviour at the school of study.

2.3.2 Bronfenbrenner's ecological systems theory

Bronfenbrenner's ecological systems theory was also adopted for the study. The Bronfenbrenner's ecological systems theory assisted me to investigate the convergence of biological, psychological, and social sciences that influence the learners' behaviour at a high school in Eldorado Park (Crawford, 2020). Bronfenbrenner (1994) sought to develop a theory of human development that would consider the influences of all of the systems that play a role in impacting the lived experiences of the individual no matter how remote the influence.

Bronfenbrenner (1994) proposed that individuals exist within a variety of settings, starting at the individual level and extending outward – from family, work and society. Duerden and Witt (2010) mention Bronfenbrenner's four major environmental subsystems that influence human behaviour and development as the micro-, meso-, exo-, and macro systems. Bronfenbrenner's ecological systems theory enabled me to examine Eldorado Park, as a community, school of study, family life, Department of Education and how these systems communicate and influence the learners' behaviour at school.

The microsystem enabled me to examine the influence of the learners' personalities, beliefs, temperament, family, peers school and community regarding challenging behaviour at school. The microsystem represents an individual's immediate context including associated roles, actors, and environmental characteristics (Crawford, 2020). The examination of microsystem is relevant for this study because it enabled to reveal how the family and community is largely impacting the learners' behaviour at school (Paquette and Ryan, 2001).

The mesosystem assisted me to investigate the influence of relationships such as between teachers and parents, siblings and teachers, peers, parents and school and learners and their community on discipline matters at the school. Mesosystem is where an individual's microsystems are interconnected and assert influence upon one

another (Bronfenbrenner 1994). Furthermore the mesosystem reveals that these interactions may function together and increase learners' bad behaviour at the school. The recommendations by the participants indicated that positive interactions might bring a positive change in learners behaviour at the school.

The exosystem supported me to analyse the impact of community matters, parents, school challenges, education system policies and social media on learners' behaviour at school. The exosystem represents environments that indirectly influence an individual's development and it incorporates formal and informal social structures (Guy-Evans, 2024). The values, beliefs, policies, and support systems can indirectly impact the child's upbringing hence the manifestation of challenging behaviour at school (El Zaatari and Maalouf, 2022).

The macrosystem guided me to investigate how political and socio-economic influence learners' behaviour at the school. Macrosystem consists of already established external influences such as society, cultural ideologies, attitudes and social conditions that children are exposed (Sekaran , Kamath , Ashok , Kamath , Hegde and Devaramane, 2017). Macrosystem enabled me to look at challenges that Eldorado faces as a community. Challenges such as the countries history, the quintile of the school, political unrest, poverty, housing, unemployment, gender roles and the attitude of the people have an influence on learners challenging behaviour (Guy-Evans, 2024).

2.4 LITERATURE REVIEW

This study is based on learners' challenging behaviour at a high school in Eldorado Park, Johannesburg. The researcher provides research findings in literature on the concept of learners' challenging behaviour, manifestation of learners' challenging behaviour, causes of learners' challenging behaviour in schools, alternatives to corporal punishment that are used at the school, impact of learners' challenging behaviour in schools and strategies that can be used to alleviate learners' challenging behaviour in schools.

2.4.1 The concept of learners' challenging behaviour in schools

In this study, the term learners' challenging behaviour will be used to imply bad behaviour or ill-discipline or misconduct that learners display at school to hinder the productivity of teaching and learning and to disturb the school's peaceful environment. Learners' challenging behaviour in the school frame of reference refers to an attitude that meddles with the learners' personal and or other learners' learning, disturbs the everyday performance of the school and endangers the right of staff and learners to a sound and organised environment (Éireann, 2015).

Éireann (2015) explains that learners' challenging behaviour has a period, a rate of occurrence, strength or perseverance that is above what is considered the normal range that schools accept. The school has the responsibility of controlling its learners to ensure effective teaching and learning (Dhlamini, 2014). Indiscipline is a behaviour from learners that breaches rules and regulations and undermines school effectiveness (Salifu and Agbenyega, 2012).

In Chinese educational context learners' challenging behaviour is regarded as phenomenon that is broad and it includes problem behaviours such as defying definite rules and violating undeclared standards and assumptions (Sun and Shek, 2012). Odebode (2019) agrees with the previous writer by mentioning that indiscipline is a behaviour that contradicts the acceptable rules and regulations of the school system.

2.4.2 Manifestation of learners' challenging behaviour at school

Challenging behaviour in schools can manifest in different circumstances and in numerous settings all around the school and these can be physical and verbal harm, intimidation, fighting, contempt and resistance (Maphosa and Shumba, 2010). All these behaviours often interrupt teachers' capacity to educate and learners' potential to gain knowledge (Flower, McKenna, Bunuan, Muething and Vega, 2014). Jacobson (2013) said that learners' challenging behaviour manifests in learners as overactive, restless and inattentive, defiance and difficulty in following instructions.

Discipline is a crucial aspect of Chinese teachers' and students' classroom lives (Hue, 2007). Therefore learners' challenging behaviour in China can include simple things such as doing something in private during a lesson which leads to learners not being attentive, using electronic gadgets such as cell-phones for communicating, game playing, browsing the web and playing music because the learners in China are not allowed to do that during contact time (Sun and Shek, 2012). According to (Sun and Shek, 2012) teachers in China described the most intolerable challenging behaviour as disrespecting teachers, being delinquent, followed by taking other people's belongings without permission and verbal hostility.

Wolhuter and Russo (2013) agree that there are also serious forms of misconduct such as vandalism, substance abuse, intimidation, harassment of other learners, fighting and theft in Chinese schools. All these behaviours are considered unacceptable because respect and compliance are the most important values in Chinese education and culture (Coughlan, 2013).

Teachers in America reported an increase in student behavioural issues (Wigfall, 2019). In a study carried by Alter, Walker and Landers (2013), American teachers in high schools recognised truancy as the most common challenging behaviour and they also identified that nervousness, loss of focus, impulsiveness and disturbances were constantly present challenging behaviours across all levels of school.

According to Simba, Agak and Kabuka (2016) challenging behaviour among learners in Kenya is any type of ill-discipline which can manifest in learners in diverse ways such as defiance, damaging of school property, bad attitude towards learning, mischievousness, pilfering, substance abuse, unpunctuality, absenteeism, unclean, causing disputes, use of vulgar languages, impoliteness, gangsterism and cultism. In Nigerian schools learners' challenging behaviour manifests as aggressiveness, violence and vandalism (Ali, Dada, Isiaka and Salmon, 2014).

There is an outcry of Cameroon educators, administrators and parents about the increase of ill-discipline in Cameroon secondary schools (Ngwokabuenui, 2015). He further identified these challenging behaviour in Cameroon's schools: bunking of lessons, watching and performing pornography, telling lies, violence, deceit, unruly towards authority, alcohol drinking, destroying school property, unpunctuality, cultism, use of drugs, stealing and offending others.

Moyo et al (2014) explain that indiscipline in South African schools has reached a higher level. They mentioned that the learners' challenging behaviour is manifesting in forms of vandalism, fighting, use of foul language and making noise. Challenging behaviour in South African schools include learners with dangerous weapons such as guns, learner on learner violence, deliberate damage of school property, pilfering and learners in possession of illegal substances (Burton and Leoschut, 2012).

Stadler (2017) aired the same sentiments by describing challenging behaviour in South African schools as the behaviour that involves conduct such as temper tantrums, physical hostility, and excessive unnecessary arguments, pilfering and other types of resistance to people in charge including teachers. According to Dhlamini (2016), learners' challenging behaviour in South African schools include bullying, gangsterism, drugs and alcohol abuse, dispute with teachers, teenage pregnancy, stealing, satanic rituals, refusal to follow a teacher's instruction or inattentiveness in the class.

2.4.2.1 Violence

Some South African schools are experiencing more incidents of violence and it is becoming threatening to teachers and learners (Taole, 2016). The former Minister of Basic Education, Angie Motshekga, acknowledged that the current outbreak of violence at schools throughout South Africa is a cause for a serious concern and had called for all security organisations to assist in the recent incidents of violence which is being experienced in schools (Daniel, 2018). The statistics of one in five

learners experiencing some form of violence in South African schools is a major concern (Meyer and Chetty, 2017). Baruth and Mokoena (2016) report that learners carry knives, guns, and other weapons to school.

Violence in South African schools manifests in different types or forms. These include physical and sexual assault, bullying and cyberbullying, public shaming, sexual harassment, suicidality, verbal and emotional abuse, and property theft (Milligan, Doss and Zungu, 2024). School violence mostly happens on learner-to learner and the same learners can be both victims and perpetrators (Burton and Leoschut, 2013). Ncontsa and Shumba (2013) shared the same essence by identifying bullying, destroying the school property intentionally, gangsterism, ill-discipline and refusal of instruction from authorities as common types of school hostility in South African schools. Roberts and Venkat (2016) described frequent physical fighting in South Africa as the most challenging behaviour in class and that it makes teaching and studying unproductive.

According to Taole (2016), teachers are not immune to school violence and are unable to get through to the learners because they are scared to be victimised outside the office or school. Venketsamy (2024) reported that teachers are regularly subjected to physical and verbal attacks by learners on school properties. Van Nieuwenhuizen further said that media reports show that Limpopo province alone had 900 incidents of teacher violence by June 2018. The violence is evident because a teacher was attacked to death recently by a learner while invigilating at a school in North West (Seleka, February 28, 2019).

Female learners and female teachers are exposed to forms of sexual violence in South African Schools. Meyer and Chetty (2017) highlight that girls encountered sexual violence at school by being raped in washrooms, empty classrooms, hallways, hostels and dormitories. Mncube and Harper (2012) agree that sexual harassment of female learners was happening in schools. eNCA (Monday, March 4, 2019- 8.52 am) reported that sexual abuse is on the rise in South African schools.

Bullying is the most common form of violence in schools (Taole, 2016). Banks (2014) explain that learners who engage in bullying behaviour have a need to feel powerful and in control. Rigby (2020) highlights that bullying can be physical, verbal or emotional and it happens over time. ChildLine South Africa (2020) identified these forms of bullying: name calling, make up things, hitting, pinching, biting, pushing, taking things away, damaging one's belongings, stealing money, taking friends away, spreading rumours, threats and intimidation. Another new form of bullying is known as cyberbullying which takes place indirectly over electronic media and has the same effects as other forms of bullying (Smit, 2015).

Gangsterism is a serious cause of violence in South African schools (Mncube and Madikizela-Madiya, 2017). Egley, James, Howell and Major (2006) define gangs as organisations of three or more individuals who form an alliance for a common purpose which identifies them with claims of territory in the community and individual or collective engagement in violence and criminal activities. According to Meyer (2019) the Department of Basic Education (DBE) noted that gangsterism is at the heart of a problem that is holding learners hostage. Hlatshwayo (2018) agrees that gang violence is present in South African schools.

A 19-year-old boy from Mondeor High School in Johannesburg South was stabbed to death near the school gate by three other schoolboys from a nearby school in the area (Etheridge and Ngqakamba, 2019). In another spate of violence (Ngcobo and Selepe, 2019) reported that a Grade 10 learner from Forest High School in Turffontein, Johannesburg South was stabbed to death by his fellow schoolmates in Grade 8. The murder took place just outside the mentioned school. The recent evidence of violence took place at Willow Crescent school in Eldorado Park (S Tshikalange, 2024). A gang member from Kliptown Secondary School carrying a knife managed to enter Willow Crescent Secondary School and there was hostility and shooting; two learners were injured (Dhlamini, 2024).

2.4.2.2 Disruptive behaviour

A certain behaviour that is attached to challenging behaviour of learners at school is disruptive behaviour (Ghaz, Gulap, Tariq and Khan 2013). Marais and Meier (2010) define disruptive behaviour as the behaviour that interferes with the teaching and learning act such as distractions during lessons, refusing to follow instructions and vandalism. Disruptive behaviour manifest as rudeness, dishonesty, use of obscene language, cheekiness, untidiness, not wearing school uniform, neglect of duty to be performed, telling of lies and absenteeism (Dhlamini, 2016). In this study disruptive behaviour will be described as distractions to teaching and learning.

Off-task behaviour is the most disruptive behaviour because normally it is the behaviour that leads to other challenging behaviours (Beserra, Nussbaum and Oteo, 2017). When students are off task, they tend to concentrate on other behaviours that have nothing to do with the lesson (Bake, 2007). Alter et al (2013) identifies disruptive behaviour such as verbal interruptions. Wigfall (2019) identifies tantrums, defiance, and emotional disconnect as the most frequent classroom disruptions and aggression as the most prevalent and problematic learners' challenging behaviour in schools.

Talking out without permission, included calling out, making unnecessary comments, 'unnecessary talking,' all of which are greater than just disengaging off-task and having disruptive conversation are verbal disturbances in the lesson (Maphosa and Mammen, 2011). Sun and Shek (2012) also classify the above as the most prevalent and disturbing challenging behaviour to giving lessons and studying because they hamper the learning of others who are in the same classroom.

2.4.2.3 Truancy, bunking and late coming

Truancy, bunking, and late coming are among the common challenging behaviours in South African Schools. Ramberg, Laftman, Fransson and Modin (2019) define truancy as any unexcused or undocumented absence from school considering the attendance rules of country. Claes, Hooghe and Reeskens (2009) agree that truancy can range from repeated late arrivals to absence from a whole or several school days.

Coetzee and Venter (2016) said the Department of Education (DoE) identified absenteeism as one of the pertinent disciplinary challenges yet, according to Mafa (2018), it is implicit in the SASA that attendance means participating in the full, applicable, and compulsory educational programmes of the school. It has been noted by Mafa (2018) that absenteeism of learners in South African schools is much higher than other countries and sometimes as high as 50 percent.

Classroom bunking is also a common learners' challenging behaviour in South African schools (Jugmohan, 2015). Wilson, Malcolm, Edward and Davidson (2013) define bunking or absconding as learners who remain in school but loiter around and attend lessons that interest them. They avoid those that are not appealing to them and choose to leave before the school day ends. The Congress of South African Students (Cosas) complain that learners are coming and going out freely at school and some are seen roaming around the streets during school hours (Rekord, 2019).

Thamage (2013) states that 30 learners bunked school in Soweto and were caught by the police in a house nearby. They were found in compromising positions, indulging in alcohol surrounded by empty condom packets. Mtshali (2019) reported that six learners bunking classes were caught by their principal at Diversity High School, in Johannesburg South, smoking dagga and the police were engaged in the matter.

Maile and Olowoyo (2017) indicate that late coming to school has become a major problem in many South African schools, particularly township schools. School late coming is defined by Maile and Olowoyo (2017) as an act of coming to school or lesson after the official time has commenced. According to Wittenberg (2005) punctuality appears to be a problem with around 20% of all learners seeming to arrive late in South African schools. Recently there has been a controversial late coming procedure at Ikusaselihle High School in Pietermaritzburg where 20 learners were locked outside of the school gate for late coming (Ngubane, 2019). Olifant (2012) supports the previous reporter by mentioning that more than 50 learners arrived 15 minutes late at Meadowlands High School, Soweto, most without remorse.

2.4.2.4 Substance abuse

Use of substance in South African schools is becoming common (Maluleke and Manu 2017). These substances can be drugs and alcohol (Mestry and Khumalo, 2012). In South Africa, illegal substances are so readily available and cheap to the extent that learners can afford to buy them (Department of Social Development, 2012). Therefore, as a result substance abuse by school-going adolescents is on the rise (Manu and Maluleke, 2017). According to Jansen van Rensburg, Thobane and Costa (2018) the current average age of drug experimentation is 12 years. Friedman (2019) said that in 2018 71,1 % of the learners who were subjected to drug tests tested positive.

2.4.3 Causes of challenging behaviour

This study aims at investigating the causes of learners' challenging behaviour in high schools. When seeking to investigate learners' challenging behaviour it is vital to seek to understand the behaviour triggers (Victoria State Government, 2019). According to Collier (2019) stimulators are actions that play a role in prompting particular behaviour. In this study triggers or stimulators are also referred to as causes of learners' challenging behaviour in high school. Therefore, it is essential that one understands the causes of challenging behaviour so that the strategies can be put in place.

Learner discipline problems have a causal base such as school, family, society,

spiritual and social functioning of the child (Kourkoutas and Wolhuter, 2013). Du Plessis and Mestry (2024) agrees that learners' indiscipline is a manifestation of what is happening in the school and society at large and unfortunately learners have little control over this. Ncotsha and Shumba (2013) identify criminal activities in the community, ill-discipline, discrimination, easy entrance to institutions, joblessness, impoverishment, lack of places of amusement and over-population as the major sources of challenging learner behaviour in South African schools.

Challenging learner behaviour arises in context and its occurrence reflects both the immediate social context and the broader organisational context. It follows that effective intervention needs to focus on the context in which the challenging learner behaviour took place (Allen, McGill, Hastings, Toogood, Baker, Nick and Hughes, 2018). Therefore, for this study it is important to investigate problems from home, school, community, learner and media that cause learners' challenging behaviour at school.

2.4.3.1 Problems from home which contribute to learners' challenging behaviour in schools

Family is the foundation that plays an important role in moulding learners' conduct (Ceka and Murati, 2016). Oloyede and Adesina (2013) aired the same sentiments that the initial sources of learners' misconduct at educational institutions are mainly found in the homes. Nunan and Ntombela (2018) describe how in South Africa, a great number of children are growing up in home situations that do not stimulate the development of behavioural, psychological and communal abilities that are important for the prosperity of children's lives. Bennet (2018) suggests that when a child misbehaves or fails to meet expectations, the child's home and family should be investigated.

Jinot (2018) reveal that family problems such as the parenting styles may cause learners' challenging behaviour at school. In South African, parenting may be prominent in one culture and may not be found in another (Roman, 2014). Sanvictores and Mendes (2022) identified four types of parenting styles - authoritarian,

authoritative, permissive and uninvolved parenting. Sarwar (2016) argues that from the four parenting styles, the authoritarian parenting style causes learners' challenging behaviour in high school students. Authoritarian parents are low on warmth, high in control, obedience is all important and is imposed with high punishment (Roman, Makwaka and Lacante, 2016). Cherry (2015) explains that authoritarian parents usually fail to produce reasoning behind such rules. Hosokawa and Katsura (2019) points out that authoritarian parents can influence the behaviours of their children, who tend to be unsuccessful because of prohibition and power assertion are likely to be related to anxiety, fear and frustration that leads to learners' challenging behaviour at school.

According to Hosokawa and Katsuta (2019) permissive parenting is related to disruptive behaviour in boys. In permissive parenting, the parent rarely enforces any rules and tends to let children act however they want (Cherry and Morin, 2020). On the other hand, uninvolved parents are those that show extremely low level of involvement as well as strictness with their child or parents dismissing child's emotions (Hussain and Anzar, 2019).

Both permissive parents and uninvolved parents tend to avoid engaging in behavioural control, do not set rules and set a small number of behavioural expectations for their adolescents (Sarwer, 2016). Therefore, according to Hussain and Anzar (2019), parental negligence, improper parenting and enforcement cause learners' challenging behaviour at school because they can get away with anything. Roman (2014) conclude that children raised by permissive parents are likely to engage in risk-taking behaviour such as substance abuse.

Working commitments of parents trigger learners' challenging behaviour at school (Friedman, 2018). Akinnusi, Oyewunmi and Sonubi (2018) found that some working parents in South Africa complained that their work is seriously impacting their children lives because they travel long distance to and from work and as such it leaves them tired and unable to give the necessary support their children. Kruidenier (2017) found

that some children of working parents in informal settlements of Zama Zama, Pretoria were left alone at home and ended up roaming the streets because they did not have parental supervision. Therefore, this can lead to gangs and other street problems that can be escalated to school. Nair (2018) explains that as the working parents do not have enough time to spend with their children, the bond between children and parents suffer and children tend to become stubborn and aggressive.

A type of family can have influence on a child's behaviour at school (Anderson, 2014). Oelze (2020) identified six structures of families, that is, the nuclear family, single parent, extended family, childless family, stepfamily, grandparent family. According to Makiwane, Gumede, Makoae and Vawda (2017), there is a disaggregation of families with young adults being heads of smaller families, while ageing parents are in charge of multi-generational families. The nuclear family has an advantage over other family types because it provides consistency and children who come from stable homes exhibit positive behaviour at school (Meleen, 2020).

Dlamini (2015) said that in South Africa children are more likely to grow up in a single mother family than in any other family structures. Children from single parent homes are likely to suffer deprivations and denials of some rights and opportunities that will have a negative psycho-social impact on them at school (Stephen and Udisi, 2016). On the other hand, the child who comes from a broken family has constant internal conflict that can manifest as bad behaviour at school (Uaskli, 2018). Mudau, Ncube and Mukansi (2018) found out that many teenagers from single parents are delinquents and are into substance abuse .

South Africa has a high number of child headed families. In South Africa, many children lost their parents mainly from HIV and AIDS (Le Roux-Kemp, 2013). Children in child headed homes may be vulnerable in multiple ways, they can be poor, no access to social grants, vulnerable to violence, perform poorly at school, abuse and exploitation and all these can cause challenging behaviour to manifest at school (Hall, Richter, Mokomane and Lake, 2018). Nxumalo (2015) points out that children from child

headed households exhibit challenging behaviour at school such as absenteeism, anger, violence and lack of motivation.

Children from stepfamilies may also exhibit some challenging behaviour (Jensen, Lippold, Mills -Koonce and Fosco 2018). Allen (2018) reported that teenagers living with a stepfather or stepmother were more troubled than those who split their time between parents. Adolescents might be critical to their parent's decisions to form a stepfamily and might react with anger towards their biological parent or stepparent and this may lead to self-destructive behaviour such as alcohol or drug abuse (Anderson, 2014).

Collier (2018) reported that parental issues such as domestic violence, and substance misuse may force the child to adopt challenging behaviour as an outlet. Sibanda and Mpofo (2017) aired the same sentiments in their study by explaining that some parents were not role models in their children's lives. Some parents who are involved in illegal activities such as selling drugs would force their children to sell the drugs at school for them (Odeyede and Adesina, 2013). Ward, Gould, Kelly and Mauff (2015) agree that in South Africa children exposed to violence in the home, may model the abuser's behaviour. According to Lloyd (2018) high school learners exposed to domestic violence have behavioural problems at school, which affects their participation at school, relationship with friends, social behaviour and learning process. It is apparent that domestic violence and substance abuse at home contributes to learners' challenging behaviour at school.

According to Kagoiya and Kagame (2018) poverty is regarded as a major cause of some types of ill-discipline in schools. Socio-Economic Rights Institute of South Africa (SERI) (2018) pointed out that in South Africa poverty is common in informal settlements and townships and most of the people in these areas live below the poverty line. Staff writer (2019) explained that below poverty line means families are not able to afford enough food and do not meet their basic physical needs. When parents or guardians are not able to provide their children's cardinal requirements, some children

will resort to ill-discipline (Mwaniki, 2018). Ncontsa and Shumba (2013) agree that unemployment of parents causes violence in school and pilfering and prostitution in order to acquire their daily requirements such as food or buying themselves things they need.

Children's behaviour is influenced by mental health of their parents (Melchior and Van der Waeden, 2016). The World Health Organisation (WHO) (2018) defined mental health as a state of well-being in which the individual realizes his/her own abilities, can cope with the normal stresses of life and can work productively and fruitfully. When parents experience mental illness, an atmosphere of toxic stress may be created for the child (Gupta and Ford-Jones, 2014). Manning and Gregoire (2006) point out that parental mental illness has shown to affect attachment formation and the cognitive, emotional, social and behavioural development of children. These children in South Africa are at risk of developing psychiatric disorders that may cause challenging behaviour at school (Mokiti, Jonas, Scheneider and Vries, 2019).

2.4.3.2 Problems emanating from the school which contribute to learners' challenging behaviour in schools

Learners' challenging behaviour are caused by schools more than in homes, in South Africa and the world at large (Nunan and Ntombela, 2018). School is an educational institution which the public presumes as an environment to transform productive and useful citizens of any nations (Ngwokabuenui, 2015). According to Al-Shuaibi (2014) the purpose of school is to give education and knowledge that leads to a successful future with many opportunities. As much as we have high expectations for schools to mould learners' behaviour, it is evident that schools are also a contributing factor to learner bad behaviour in schools (Gyan, Baah-Korong, McCarthy and McCarthy, 2015).

Gyan et al (2015) maintain that standards that are not clearly specified as acceptable behaviour at school may cause disciplinary problems in school. These standards should be clearly stated in the school's code of conduct. Since in South Africa the SGB has the

statutory or legal duty to ensure that correct structures and procedures are put in place to draft, explain and enforce the code of conduct, it is not adequately empowered to perform the function (Mestry and Khumalo 2012). Hence, there will be a gap that will cause ill-discipline issues in the school.

Temitayo, Nayaya and Lukman (2013) found learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development, a sense of personal worth and does not address the aims that are promoted by society. Ali, Dada, Isiaka and Salmon (2014) maintain that the curriculum can be a cause of ill-discipline in schools. In South Africa, the curriculum has been changed several times and leaves teachers confused (Mouton, Louw and Strydom, 2013). Learners may fail to cope with the new demands and end up having a negative attitude at school (Mouton, Louw and Strydom, 2013).

An inhuman learning environment such as poor classrooms and administration buildings may cause challenging behaviour at school (Kagoiya and Kagame, 2018). Overcrowded classrooms make it difficult for teachers to give all learners the needed attention and some learners will feel neglected and start misbehaving to get the attention of the teacher (West and Meier, 2018). The South African educational policy on teacher learner ratio stipulates that public secondary schools should have a ratio of 1 teacher to 35 learners (1:35) (Government Notice 1676). Despite the requirement of 1:35 teacher- learner ratio, South African schools are still overcrowded (Meier, 2017). Overcrowded classrooms affect the teacher's ability to manage learner behaviour and more time is spent on behavioural management instead of actual teaching and learning (Motsepe, Maluleke and Cross, 2019)

Educators' behaviour and approach in the classroom sometimes affects the learners' feeling of belonging to the school and the manner they carry themselves (Blazer and Kraft, 2017). According to Nunan (2018) some secondary school teachers are incapable of moulding socially acceptable conduct to their learners and allow learners who

demonstrate a lack of discipline to do whatever they want during lessons. This attitude is mostly caused by lack of the necessary qualities such as adequate training to control the learners' behaviour (Van Breda, 2014). According to Mothebeli (2017) teacher absenteeism causes learner misconduct at school. Mashaba and Maile (2018) agree that teacher absenteeism in South Africa is rampant. It causes lack of discipline and chaos in the classes that are not attended and this, in turn will eventually affect the tone of the school (Mampane, 2013).

Every school manager is committed to ensuring that school provides a safe and orderly environment in which teaching and learning take place each day (Temitayo et al, 2013). However, Belle (2014) hints that principals can also contribute to learners' challenging behaviour in schools, especially if they lack the capacity to control the schools. The principal is the administrative head of the school who mainly plans, controls, gives orders and manages most activities that happen at the school, including discipline (Ngwokabuenui, 2015). According to Ngwokabuenui (2015) poor leadership by school administrators causes learners' challenging behaviours in schools.

2.4.3.3 Problems from the community which contribute to learners' challenging behaviour in schools

Schools are part of the society and the society includes immediate community and everything in it (Du Plessis and Mestry, 2019). Kagoiya and Kagame (2018) point out that schools are bound to be influenced by everything that takes place in the community because a school is a part of a community. An increase in levels of substance abuse and criminal activities in the community will therefore result in increased challenging learner behaviour in schools (Lochan, 2010). Daniel (2018) said that the former Minister of Education, Angie Motshega, made a comment on Cape Talk Radio about the spates of violence among school learners:

“It is extremely concerning and very disheartening. We have programs that we, on an on-going basis, are dealing with the department of police and the department of social development. It's quite clear we have a big problem. There is a correlation between high levels of criminality in the community which is transported into schools. Guns come from communities; the knives [and] the anger comes from communities. We need

to sit down and say: 'What more do we need to do?'

Substance abuse amongst learners in South Africa has become a significant problem, with relationships between educators and learners being seriously challenged (Walton, Avenant and Schalwyk, 2016). According to Ramadile (2011) South Africa has the highest community problem of drug and alcohol abuse which is taken to schools. Drug dealers targeted schools and drugs were disguised as lip balms, tattoos and lollipops (Ramadile, 2011). Adolescents who abused drugs and alcohol were more likely to engage in problematic behaviour such as risky sexual behaviour, learning difficulties, violence, and are more likely to be expelled from school (Walton et al, 2016).

The prevalence of violence has been one of South Africa's major challenges (Safer Spaces, 2020). According to Hinsberger, Sommer, Kaminer, Holtzhausen, Weierstall, Seedat, Madikane and Elbert, (2017) violence occurs at higher rates in society with high levels of economic inequality and with young males as both victims and perpetrators. In South Africa, two of the primary risk factors for school violence are easy access to weapons and high rates of violence in the surrounding neighbourhood (Ngqela and Lewis, 2012). Therefore it is evident that the violence is initiated in the communities then spreads to schools because many learners in South Africa not only feel unsafe on the school premises, but also on their way to and from school (Kreifels and Warton, 2013).

Gangsterism is of serious concern in South African schools and is one of the external factors that exacerbate violence in schools (Mncube and Madikizela-Madiya, 2017). According to Maphalala and Mabunda (2017), in the Western Cape gangsterism is regarded as one of the prime sources of school violence and it emanates at school and outside the school. De Wet (2016) noted that in the Western Cape school violence and gangsterism are inextricably linked to the Cape Flats, a community that is infested with gang violence and poverty.

Mguzulwa and Gxubane (2019) agree that youths in gangs are mostly disconnected

from their communities because of the disorganisation of the communities they reside in and that some communities can be extremely hard for some youths who try to quit gang activities because of the societal attitudes towards them. Gxubane (2018) explain that youths who are rejected and disgraced by the community based on their past may find it worthless to change their antisocial behaviour. According to Mguzulwa and Gxubane (2019), this may result in these youths escalating their involvement in antisocial gang activities even in school.

Criminal activity within schools has been an area of concern for school boards (Burton and Leoschut, 2013). The culture and climate of the community is one of the huge predictors of a disorderly school setting and the risk of crime in school with schools in urban, poor, disorganized communities experience more disorder and crime than other schools (Brunson and Miller, 2009). Crime was a common occurrence within the learners' neighbourhoods and manifested in schools in forms of robberies, theft, sexual assault, vandalism and assault (Ncontsa and Shumba, 2013).

2.4.3.4 Problems from learners that cause learners' challenging behaviour in schools

Learners themselves are a source of indiscipline in schools (Magwa and Ngara 2014). Learners have issues that contribute to challenging behaviour at schools (Ngwokabuenui, 2015). Magwa and Ngara (2014) note that learners with issues such drug abuse or smoking of dagga, drinking alcohol and carrying dangerous weapons at school are prone to commit other forms of indiscipline at school.

There is tendency in learners of copying bad behaviour from other learners (Marais and Meier (2010). Bosah, Ejesi and Doris (2016) agree that social learning theory proposes that much behaviour develops as a result of imitating what other people do, which is a key concept in understanding how children develop their knowledge of social roles and their sense of identity in school. For instance, according to Jinot (2018) when older learners smoke cigarettes and use drugs during school time the learners in the lower grades might end up copying the bad habits because the learners in higher

grades are not reprimanded by the school authority.

Some learners display a lack of discipline because they are influenced by their peers at school and they emulate bad conduct to avoid being segregated from the peer group (Omollo and Yambo, 2017). Gitome, Katola and Nyabwari (2013) emphasise that pressure from friends motivates teenagers to do risky activities that are against individual moral principles. Bad influence from friends can lead others to dress differently from the expectations of the school or what they were taught at home and end up following the peer group dress code (Ciranka and Van den Bos, 2019). Learners share pornographic material and watch them in class, smoking of dagga, and verbally harassing the teachers and the principal of the school (Njoroge and Nyabuto 2014). According to Gitome et al (2014) peers follow a particular leader in the group which mostly take place in high schools. Therefore, if some peers engage in bad behaviour there is a high probability that they will influence their peers.

Attention-seeking is a behavioural problem that causes discipline challenges at school. A child always has a reason he/ she seeks attention at school (Jinot, 2018). Even negative attention can be the best method to attract the attention that the children might need (Éireann, 2013). Too much attention-seeking can be disruptive, causing trouble and creating distractions and the attention-seeking child will often interrupt a lesson by blurting something out (Watson, 2020).

Pupils in adolescent stage between 13 to 15 years show indiscipline to a higher level because they are in the development stage of crisis (Nealis, 2014; Kapalka, 2009). Jinot (2018) explains that pre-teens and teenagers have identify issues, and they act on instinctive impulsivity that encourages them to make wrong choices pertaining to their behaviour at school. The high school learners also engage in trading illegal substances, and some are engaging in sexual activities. They do so because of infantile choices and inquisitiveness, and this may cause challenging behaviour such as absenteeism and truancy (Jinot, 2018).

The learner himself/herself can be the main factor that causes an increase of hostility in schools (Bezuidenhout, 2013). According to Jinot (2018) learners contribute to violence through bunking classes. When learners bunk class, they engage in several things that may lead to violence because there is no supervision and might engage in drug abuse or gangsterism.

An acceptably provocative or immature, defiant behaviour may be related to a child who has not adequately internalised necessary limits and who feels extremely frustrated (Kourkoutas and Wolhuter, 2013). Marais and Meier (2010) argue that common forms of disruptive behaviour is surface behaviour because it is not the result of deep-seated personal problems, but normal developmental behaviour of children. Marais and Meier (2010) agree that if learners have to struggle inwardly with a sense of guilt and feelings of unworthiness, inadequacy and inferiority, it is most likely that their behaviour will not conform to what is expected by society or required for purely practical reasons; in other words, their behaviour will tend to be maladaptive.

Another factor that can cause classroom disruptive behaviours is learning difficulties among the children (Bosah et al 2016). According to Kourkoutas (2012) some children have learning difficulties that can generate feelings of disappointment, inferiority, anger and aggression and may cause discipline problems at school. The learning difficulties can be caused by learning disabilities such as dyslexia, dyspraxia, dyscalculia, dyspraxia and dysgraphia (White Swan Foundation, 2015). Attention deficit/hyperactivity disorder (ADHD) is common amongst school aged children and has an impact on their behaviour at school (Pfiffner and Haack, 2014). Dube (2019) reported that children living with ADHD were always 'on the go', talk excessively and they have severe difficulty sitting or standing still and fidget impulsively. According to Amod, Vorster and Lazarus (2013) in South Africa ADHD is specifically considered to be the most prevalent learning disorder amongst children.

2.4.3.5 The influence of media on learners' challenging behaviour in schools

Social media can be negative when teenagers use it to harass others (Akram and Kumar, 2017). Giumetti and Kowalski (2022) explains that cyberbullying is bullying that is done through social media and that it spreads bad information by individuals or groups and this information is intentionally used repeatedly and hostile, only for the purpose of causing harm to others (Siddiqui and Singh, 2016) One of the biggest breakdown of social media in education is the privacy issues like posting personal information on online sites and inappropriate information that may lead the students to the wrong side. The platforms used for cyberbullying are emails, mobile phones, text messages, calumnious individual web sites and online web site (Akram and Kumar, 2017). Cyber bullying has become a topical issue among school learners in South Africa (Cilliers and Chinyamurindi, 2020).

Advanced and improved usage of social media platforms such as Facebook has become a worldwide phenomenon for quite some time though many people have criticised the use of digital media and social media sites, particularly by learners (Mensah and Nizam, 2016). Akram and Kumar (2017) note that children are growing up surrounded by mobile devices and interactive social networking sites such as Twitter, MySpace, and Facebook, Orkut which has made the social media a vital aspect of their life. Social media can directly encourage children through sharing of photos and videos that depicts violent behaviour and shocking photographs that can disrupt the behaviour of learners (Abbas, Aman, Nurumnabi and Bano, 2019). Mukui (2015) supported the other authors by explaining that learners who view too much aggressive behaviour on television or read or view pornographic content online begin to develop specific characteristics that affect others around them.

2.4.4 The impact of challenging learner behaviour on teaching and learning

Learner challenging behaviour has a negative impact on teaching and learning (Nunan, 2018). According to Gitome et al (2013) challenging behaviour can force learners to be distracted from educational aims which are attained through working diligently, management of time, self-respect and respect for others and self. Simba, Agak and Kabuka (2013) agree that disciplined learners have aims and desire for their future, can

have good time management skills, take their academics seriously, have a good learning culture and are likely to perform better academically because they are rarely involved in issues of discipline in the school.

High level of school violence has negative effects on the psychological well-being of children who will associate school with fear (Meyer and Chetty, 2017). The effects of school violence on learners are under performance, truancy, commotion, waste of teaching time and misery (Ncontsa and Shumba, 2013). The disturbances require the teacher or principal to stop everything and attend to the problems and the class will lose contact time (Gitome et al 2013). Molosankwe (2019) reported that in some cases when there is a fight in classroom or outside the classroom, the majority of the learners would go outside to witness the commotion. Eventually the school environment becomes chaotic, and teachers must end the brawl, taking teaching time to resolve matters that have nothing to do with teaching and learning (Ncontsa and Shumba, 2013).

Current research has demonstrated that many schools in South Africa are performing badly due to inefficient use of the teaching and learning time that is constantly interrupted by learner disruptive behaviour (Maile and Olowoyo, 2017). Sun and Shek (2012) note that some disruptive learner behaviour such as hostility, use of vulgar language, use of offensive comments to humiliate and assault classmates, lead to arguments or physical or verbal attacks. Students in disruptive classrooms tend to have less confidence in and respect for their teachers, which hurts the well-being of both students and teachers and is the main reason for teacher burn-out (Jacobson, 2016).

Effects of learners' challenging behaviour are drop out, deviant behaviours, examination malpractice, lateness and poor academic performance among learners (Ali et al, 2014). The intensity and frequency of poor behaviour costs lost instructional time of almost two and half hours per week (Wigfall, 2019). According to Gitome et al (2013) a study on schools shows that indiscipline cases end result is poor performance

in examinations and use of cigarettes and other substances gives lower grades in school activities. When students come to class late, it disrupts the flow of a lesson, distracts other learners, impedes learning and generally erodes class morale and can become chronic and spread throughout the class (Eberly Center, 2020).

It was also found out that gang violence is a destructive phenomenon and has a negative effect on the delivery of quality of education (Mncube and Steinmann, 2017). Mguzulwa and Gxubane (2019) agrees that fear of gang-related violence at school can be as harmful as primary victimisation and personal experiences of violence. Moore (2018) further mentions that gang violence causes learners to drop out or avoid school, or to lose concentration in the classroom and prevents learners developing healthy pro-social relationships as much as actual victimisation.

Physical aggression can be striking such as shoving each other and can be destroying classroom property. Absence of compassion and the display of hostile behaviour that is involved in this aggressive behaviour is intolerable as the teachers can recognise the negative impact that they have on teaching and learning (Sun and Shek, 2012). Victims of aggression are usually subjected to brutality, assault and some are attacked and threatened at knifepoint that might led them to seek medical assistance and they would remain absent from school (Nunan, 2018). When schools are destroyed, it is not only the infrastructure that is destroyed, but also important records, books, and school furniture that are needed for the future of the learners (DBE Newsletter, 2016).

Victims of bullying experience hostility, incitement, disturbances, and segregation attitudes from badly behaved learners are furthermore subjected to consistent harassment, intimidation, teasing and humiliation (Ferrara, Franceschini, Villani and Corsello, 2019). According to Nunan (2018) these victims are more often blamed by the bullies for the latter's wrong-doing because bullies have a tendency of shifting the blame on their victims or blaming the victims for causing the bully to react in that bad manner. On the other hand, Giumetti and Kowalski (2022) explain that cyber-bullying can be detrimental for victims and their families and causes school failure, avoiding

school, school violence and suicide.

Fear can disturb the learning process at school (Prinsloo, 2008). Learner who has experienced or watched an episode of hostility may develop feelings of melancholy and this may negatively affect their capability to learn (Ferrara, et al 2019). Prinsloo (2008) pointed out that some learners could not pay attention in class because they feared what the perpetrators might do to them during break or after school. Some will eventually not come to school because of the intimidation they received at school (Hurly, 2018).

2.4.5 Addressing learners 'challenging behaviour in schools

The problem of challenging learner behaviour in South African schools warrants immediate intervention from the DBE (Nunan and Ntombela, 2018). According to Du Plessis (2017), it is the school's role to ensure that all learners are aware of the reality, that while having rights, they also have corresponding responsibilities. Maphosa (2011) states that adopting preventive and proactive approaches should be applied in schools and recommends a holistic approach to the management of learner indiscipline in schools in which all important stakeholders play pivotal roles.

Discipline policy or code of conduct can be an effective preventative disciplinary measure if it is properly enforced (Mestry and Khumalo, 2012). Mncube and Steinmann (2017) agree that a standardised code of conduct and school safety policy are vital tools in the prevention and management of school-based violence but should be adjusted to meet the school's specific needs regarding violence and discipline. School based violence can be reduced by random searches for dangerous weapons and drugs (Maphosa, 2011).

Schools should have access to effective psychological support to counter the effects of violence and to foster and reinforce effective coping strategies (Mncube and Steinmann, 2017). Gitome et al (2013) explain that in India, indisciplined students

especially the truant ones are guided and counselled by the guidance and counselling teacher(s). Maphosa (2017) note that compulsory guidance and counselling programmes in schools are needed, and every school should have at least one child psychologist.

Marciniak (2015) further reveals that to manage a group of students successfully and to resolve problems with discipline, the teacher should employ methods that in a particular situation seem to be the most effective and should avoid anger when dealing with discipline issues. Munje (2018) furthermore notes that as part of the change process teachers have to be accountable for their own actions and also voluntarily change their attitudes when dealing with learners

Wolhuter and Van der Walt (2020) suggest that it is important for parents to gain insight into the social space where they have to interact with the school and its affairs and also into the fact that their actions in that space should be morally justifiable. Webster and Bywater (2015) advise that the formation of teacher/parent partnership teams in school is necessary to curb unwanted learner behaviour.

To manage a group of students successfully and to resolve problems with discipline the teacher should employ methods that in a particular situation seem to be the most effective and should avoid anger when dealing with discipline issues (Marciniak, 2015). According to Maphosa (2011) teachers must keep records of all discipline problems and should monitor learners during breaks. Chang, Juan and Chou (2014) agree that to minimise discipline problems in classrooms teachers should apply positive discipline such as praising, leading students to participate in volunteering activities, grant awards, small merit, and work incentives.

Learners who drop out of school or are struggling at school can be enrolled to Technical, Vocational, Education and Training colleges (Nzembe, 2018). According to Department of Higher Education and Training (DHET) (DHET, 2012), TVET colleges are mandated to offer industry-related education and training programmes to students who drop out of school before finishing Grade 12; those who completed Grade 12, but

did not qualify to be enrolled in universities. As well as employed persons who want to upgrade their skills and knowledge, and at the same time improve their quality of life (DHET,2012).

Mudekunye, Manwa, Manwa and Mpofo (2020) agreed that through the teaching and learning of practical subjects, the acquisition of skills and knowledge is enhanced; these subjects are preparation for many occupations in the lives. Therefore, giving academically struggling learners other educational options will minimise learners' challenging behaviour in schools (Mudekunye, Manwa, Manwa and Mpofo ,2020).

2.5 SUMMARY

The review of literature has revealed that there are various forms of learners' challenging behaviour in schools. Types of learners' challenging behaviour in schools manifest in forms such as, violence, disruptive behaviour, substance abuse and truancy and many others. There are also several contributing factors to learners' challenging behaviour at school. Factors from home, community, school, media and learners cause various learners' challenging behaviour at school. These factors were investigated and it has been noted that they have a negative impact on teaching and learning. Therefore, to have an improved teaching and learning environment all stakeholders such as the DBE, community, school, teachers and learners should cooperate. The next chapter will discuss the research design and methods of the study.

CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

This chapter outlines methodological research and research design, including the sampling used in this study. It also discusses how data was analysed. The framework that undergirds the study is discussed. This chapter also addresses the ethical considerations and measures to establish the perceptions of learners' challenging behaviour in high schools. The advantages and disadvantages of the data collection tools are discussed together with the responsibilities of the researcher in the field. Trustworthiness, validity and reliability issues are discussed. The main purpose of this study is to understand the causes of learners' challenging behaviour at schools and its impact on teaching and learning.

3.2 RESEARCH PARADIGM

Interpretivism paradigm was adopted for this research study. Rahi, Alnaser and Ghani (2019) describe an interpretive paradigm as a philosophical method that is used by researchers to find substantiality from the participants' thoughts, understanding and exposure. Using the interpretivism paradigm enabled the research participants to give multiple viewpoints of the phenomenon under investigation (Rashid, Rashid, Warraich, Sabir and Waseem (2019). Interpretive paradigm was beneficial for this study because it was used to comprehend the subjective world of teachers and learners at the school where the research was conducted. The interpretivism paradigm enabled the researcher to understand how the research participants understood the phenomenon under investigation. The advantage of interpretive paradigm is that the participants share the data that is valid and close to the truth. The disadvantage of interpretive paradigm is that the participants gave data that was only relevant to them and their position at the school. Each participant had a different viewpoint that suited them, based on their lived experiences.

3.3 RESEARCH METHOD

A qualitative research approach was used in this study. Qualitative researchers tend to be concerned with the way individual people view the world and the way they experience events (Austin and Sutton, 2014). Therefore, the qualitative research method was appropriate in this study as I was concerned with the way learners and teachers regard learners' challenging behaviour in high schools. According to Rahman (2017) the advantage of using a qualitative research approach is that it enables the researchers to produce detailed descriptions of participants' feelings, opinions, and experiences and interpret the meanings of their actions. The feelings, opinions and experiences of learners' challenging behaviour experienced by teachers and learners at school forms the focal point of this study.

Additionally, using qualitative research allowed me, the researcher, to understand the particular contexts and processes within which the learners act or behave at school. Seshoka (2022) points out that learners with challenging behaviour may engage in truancy, delinquency, drug and substance abuse and other anti- social behaviours. Learners and teachers were able to describe learner challenging behaviour, and the effects it has on teaching and learning, and the causes of challenging learner behaviour.

3.4 RESEARCH DESIGN (CASE STUDY)

A case study research design was adopted for this study. A case study was relevant because of the complexity of the phenomenon. Stake (1995) defines case study as the study of particularity and complexity of a single case, coming to understand its activity within important circumstances. The single instrumental case study was employed to conduct the research on learners' challenging behaviour. The single instrumental case according to Crowe, Cresswell, Robertson, Huby, Avery and Sheikh (2011) uses a particular case to get a broader understanding of a phenomenon. The single instrumental case study fitted well in this study because it was useful to obtain in-depth experiences of teachers and learners regarding learners' challenging behaviour at the school.

Single instrumental case study assisted me to establish the causes of learners' challenging behaviour at the school. Furthermore it describes how learners' challenging behaviour manifest at the school. Stake (2006) further explains that instrumental case study is whereby the study goes beyond the case. The case study further assist in revealing the effects of the phenomenon on teachers and learners at a high school. Single case study was suitable to establish possible solutions to learners' challenging behaviour. Single instrumental case study was chosen because it is considered typical of a class of instances, the complexity of a phenomenon being studied suggests more can be learnt by detailed exploration (Taber, 2014).

The case study design was perfect for this study because it enabled me to define the research question, select a case, collect data, analyse findings, and present the results in a compelling narrative. Case study research constitutes an all-encompassing method that covers the logic of design, data collection techniques and specific approaches to data analysis of a single phenomenon within a real-life context (Yin, 1999). Case study helped me to choose a high school in Eldorado Park, Johannesburg as the location of this study. I was guided by the case study to formulate a research question that the study addressed.

Learners' challenging behaviour was the relevant case because it provided in-depth data on the experiences of teachers and learners. Furthermore, case study allowed me to choose one-to-one interviews, focus group and document analysis as data collection methods. The use of three data collection methods was necessary to authenticate the research findings. Thematic data analysis was employed in the study. The case study informed me to employ thematic data analysis. I thoroughly read the collected data from one-to-one interviews, focus group and disciplinary report and put codes on interesting information, used the codes to create themes of patterns of meaning, similar codes were put together to formulate themes, these

were named and a report was written on perceptions of learners' challenging behaviour.

Yin, Merriam, and Stake are the three seminal authors who provide procedures to follow when conducting case studies (Creswell, Hanson, Plano, and Morales, 2007). Defining a case, designing a case, gathering data, analysing data and validating data are the procedures followed in case study (Yazan, 2015). Hence, the case study was deliberately used to investigate learners' challenging behaviour at a high school.

3.5 SAMPLING

Purposive sampling was used to select 14 (Fourteen) research participants in this study. Purposive sampling permitted the researcher to choose specific components from the specimen group that is informed on the topic of study (McMillan and Schumacher, 2010). The sample included school management members, teachers and learners. The selection of teachers and learners in the study provided diverse perspectives and experiences on the phenomenon. Furthermore learners' challenging behaviour has effects on teachers and learner. Therefore, both groups with bring a balance to the study. The sample of the study has one Grade 9 learner, one Grade 10 learner, one Grade 11 learner, one Grade 12 learner, five members of the RCL – one from Grade 9, 10,11 and 12 respectively, Grade 9 Life Orientation teacher, the teacher responsible for discipline issues at the school, Teacher Liaison officer (TLO), the deputy principal and the principal. A sample of a study is a smaller group of people selected from a population for research purpose (Sarantakos, 1998). These participants were well informed about the learners' challenging behaviour at the high school.

The sampling procedures and processes of selecting participants and contexts were followed. 14 (Fourteen) participants from the high school in Eldorado Park were selected from the targeted population of teachers and learners. Neuman, (2009) explains that a target population is the particular group a researcher is interested in studying. The fourteen participants were selected based on their positions at the

school and how actively they participate in issues of discipline at the school. Furthermore, the learner participants we selected because they have been at the school for more two years. Therefore, they have experience and understanding of learners' challenging behaviour at the school. From the sample, one-to-one interviews were conducted on nine participants. Only one interview was conducted on each participate of one-to-interview to determine the experience of challenging behaviour at the school. Five (5) RCL members were selected to participate in a focus group. The five participants were selected because some of them participate in school governance and decision-making at the school. Furthermore, it is pivotal to get the understanding and experience of the RCL regarding learners' challenging behaviour at the school because they represent all learner at the school (Hunt, 2014).

3.5.1 JUSTIFICATION OF POPULATION SELECTED

3.5.1.1 Grade 9, 10, 11 and 12 learners

The Grade 9, 10, 11 and 12 learners were chosen on the basis that they have been in this high school for a longer period, i.e., 2-5 years, unlike the Grade 8s. They also have more experience on issues of learners' challenging behaviour at the high school or have witnessed its manifestation. Grade 9s were mainly selected because they have more misbehaviour referrals than any other in the school. According to Willens (2013), grade 9 is the time that cognitive, emotional, and physical aspects are all coming together. Willens (2013) further explains that the cognitive, emotional and physical aspects might result in hormonal imbalances and peer pressure that might affect the behaviour of a learner. Theron and Dalzell (2006) elaborated that Grade 9 forms the exit year from senior phase to the further education and training phase (FET). Hence, their contribution is necessary because they are transitioning to the next grade.

3.5.1.2 Members of the Representatives of Learners (RCL)

The five members of the RCL: one in Grade 9, one in Grade 10, one in Grade 11 and 2 in Grade 12 were the selected participants of the focus group of the study. According to Phaswana (2010) RCL is an elected board of learners that works with adults to make sure that the learners' view is heard at school. It was necessary in this study to include the

RCL members because they are leaders that represent learners and they also deal with discipline issues on daily basis within the school environment. Mncube (2013) adds that RCL members should be exemplary in loyalty, respect, punctuality, academic excellence and promote good relations among all stakeholders of the school community. Since they function as role models at the school, their views on learners' challenging behaviour at the high school was needed.

3.5.1.3 Grade 12 Members of the RCL

The two Grade 12 members of RCL members were selected specifically because they hold the highest positions in the RCL council of learners and they are members of SGB (Olivier, 2004). The positions I am referring to are chairperson and the secretary of RCL. They also have more experience on different issues at the school including learners' challenging behaviour. They have been at the school longer than the other RCL members of RCL who are in the lower grades. The number of years that these two grades 12 RCL members. Their duration as learners in the school assisted because they provided detailed information on patterns of challenging behaviour that they have witnessed over the years.

3.5.1.4 Grade 9 Life Orientation teacher

A Grade 9 teacher was selected because she works directly with Grade 9 learners in the school. Additionally, she has been teaching Life Orientation at the school for over ten years. The fact that she teaches Grade 9 Life Orientation was an added advantage to this study because causes and effects of challenging learners behaviour fall under some of Life Orientation's topics in Grade 9.

To support the importance of Life Orientation in discipline issues, Prinsloo (2007) says that Life Orientation guides and prepares learners for life and its responsibilities and possibilities. Hence, the Grade 9 teacher was able to give information about the phenomenon under investigation.

3.5.1.5 The TLO

The other participant of this study is the TLO. The TLO is the teacher who collaborates directly with the members of RCL (Ngobese, 2006). The duties of TLO are to guide the RCL members and capacitate its members on their roles and responsibilities (Manganye, 2012). Since RCL members participated in the focus group, it was vital to collect data from the TLO because of her role with the RCL. The TLO supported the information that the RCL members provided and added more information as well. The responsibility of the RCL report is to report all the learner issues at the school to the TLO who might take it further to the principal if she fails to resolve them. The involvement of the TLO assist in removing bias from data collected from the RCL members.

3.5.1.6 Teacher responsible for the school discipline

The teacher responsible for discipline matters at the school of study also participated in this as a research participant. Educators in the management of discipline play an important role in maintaining peace and order in schools (Gagnon, Fredrick, Sylvester, & Marsh, 2021). It is assumed that school managers will not be able to manage and maintain discipline in schools without the educators (Taylor, 2019). The teacher responsible is important for this study because he is the one person who communicates with learners, parents, teachers, and school management on discipline matters on everyday basis.

3.5.1.7 Deputy principal

The deputy principal was another research participant in this study. According to Khumalo and Van der Vyver (2020), deputy principals play a supportive role to the principal. Deputy principals are also accountable for the improvement of the performance of their schools (Khumalo and Van der Vyver, 2020). The deputy principal oversees discipline issues (Macharia, Thinguri and Kiango, 2014). According to Milondzo and Seema (2015), it is mandatory for the deputy principal and the principal to work together to maintain school discipline during school and after school hours. Therefore, this calls for the deputy principal to be physically present during school days. It was important to include the deputy principal in this study mostly because of

the role that he plays in maintaining discipline in the school. And because he works directly with the principal.

3.5.1.8 The principal

The principal of the school was also a research participant in this study. The role of the principal covers many different areas, including improving discipline and enforcing specific behaviour rules and consequences (Dowd, 2018). An effective principal always documents discipline, makes fair decisions, and informs parents of serious discipline issues (Meador, 2019). Since the principal deals with more serious discipline issues across the school his role is vital in this study because he was able to give details on all matters of discipline in the school that some teachers or learners could have failed to provide during focus group or one-to-one interviews. It was also necessary to include the principal of the school because she is the highest authority in the high school.

3.6 RESEARCH INSTRUMENTS

For this study I employed one-to-one semi-structured interviews, focus group and document analysis as data collection methods to explore the causes and effects of learners' challenging behaviour at the school of study. The method of using different methods to collect data is known as triangulation (Phil, 2022). Triangulation uses multiple methods or data sources in qualitative research to develop a comprehensive understanding of the phenomena under investigation (Carter, Bryant-Lukosius, DiCenso, Blythe and Neville, 2024). According to Heale and Forbes (2013), triangulation is viewed as a qualitative research strategy to assess validity through the convergence of information from different sources. Method triangulation has been used in this research study. Method triangulation involves the use of multiple methods of data collection about the same phenomenon (Polit and Beck, 2012). Therefore, in this study, semi-structured interviews, focus group and document analysis were used to study the phenomenon of learners' challenging behaviour.

3.6.1 DATA COLLECTION

In this study the principal, deputy principal, Teacher Liaison Officer (TLO), teacher responsible for discipline, Grade 9 Life Orientation teacher, Grade 9 learner, Grade 10 learner, Grade 11 learner and Grade 12 learner participated in one-to-one semi-structured interviews. Five RCL members participated in the focus group. The other method of data collection that was applied for this study is document analysis. Five disciplinary documents from the period 2019- 2023 from the high school of study were analysed.

3.6.1.1 Data collection instrument 1 (one-to-one semi-structured interviews)

The One-to-one semi-structured interview was adopted for this study. Nine (9) participants answered the semi- structured interviews. Only one interview was conducted on each participant. According to (Given, 2008), the semi-structured interview is a qualitative data collecting strategy. Given (2008) further explains that semi-structured interviews aid the researcher in asking informants a series of predetermined but open-ended questions. This interview typically consists of a dialogue between researcher and participant, guided by a flexible interview protocol and supplemented by follow-up questions, probes, and comments (De Jonckheere and Vaughn, 2019.) The interviewer (the researcher) nurtures the participant to reveal rich and varied data based on his/ her understanding of the world, and thus a partner in the creating of knowledge and data (Jong and Jung, 2015).

Jamshed (2014) explains that it is advantageous to use semi-structured interviews for data collection because the researcher uses the question guide with core questions, and the questions are related to the topic of study. Bullock (2016) supports the previous writer, i.e., Jamshed (2014), by explaining that semi-structured interviews can be more flexible in approach and will elicit much more detail. For this study, the interview guide was structured to guide teachers and learners into presenting their perceptions and experiences of learners' challenging behaviour at school. English language was the

language used for the interview for all participants because they can all speak fluently in English.

All participants in semi-structured interviews were selected for this study by purposive sampling, and the interviews were one-to-one (Ryan, Coughlan and Cronin 2013). The focus of one-to-one interviews is to explore the views, experiences, beliefs, or motivations of individuals on specific matters, and it is more appropriate to explore sensitive topics where participants may not want to talk about such issues in a group environment (Gill et al, 2008).

The semi-structured interview was adopted because of the necessity of the issue under investigation. The issue is the causes of learners' challenging behaviour at a high school and its impact on teaching and learning. Using semi-structured interviews enabled me to explore the in-depth information on learners' challenging behaviour and how it is understood. I learned about how learners deal with challenging behaviour at school. I also learned about the strategies that can be used in high schools to prevent, reduce and stop learners' challenging behaviour.

The nine participants are: one Grade 9 learner, one Grade 10 learner, one Grade 11 learner, one Grade 9 Life orientation teacher, the TLO, teacher responsible for discipline at the school, the deputy principal and the principal. The participants answered questions on their understanding of learners' challenging behaviour. The research participants were also asked to describe how challenging behaviour manifests at school. They also discussed the causes and effects of challenging behaviour in schools. The strategies that are currently used at the school to maintain discipline and school and suggested strategies that can be applied to control discipline in schools were also discussed.

It was necessary to engage the research participants mentioned above because each individual brought a balance to the study. This happened because the research participants offered their different perspectives from the school management, teachers and learners during the data collection period. A brief, clear and concise explanation about the purpose of the study and how the information was to be collected and stored were given to participants before the interview (O'Keeffe, Buytaert, Mijic, Brozovic and

Sinha, 2016). I informed the principal, teachers and learners about their rights, the storage of data and the confidentiality in data collection, processes and data storage. I faced a challenge when a Grade 9 learner's parents refused to allow him to participate in the study. However, the school was able to assist me by looking for another learner to replace the grade 9. The new learner had the same position and gender as the previous learner who withdrew from participating in this study.

Scheduling the interview at an amenable time and location was particularly important (Oltmann, 2016). The one-to-one interview participants in this study were well informed about the interview date, time, duration and venue. I ensured confidentiality to respondents by using pseudonyms during note taking. Jamshed (2014) further explains that the semi-structured interviews should be conducted for a period of 30 minutes to more than an hour with an individual or a group. For this study, research questions were answered by participants for about 30-50 minutes.

Since this research study followed the qualitative research design which collects volumes of data, the research interviews were recorded using an audio recording. Audio recording of the interview is recommended so that the interviewer can concentrate on the interview rather than be distracted by note taking (DeJonckheere and Vaughn, 2019). For this study, the audio recording was used to allow me to refer to the exact words of participants during data analysis.

3.6.1.2 Data collection instrument 2 (focus group interview)

The focus group interview research method was conducted with RCL members to determine what causes learners' challenging behaviour and its effects on teaching and learning at the high school of study. Only one focus group interview was conducted. The participants were selected through purposive sampling. Only the research participants who have experienced the phenomenon and have more information were interviewed.

The focus group interview is a small, related group gathered to study or assess a phenomenon (McMillan and Schumacher, 2014). The selected members were the

president of RCL and the secretary of RCL, who were both in Grade 12; Sports coordinator, who is in Grade 11; the treasurer, who is in Grade 10; and an RCL member that is in Grade 9.

The main reason for choosing the focus group as one of the data collection tools is that encounters or experiences are shared amongst the research participants. Some of the ideas which are shared in a focused group may not be mentioned and discussed during one-to-one interviews (Tausch and Menold 2016). One disadvantage of the focus group that I was faced with was that all participants did not turn up for the interview and I had to reschedule the interview for the next day. On the next day of the interview, I communicated with the school to ensure that all the research participants were reminded about the interviews.

Participants' identification is the critical step for focus group interviews. The focus group interview technique is largely based on group dynamics and collaborative relationships among participants to generate data (Nyumba, Wilson, Derrick and Mukherjee, 2018). The selected research participants of the focus group discussion had similar characteristics, experiences, and knowledge of the research topic under investigation (Roller and Lavrakas, 2015). Therefore, for this study the focus group discussion was conducted with the five RCL members only. The South African Schools Act of 1996 requires an RCL to be established at every public school with learners in Grade 8 and learners in higher grades (Pendlebury, 2011). It is the only body that represents every learner and accepts that the well-being of the school and the learner is a primary task (Hunt, 2014). The RCL members are the ideal group for the focus group interview for this study because they have a common responsibility to facilitate and maintain discipline in the school (Msweli, 2021). Therefore, the RCL viewed learners' challenging behaviour at school with a balanced perception because they represent learners and serve the school as well.

The four members of the RCL executive were selected for this study because they held the highest positions in the council of learners. Moreover, the president and secretary of the RCL are SGB members. SASA ACT 84 (1996) further stipulates that the selected

RCL of a government school should elect two learners to represent the entire learner body in the SGB. The learner SGB body has a contribution to making decisions such as amending policies, i.e., the school's code of conduct in the SGB (Gamede, 2020). A Grade 9 committee member was selected to participate in this study, or she sees issues from a distinct perspective because of age and the fact that she had joined the RCL (Phaswana 2010).

In a focus group discussion, I facilitated a group discussion between participants (Nyumba et al., 2018). I drew a list of questions prepared as guidance for the focus group discussion session. The convenient venue was identified before the data collection processes were communicated to the research participants; together with the starting time and ground rules (Klagge, 2018). The venue for this study was one classroom that had comfortable seats accessible and had low levels of distraction because it was far away from the other classes. The room was close to the administration block. The focus group discussion started at 3.00 pm after school so that lessons could not be interrupted, and all this was communicated to the participants prior to the processes of data collection and discussion. Participants taking part in the focus group received a pre-prepared introductory letter with information on what is expected of them and why the research is important. The letter also explained that the interview and discussions would be recorded and confidentiality was assured (Breen, 2007). However, the information about the importance of the study and the rights of participants was read to them when we met face-to-face during the focus group interview.

Focus group time should not last more than an hour because participants are likely to suffer from fatigue (Nyumba et al., 2018). For this study, one focus group interviews were conducted for an hour only. This helped in preventing and avoiding the loss of concentration of participants during the interviews. The research participants were informed that if they feel uncomfortable, they can withdraw from the study without being penalised. Furthermore, I informed the research participants that when they do not wish to respond to a question they should communicate, and no one would blame or criticise them. The focus group interviews was recorded in an audio recorder. Focus

group interviews and discussions should be audio recorded to gather all the valuable information without any distractions (Robinson, 2020). Also, it is easily transcribed and analysed (Robinson, 2020). I requested permission and consent from all the participants to record the focus group interviews. Focus groups can be difficult to organise because of the number of people involved and they might be inappropriate for the discussion of sensitive issues because of the limits to confidentiality and disclosure to others (Bullock, 2016). I was able to manage the group because I gave them the rules of engagements prior to the interviews.

Consent and assent are important aspects of data collection because they help protect and support autonomous decision-making on the part of research participants (Al-Sheyab, Alomari, Khabour, Shattnawi and Alzoubi, 2019). For this study, I gave all participants consent letters to sign and they gave permission to participate in the study. Since the participants of the focus group were minors their parents or guardians also signed assenting for their children to participate in this study. The participants were further informed not to divulge any information shared during the focus group interviews and discussions to any person outside the group. It was important to mention this so that we all maintain confidentiality. Sim and Waterfield (2019) described focus group confidentiality as internal confidentiality where participants consent not to divulge any information discussed during the focus group interviews to any third par.

3.6.1.3 Data collection instrument 3 (document analysis)

Document analysis is another strategy that was used to collect data in this study. Data was collected from five learner incident reports from disciplinary records during the period of 2019-2023. The period of 2019-2023 was selected because it provided the latest information on learners' discipline matters in schools. Document analysis is a non-interactive qualitative data collection method with little or no interaction between the participant and the researcher (McMillan and Schumacher, 2014). Document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Bowen, 2009). I reviewed existing disciplinary records kept by the principal at the school where the data was collected in

order to identify the different types of bad behaviour that learners displayed and how it manifested.

I requested for disciplinary records of serious offences from the principal of the high school to support evidence collected from the semi-structured interviews and focus group interviews. Wolhuter and Russo (2013) define serious problems at school as infractions serious enough to be defined as acts of criminal offence. A learner who is alleged to have committed a serious violation at school has a file created about the offence committed, the hearing and the outcome (Jacobs, 2001). These records are kept at school and the principal is in charge of such records. Singh and Wassenaar (2016) argue that every researcher requires permission in written form from the manager, such as a principal, to conduct research or analyse documents. This is done to maintain the confidentiality of the information contained in the documents.

In document analysis the content is analysed through the process of organising information into categories related to the research question of the study (Bowen, 2009). For this study, I scrutinized the incident reports and categorised the information on manifestation, causes and effects of learners' challenging behaviour. Incident reports are factual evidence of learners' challenging behaviour at the school (Love and Roy 2018). I identified the methods used to deal with each incident so that I could come up with recommendations to minimise challenging behaviour in the school. The incident report also includes the participation of parents or guardians.

Some documents may be inaccurate, misleading, falsified, redacted or forgeries (Harvey, 2020). To get the correct records I requested the disciplinary files that contain learner incident reports. The disciplinary files were in a lockable cupboard. The principal handed me the file with all the incident reports. To minimize such problems of document analysis I went through about ten documents and chose only five documents that are well documented to reduce bias. I took note of the position or involvement of the person who had recorded each incident to eliminate any emotions that were attached to the learner or the incident.

3.7 THEMATIC DATA ANALYSIS

I used thematic data analysis to analyse data. Thematic data analysis was used to classify and present themes (patterns) related to the idea (Aihojailan,2012). The idea, in this case, is the phenomenon under investigation. Data analysis for this study began as soon as the first data set was collected using semi-structured interviews, focus group interviews and document analysis at the high school in Eldorado Park, Johannesburg. The data that was collected using semi-structured and focus group interviews were audio recorded and transcribed. The process of transcribing data involves writing down what the participants said (Maree, 2011). According to Sutton and Austin (2015), converting spoken to written words is the initial data analysis stage.

I then studied the data which was obtained using the three data collection tools mentioned above. Skimming, reading and interpreting data assisted the researcher in identifying patterns from the data (Bowen, 2009) and document analysis (Cresswell, 2013). The next step was to put codes on the transcribed data. A code is often a word or short phrase that symbolically assigns a summative (Elliott,2018). The main purpose of coding is to connect various parts of data collected from the participant's responses (Aihojailan, 2012). Coding the data also assisted in creating and identifying the most significant meaning that emerged from the body (Aihojailan, 2012). According to Cresswell (2015), coding is a process of analysing qualitative text data by taking it apart to see what it yields before putting the data back together in a meaningful way. For this study, codes were put on all the one-to-one/semi-structured interviews, focus group discussions and the documents which I analysed.

After reading and coding all the participants' responses, I put the data into codes and categories. Given (2008) describes categorising in qualitative data analysis as a process whereby researchers group codes into meaningful units or categories (table 4.4 and 4.5). Categorising data is done by identifying key relationships from coded data and tying the data together into a category (Maxwell and Miller, 2008).

The next step that I followed was to compile themes that emerged from the categorised data (Bowen, 2009). The themes were later analysed and presented as a narrative (cf 4.5- 4.11). According to (Vaismoradi and Snelgrove, 2019) themes are described as the final product of data analysis. Themes are patterns in the data that are used to address the research question or say something about an issue (Maguire and Delahunt, 2017). Themes helped the researcher to describe data and interpret it for meaning (Roberts, Dowell and Nie, 2019). In this study, the researcher produced and described developing themes and patterns from the data and presented that analysis as a narrative.

3.8 TRUSTWORTHINESS

This study is trustworthy because the data collected by the researcher was bound by the qualities of credibility, transferability, dependability and conformability. I kept on assessing the accuracy of data by continuously checking the data analysis. According to Elo, Kääriäinen, Kanste, Pölkki, Utriainen and Kyngas (2014) trustworthiness of qualitative content analysis is often presented by using terms such as credibility, dependability, conformability, and transferability.

3.8.1 CREDIBILITY

The data collected in this study on learners' challenging behaviour is credible because the researcher followed all the steps and protocols of conducting a qualitative research study. I ensured that I have truly and accurately represented the data of participants' experiences and perspectives by using verbatim in data presentation. Korstjens and Moser (2018) define credibility as the confidence that can be placed in the truth of the research findings, and that also establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original views. To prove the credibility of the data, I represented the data from the SMT, and TLO. I used the triangulation method to validate the data. Using different data collection tools or instruments such as semi-structured interviews, document analysis and focus groups, enhanced the study's credibility.

3.8.2 DEPENDABILITY

The data of this study is dependable because it is logical, traceable, and clearly documented. The research procedures, including data collection instruments, analysing of data and interpretation of data are detailed. Dependability as the stability of data over time and under different conditions (Moon, Brewer, Januchowski-Harvey, Adams and Blackman, 2016). Furthermore, the research processes can be easily interpreted by another researcher and can produce similar results. I have used one-to-one interviews, focus group, and document analysis to strengthen the overall results and increase dependability. I have further allowed mentor checking ensure consistency and objectivity.

3.8.3 CONFORMABILITY

The data of this research is conformable. I have improved the confirmability by involving the participants in the analysis process to ensure that the findings accurately reflect their experiences and perspectives can also improve confirmability. According to Elo et al (2014) conformability of findings in research means that the data accurately represent the information that the participants provided, and the interpretations are not invented by the researcher. The researcher employed reflexivity and auditing to prove that the results are not heavily influenced by the researcher's own biases, motivations, or interests, but rather are shaped by the participants or data. Reflexibility is the process of critical self- reflection by the researcher and relationship to the participant and how the relationship affects the participants' answers to the questions (Korstjens and Moser, 2018). Panday and Patnaik (2014) describe audit trails as a transparent description of the research steps taken from the start of a research to the development and reporting on findings. To achieve reflexivity for this study I followed the ethical considerations processes regulated by Unisa and the Department of Education. Auditing was done by keeping a trail of data collection, data analysis and interpretation of data.

3.8.4 TRANSFERABILITY

The data for this study is transferable to other settings. The study provides a detailed description of participants, location of study and research processes. Transferability in

qualitative research refers to the extent to which the findings can be transferred to other contexts, situations, times and population (Harvey 2020). The participants of the research are described and their roles have been explained. The school has been described as a quintile 1 school. Furthermore, historical background, political situation and social-economic faced by the community have been identified. Therefore, the data from this research can be applied to other contexts, settings, or situations and the judgement lies with the reader of this study based on their specific setting.

3.8.5 TRIANGULATION

Triangulation was employed in this study. Triangulation in qualitative research method is the application of multiple data points to corroborate information that converges on a single point (Lauri, 2011). Hussein (2009) explains that triangulation of data is crucially important in naturalistic studies since information comes from different sources and methods. The use of document analysis enhanced data gathered in the focus group interview and one-to one interviews. Further, information gathered in the study was checked for its validity through seeking other opinions on issues in which participants seemed to contradict each other. There were occasions when teachers and learners or teachers and school management provided contradicting information. I used the focus group to get the clarity of the information because the focus group participants work closely with learners, teachers and school management. The use of triangulation assisted in removing bias in the data. Furthermore, it provided the means to understand the experiences of teachers and learners regarding learners' challenging behaviour at the school. Therefore, the use of triangulation improved the trustworthiness of the study.

3.9 ETHICAL CONSIDERATIONS

The researcher requested consent from the research participants who participated in the study (Appendix D,E,F,G,H,I and J). These participants are the school principal, deputy principal, teachers and learners. The researcher requested consent from parents so that learners under 18 years can participate in the study. Parents' assent was needed because the learners were considered minors. Permission was given to conduct semi-structured

interviews, focus group and document analysis as discussed in (3.6.1.1, 3.6.1.2 and 3.6.1.3). To ensure the confidentiality of the research study, pseudonyms are used to identify research participants. The research participants signed consent letters that I issued before data collection. I read the rights of the research participants before the commencement of the data collection phase. All the letters were signed are stored in a locked file cabinet at home.

3.9.1 PERMISSION

I applied for ethics clearance at UNISA, College of Education (CEDU) (Appendix A). The Ethics Review Committee (ERC) granted me permission to conduct the research study at a high school in Eldorado Park. The ethical clearance reference number is: 2022/11/09/47671122/09/AM. I also applied for permission from the Gauteng DBE (Appendix B). As a researcher I also sought permission directly from the principal of the school. All permission was granted in writing before I started the investigation at the location of the study.

3.10 SUMMARY

This chapter outlines the research methodology followed in when conducting the study about learners' challenging behaviour at a high school in Eldorado Park, Johannesburg Central Education District. A case study design was used when conducting this research study. The following data collection instruments were discussed: one-to-one semi-structured interviews, focus group and document analysis. The discussion specified how the data was gathered and analysed using thematic analysis. The various measures needed for the credibility and trustworthiness of the study; the instruments used to collect data were discussed. The importance of ethical matters to this study were also highlighted. The findings of the study are presented in the next chapter.

CHAPTER 4

DATA PRESENTATION

4.1 INTRODUCTION

This chapter presents the major findings of the study. The findings are presented following a research question and 6 research sub-questions and guided by Bronfenbrenner's ecological systems and systems theories. The aim of the study was to establish the perceptions of learners' challenging behaviour in high schools by interviewing fourteen participants and analysing five documents of learner disciplinary records. The participants included the principal, deputy principal, TLO, teacher responsible for discipline matters, Grade 9 Life Orientation teacher, RCL and four school learners. The purposive sampling technique was used as a method of selecting the research participants. The qualitative approach was employed with the use of a case study design in which semi-structured interviews, focus group and document analysis were used as data collection instruments for this research. The interviews were recorded on a recording device.

4.2 THE RESEARCH QUESTIONS

4.2.1 The main research question of the study:

What are the perceptions of teachers and learners regarding learners' challenging behaviour at a high school in Eldorado Park, Johannesburg Central District?

4.2.2 Research sub-questions

The following research sub-questions were used to find answers about the phenomenon under investigation:

- a) How do teachers and learners at a high school define learners' challenging behaviour?
- b) How does learners' challenging behaviour manifest at the high school?
- c) What are the causes of learners' challenging behaviour at the high school?

- d) How does the school manage learners' challenging behaviour at the high school?
- e) What is the impact of learners challenging behaviour on teachers and learners.
- f) What strategies can be used to prevent, correct and reduce learner challenging behaviour at the high school?

4.3 THE AIMS AND OBJECTIVES OF THE STUDY

4.3.1 The aim of the study is:

To establish the perceptions of teachers and learners regarding learners' challenging behaviour at a high school in Eldorado Park, Johannesburg.

4.3.2 The objectives of the study are:

- a) To explain the meaning of learners' challenging behaviour.
- b) To describe how learners' challenging behaviour manifest in high schools in South Africa.
- c) To identify the possible causes of learners' challenging behaviour in high schools in South Africa.
- d) To investigate the methods used by the school to manage learners' challenging behaviour in high schools.
- e) To discuss the impact of learners' challenging behaviour on teachers and learners.
- f) To explore the possible ways of dealing with learners' challenging behaviour in high schools in South Africa.

4.4 PARTICIPANTS AND DISCIPLINARY RECORDS INFORMATION

4.4.1 Biographical information of teacher participants

Table 4.1 represents the adult participants of the study. It shows their position in the school, gender and experience in the teaching field.

4.1 Teachers' biographical profiles

Research Participant	Position at the school	Gender	Teaching experience (years)
P	Principal	Male	20 <
DP	Deputy principal	male	20<
TRD	Teacher responsible for discipline at the school	male	20<
TLO	Teacher Liaison officer (TLO)	female	10<
LOT	Grade 9 Life orientation teacher	Female	5<

4.4.2 Biographical information of learner participants

Table 4.2 outlines the profile of learners and how they were grouped according to their roles at the school, gender and their current grade.

Table 4.2 Learners' biographical profiles

Participant	Role at school	Gender	Grade
RCLC	RCL Chairperson	Male	12
RCLS	RCL Secretary	Female	12

RCLECA	RCL Extra Curricula activities	Male	11
RCLT	RCL Treasurer	Female	10
RCLM	RCL member	Female	9
L1	Learner	Male	12
L2	Learner	Female	11
L3	Learner	Male	10
L4	Learner	Male	9

4.4.3 Information of the disciplinary incident records

Table 4.3 outlines the disciplinary records that were analysed. The table shows the incident number, date, gender of the learners who committed an offence and the grade of each learner.

Table 4.3 Disciplinary incident reports

Incident report number	Date of the incident	Gender of learner involved	Grade of the learner
1	08/03/2023	Male	10
2	24/ 02/2022	Male	9
3	14/05/2021	Male	10

4	23/09/2020	Female	8
5	21/10/2019	Male	8

4.5 PRESENTATION OF FINDINGS ACCORDING TO THEMES

This section presents the findings that were gathered from the participants who were interviewed and document analysis of disciplinary records at the school. Six (6) themes emerged from the data obtained from nine (9) one-to-one semi-structured individual interviews, one RCL focus group and five disciplinary records from period 2019-2023 from the high school of study. Bronfenbrenner’s ecological systems theory and systems theory were applied to review the experiences of teachers and learners on learners’ challenging behaviour at the school. Bronfenbrenner’s ecological systems and systems theory were relevant for this study because they both enabled me to account all potential sources that have an influence on learners’ challenging behaviour at the school of study (Harney, 2019 and Bronfenbrenner 1994).

These findings are presented in response to the research question. The study used thematic data analysis. I studied the data which was obtained using the three data collection tools mentioned above. I skimmed, read and interpreted the collected data several times to identifying patterns from the data. The next step was to put codes on the transcribed data to connect various parts of data collected from the participant’s responses. Coding the data assisted me in creating and identifying the most significant meaning that emerged from the data. Codes were put on all the one-to-one/semi-structured interviews, focus group discussions and the documents which I analysed. After reading and coding all the participants’ responses, I put the coded data into categories to identify key relationships. The next step that I followed was to compile themes that emerged from the categorised data . Themes and patterns from the data and presented in this chapter.

4.5.1.2 Table 4.5 shows the data analysis that emerged from disciplinary incident reports from period 2019-2023

Table 4.5 Themes and sub-themes

Research Question	Incident report document	Main Theme	Sub themes
How do teachers and learners at a high school define learners' challenging behaviour?	Incident 2	Peer pressure	Joining friends in a fight
How does learners' challenging behaviour manifest at the high school?	Incident 1	Disruptive behaviour	bunking
		Illegal ways of making money	gambling
		Violence	carrying a dangerous weapon
	Incident 2	Violence	fighting
			Carrying a dangerous weapon
	Incident 3	Substance abuse	Smoking dagga
	Incident 4	Lack of participation	Homework not done
		Disruptive behaviour	Altercation with a teacher

	Incident 5	Violence	Learner fighting with another learner
How does the school manage learners' challenging behaviour at the high school?	Incident 1	Parental involvement	
	Incident 2	Punishment	Cleaning toilets
	Incident 3	Parental involvement	
		Referral to SANCA	
	Incident 4	Verbal warning	
	incident 5	suspension	

4.6 THEME 1: DEFINITION OF LEARNERS 'CHALLENGING BEHAVIOUR

4.6.1 Research sub-question: How do teachers and learners at a high school define learners' challenging behaviour?

4.6.2 From this question, the following sub-themes emerged: **indiscipline and violence**. These sub-themes will be discussed in the subsequent sections.

4.6.2.1 Indiscipline

The principal defined learners' challenging behaviour as:

“Behaviour whereby learners are refusing to adhere to the school code of conduct. Learners' challenging behaviour is the behaviour that makes it difficult for teaching and learning. The learners challenge the norms of conducive school environment for learning and teaching” (P).

The teacher responsible for discipline also defined learners' challenging behaviour as follows:

"I would say learners' challenging behaviour is when maybe a child keeps on doing something that we keep saying that he or she should not do. That behaviour can be a bad behaviour" (TRD).

The teacher liaison officer sees learners' challenging behaviour as the following:

"We're talking about learners who are ill disciplined, who are unruly. It's very demanding. Yes, because they are unruly, we take so much time focusing on them more than what we're supposed to be doing here. So that's how I can define learners' challenging behaviour" (TLO).

The Life Orientation teacher supported the participant P, TRD and TLO by describing the following behaviour as learners' challenging behaviour:

"I think this is the way a learner is conducting herself or himself in class, in a bad way, in such a way that it can prevent other learners to listen. Yeah, it prevents administering of teaching programmes in class" (LOT).

From the above findings learners' challenging behaviour is described as ill-discipline behaviour that has a tendency of being disruptive, disrespectful and disobedient. I noted that the principal was emphasising that learners' challenging behaviour is the behaviour that learners display when learners refuse to comply to the school rules and this behaviour disrupts teaching and learning.

Odebode (2019) states that indiscipline is a behaviour that contradicts the acceptable rules and regulations of the school system. Dhlamini (2014) states that the school has the responsibility of controlling its learners to ensure effective teaching and learning. Salifu and Agbenyega, (2012) define indiscipline as a behaviour from a learner that breaches rules and regulation and undermines school's effectiveness.

4.6.2.2 Violence

A Grade 12 learner described learners' challenging behaviour as:

“The behaviours such as learners getting into a physical fight, verbal fighting, and throwing furniture” (L1).

Participant L1 showed the knowledge of learners' challenging behaviour and defined it as violent behaviour that is displayed by learners at school which disrupts teaching and learning. This violent behaviour can be physical or verbal and destroying of school furniture. This explanation is in line with Éireann (2015) who described learner challenging behaviour in the school frame of reference as the attitude that meddles with the learners' personal and or other learners' learning, disturbs the everyday performance of the school and endangers the right of staff and learners to a sound and organised environment.

4.7 THEME 2: MANIFESTATION OF LEARNERS 'CHALLENGING BEHAVIOUR AT SCHOOL

4.7.1 Research sub-question: How does learners' challenging behaviour manifest at the high school?

4.7.2 The sub-themes are violence, substance abuse, disruptive behaviour and illegal activities of making money at school, which emerged from the theme above and are discussed below:

4.7.2.1 VIOLENCE

The forms of violence reported in this study are **gangsterism, physical fighting -learner to learner, physical fighting - learner to teacher, dangerous weapons, bullying and vandalising school property.** These forms of violence are discussed below.

4.7.2.1.1 Gangsterism

The deputy principal acknowledged that gangs are present in the community and schools. He said the following:

“Gangsterism within the communities is also infiltrating the schools, now fighting and so on is more prevalent at all high schools” (DP).

The RCL treasurer stated the following concerning gang presence in the school:

“There is a problem of gangs in the school. Boys are forming groups and they are busy going around trying to scare people. Even if you see them doing bad things you will be too scared to report it to the teachers. Some will just come with their gang members and surround you. They will say things to scare you. They just change the mood of the space” (RCLT).

The Grade 9 Life Orientation teacher raised an interesting point about gangsterism. She said the following:

“Some of the learners are joining gangsterism and then it is also creating a lot of problems even after school” (LOT).

The RCL member responsible for extracurricular activities explained:

“The gangs are combined. They are made up of girls and boys” (RCLECA).

The RCL chairperson describes how these gangs are identified:

“Yes, you can easily tell that these learners belong to this gang by the way they sign or the way they dress or the bandanas that they have” (RCLC).

The findings of the study concur with those of Mncube and Madikizela-Madiya (2017). Gangsterism is a serious concern that leads to violence in South African schools (Mncube and Madikizela-Madiya, 2017). Most gangs are organized using recruitment strategies from schools (Petrus,2022). He further explains that the link between gangsterism and the school environment is far stronger than we can imagine. Apparently, the DoE noted that gangsterism is the big problem that is holding learners hostage (Meyer,2019).

I noted that learners who are gang members are practicing their beliefs and violence in schools. Gangs are causing a lot of fighting within the school environment and after school. The data collected shows that both girls and boys are joining gangs. Furthermore, the research shows that gang members are threatening other learners who get too scared to report any incidents caused by the gang.

4.7.2.1.2 Physical fighting: learner to learner

The teacher liaison officer identified the biggest challenge and mentioned the following:

“Another thing, I think this you have heard many times, fighting it is one of the biggest challenge that we have. Learners will always fight” (TLO).

The RCL member responsible for extra-curricular activities explained:

“Learners are busy fighting, like girls are mostly fighting for boys and the boys are fighting over stupid things like a pen. They fight for a desk, fight for everything, and it is the biggest challenge” (RCLECA).

The Grade 11 learner aired the same sentiments as previous participants identifying physical fighting as the common learners' challenging behaviour.

“There are incidents of learners stabbing other learners and some fight over a girl or both of them will be fighting about something in class, then they'll tell each other that we will see each other after school. Where the fighting will happen outside the school” (L2).

The following data emerged from document analysis: Disciplinary document two (2): Incident report 24/02/2022

Grade 9 male learner (s) (classmates) fighting:

The learners in the same Grade 9 class fought. They fought because their friends were fighting and they have decided to fight to help their friends. The other one indicated that he saw that the other learner was carrying something like a dangerous weapon and he decided to join in the fight to protect his friend so that a dangerous weapon could not hurt him.

The following data emanated from Disciplinary document five (5): Incident report 20/10/2019

Grade 8 male learner, Fighting

*The learner was physically fighting with another learner from a different class.
The fight was triggered by the use of swearing language.*

From the data above, I noted that learner to learner physical fighting is the most prevalent learners' challenging behaviour. According to Roberts and Venkat (2016) there are frequent physical fighting in South African schools. The fighting in schools challenging behaviours that make the processes of teaching and studying unproductive.

This study revealed that mostly male learners are engaged in fighting. However, there are also incidents of female learners fighting in school. Mashaba, Sibanda, Tsebe, Ngidi and Maile (2022) observed that boys are mostly involved in physical fights that have left some learners dead or injured. These fights are normally taken outside the school environment. The fighting is being reported as triggered by irrelevant matters such as fighting over a boy/girl or pen. Furthermore, some of these fights become so violent that learners injure one another. Some learners are threatening others that they will fight or continue with the fight after school, i.e., outside the school environment.

4.7.2.1.3. Physical fighting: learner to teacher

The teacher liaison officer stressed that learners are physically attacking teachers and said the following:

“But it goes to a point where a learner fights a teacher. And that now becomes not really the school's problem because the community gets involved. We find that maybe it's no more a fight between a learner and a teacher. It becomes a fight between the teacher and the family of the learner. So, It is a challenge” (TLO).

The principal agreed:

“Other learners will get physical even with teachers” (P).

Mohame and Rampha (2019) explained that learner-on-teacher school-based violence is a serious problem in South African schools and it appears to be on the rise and is not adequately reported or addressed. Van Nieuwenhuizen (2018) reported that teachers are regularly subjected to physical and verbal attacks by learners on school properties. The data collected indicated that learners are fighting physically and verbally attacking

teachers in schools. Sometimes the family members or community members harass the teachers or threaten the teachers at school.

4.7.2.1.4 Dangerous weapons

The Grade 10 learner stated:

“Learners bring weapons o school premises” (L3).

Teacher responsible for discipline at the school explained:

“Learners bring dangerous weapons like knives. There was a fight we had last year where two learners were fighting, and then this other learner decided to come with a knife. Luckily, the security guards were searching and they ended up finding that knife” (TRD).

The Grade 11 learner also identified the type of weapons that learners are bringing to school:

“It's like most of these learners bring knives or screw drives” (L2).

The RCL Treasurer explained how learners are threatened by knives and said:

“They carry the knife. They just take it out or after school they show it off to scare you or to threaten you” (RCLT).

The Grade 9 Life Orientation teacher explained the reasons why learners are bringing dangerous weapons to school:

“Learners bring things like knives or sharp scissors. They will say that I'm going to protect myself because so and so is threatening me” (LOT).

From the data collected it is evident that learners are bringing dangerous weapons to the school of study. Baruth and Mokoena (2016) concur with the results of this study and reported that learners carry knives, guns, and other weapons to school. Khumalo (2019) reported that dangerous weapons have an easy access into school premises, some of the incidences of violence that occur in schools are extremely dangerous and involve the

use of dangerous weapons such as guns, knives, pangas, pepper sprays, screwdrivers. The findings of the study unveiled that learners bring dangerous weapons such as knives and scissors and they are also incidents of stabbing with scissors. Knives are being used to threaten other learners and some learners carry dangerous weapons for their own protection.

4.7.2.1.5 Bullying

The RCL Treasurer elaborated that some learners are being bullied at school by other learners and said the following:

“They are some learners who are always bullying others. They just want you to be afraid of them. When it comes to bullying, learners will play a game with smaller learners and they will say if you lose, I will beat you and they will definitely beat you in the name of a game. They just do it for power and control” (RCLT).

The RCL member identified different types of bullying happening at the school:

“Some learners steal things from you. They look at you and try to scare you or will just start a fight with you for no reason. They take anything that they can find. Some will force you to give them your money. Some will even take food, your pen or anything that they don’t even want” (RCLM).

The principal mentioned that they are some learners who are bullying teachers:

“Well, it starts with back chatting, In terms of learner and educator, the learner will challenge the educator, verbal abuse. And yeah, there are various other Behaviours like bullying, it is one of those challenging behaviours that we experience on a day-to-day basis” (P).

The RCL Secretary mentioned that learners are stealing from teachers and learners and said the following:

“These learners are stealing and the other day they stole the teacher’s cellphone, or they search other learners’ bags and steal phones, money or pencil cases” (RCLS).

The data collected shows that there are incidents of bullying in the school. Taole (2016) explained that bullying is the most common form of violence in schools. ChildLine South Africa (2020) identified these forms of bullying: name-calling, making up things, hitting, pinching, biting, pushing, taking things away, damaging one's belongings, stealing money, taking friends away, spreading rumours, and threats and intimidation. The study revealed that both learners and teachers are victims of bullying. Furthermore, these bullies are targeting younger learners for power and control. The study conducted by Adewusi (2021) revealed that teachers in South African schools are exposed to bullying by learners, and this is posing a serious challenge in schools.

4.7.2.1.6 Vandalising school property

The Grade 12 learner indicated the following:

“Behaviours such as learners getting into throwing furniture” (L1).

Participant L1 revealed vandalising school property is a common problem at the school. Ncontsa and Shumba (2013) reported that vandalising school property is common in schools as books are torn up, doors and windows are broken. Most doors cannot be locked as the locks are vandalized (Ncontsa and Shumba,2013) reported in their study (Ncontsa and Shumba, 2013) reported that learners get violent and vandalize school property by throwing school furniture around the classroom.

4.7.2.2 SUBSTANCE ABUSE

The following are types of substance abuse used by the learners: Drugs, smoking and alcohol.

The teacher liaison officer explained the following in a disappointed manner:

“These learners they come to school from home when they are already high. Break time they just want to smoke. Though we may try to supervise them during break, they still have their ways of ducking and diving, getting into corners where they smoke. Kids (learners) normally smoke marijuana. It's one of the utilised drug in the school, one of the most dominant one” (TLO).

The Grade 11 learner further said:

“Yes, like most of the learners bring alcohol in juice bottles and will make it as if they are drinking juice. Some even bring drugs” (L2).

The Grade 9 Life Orientation teacher identified the place where the learners are smoking:

“Learners are smoking in the toilets, smoking weed or cigarettes” (LOT).

The RCL treasurer was able to name the type of smoking that learners are engaged in:

“Some of the learners smoke just orca pipe, vapes, cigarettes and some will smoke some weed whilst they are still wearing the school uniform” (RCLT).

The following data proceeded from Disciplinary document three (3): Incident report 14/05/2021

Grade 10 male learner, substance abuse

The boy was caught smoking dagga in the school premises during contact time. Parents were summoned to school and the learner was referred to SANCA.

The above participants and disciplinary document indicated that substance abuse is a major problem in the school. Manu and Maluleke (2017) indicated that substance abuse by school-going adolescents is on the rise in South African schools. Furthermore, some learners are coming to school intoxicated, and some are finding ways to use drugs in the school premises - mostly during break and in the toilets.

The data also shows that learners are smoking cigarettes and vapes at school, and orca pipes in the streets whilst wearing the school uniform. The finding by Nzama and Ajani (2021) was in line with this study as they identified cigarettes, alcohol and dagga as the common substances abused by the learners. The most common drug used at the school is dagga. Participant L2 noted that some learners are smuggling alcohol to school in juice bottles and pretend to be drinking juice.

4.7.2.3 DISRUPTIVE BEHAVIOUR

The forms of disruptive behaviour in this study are disobedience, disrespect, lack of participation and bunking class. These forms of disruptive behaviour are discussed below.

4.7.2.3.1 Disobedience

The deputy principal explained that some learners are disobedient. He said the following:

“Learners being not obedient to a teacher, you know, an instruction is given, they do not actually adhere to it. They don’t even bother to try and listen. Serious issues in classes are when learners challenge teachers, not challenging in terms of questioning them about something that they need to know but challenging them in in terms of discipline matters” (DP).

The teacher liaison officer complained that the learners are not wearing the school uniform correctly. She said the following:

“The children are too rebellious. They refuse to accept that they should not come with the pants that have got zips. They refuse to accept that their hairs should be short, neat and cut; you know, they refuse. Sometimes we talk about uniform, simple uniform. We do not want colourful tops, we want the school jersey or school top. Yeah, they refuse to obey” (TLO).

It is evident from the response given by TLO that some learners are defying school rules and are not wearing the school uniform as stipulated in the school’s code of conduct.

4.7.2.3.2 Disrespect

RCL Extra Curricula Activities claimed the following pertaining disrespect towards teachers:

“Some learners are very rude to the teachers. They disrespect teachers and they just talk anyhow. They are others who backchat teachers” (RCLECA).

The teacher responsible for discipline at the school mentioned with a sad tone how learners are disrespectful towards teachers:

“I would say the first one is disrespect from the learners, they disrespect their teachers. Learners are always being disruptive, not wanting to listen. I keep on telling the learners to stop making noise. Because, of attention seeking, they will keep on making noise, keep on making noise. This brings the sense of disrespect” (TRD).

4.7.2.3.3 Lack of participation

The following results emerged from document analysis: Disciplinary document four (4): Incident report 23/08/2020

Grade 8 female learner, disrespectful towards the teacher

The teacher gave learners homework to do, however the learner came to class without doing it. The teacher decided to punish the learner by forcing her to sit on the floor. The learner refused to accept the type of punishment given by the teacher. The learner had an altercation with the teacher.

The disciplinary record above reveals that some learners in the school do not participate in learning activities such as homework. They literally refuse to do homework. Lack of participation from learners is a form of disobedience.

RCL Secretary explained how other learners discourage others from participating in class activities. She said:

“Learners laugh at other learners for giving a wrong answer during a lesson and this discourages other learners from participating” (RCLS).

The above participants and the disciplinary document revealed that learners at the school are being disobedient and disrespectful towards authorities and other learners. The results of this study corroborate with the report by Wigfall (2019) who identified tantrums,

defiance, emotional disconnect and aggression as the most frequent classroom disruptions. Dhlamini (2016) agreed that in South African schools, disruptive behaviour manifests as rudeness, dishonesty, obscene language, cheekiness, untidiness, not wearing school uniform and neglect of duty to be performed.

This study established that learners' behaviour towards teachers is demeaning, and learners are refusing to take instructions from the teachers and participate in classrooms. Furthermore, learners are being discouraged by others to participate in class mainly because when they give wrong answers, they get humiliated by the bullies and decide not to participate. However, some learners' disobedience and disrespect are triggered by methods of punishment used by teachers as documented in the disciplinary report above.

4.7.2.3.4 Bunking and late coming

The teacher responsible for discipline at the school identified bunking class as biggest challenge in schools. He noted:

“Here, the biggest one is bunking classes. It is one of the biggest challenge that we are facing here” (TRD).

The RCL Treasurer agreed with the principal and mentioned the following:

“Learners come to school in the morning. They don't go to the rest of the classes. Maybe they will attend one or two lessons and when they come to the class, they don't even do their work” (RCLT).

Participant RCLT was in shock that the learners who bunk classes may attend a few lessons a day and still they will not do any classwork. Whether they are in class or out of class, they still neglect their schoolwork.

The principal aired the same sentiments as the previous participants:

“Learners bunk classes or they do not attending classes regularly” (P).

The Grade 9 Life Orientation teacher complained and said the following concerning late coming:

“Learners are coming late to class. It's a challenge because you can find some of the learners having been maybe 10 minutes or 20 minutes late for a lesson, By doing so, they will disrupt the class because now when you're busy teaching, somebody is just walking the way they want” (LOT).

Participant LOT was disgusted by the way latecomers disrupt lessons without showing any remorse.

The following data emerged from Disciplinary document one (1): Incident report 08/03/2023

Grade 10 male learner, bunking class, gambling and possession of dangerous weapon

The Grade 10 male learner was caught bunking and gambling in the school premises during contact time. He was also in possession of a knife.

The findings of the study revealed that learners at the school of study deliberately bunk classes. They also attend a few classes or if they attend, they do not participate in the classroom activities. Wilson, Malcolm, Edward and Davidson (2013) concur with this study and defined bunking or absconding as learners who remain in school but loiter around and attend lessons that interest them and avoid those that are not appealing to them. Furthermore, the study established that the bunkers normally engage in other illegal activities such as gambling and possession of dangerous weapons because these learners are unsupervised.

4.7.2.4 ILLEGAL ACTIVITIES OF MAKING MONEY

The forms of illegal activities of making money are selling - drugs, cigarettes and snacks, gambling and stealing. These forms of illegal activities that were identified are discussed below.

4.7.2.4.1 Selling drugs, cigarettes and snacks

The teacher responsible for discipline at the school explained the following on learners selling illegal products in the school premises. He revealed:

“Another one thing is that we have learners who are selling at school. It becomes a challenge, because now they’re not focusing on the classroom. They always want to be outside the classroom because they make money from whatever that they have in stock: sweets, muffins, selling illegal stuff and cigarettes” (TRD).

The Grade 12 learner noted the following on selling drugs:

“I think some of the behaviours that the ill-disciplined learners display here or after school include selling of drugs at school and in the streets while they are still wearing the school uniform” (L1).

Participant TRD and L1 were able to identify selling of drugs, cigarettes and snacks as illegal activities of making money that learners are engaging in at the school. The findings of the study expose that learners are involved in the selling of drugs within the school premises as well as in the community. This is consistent with the report by Nzama and Ajani (2021) who found out that learners have access of drugs and space muffins in schools. Furthermore, these learners who are into selling their stock at school do not concentrate in class because they prefer to be outside conducting their illegal businesses.

4.7.2.4.2 Gambling

The principal mentioned that learners are gambling at school. He said the following:

“I forgot to mention gambling, learners see a school as a marketplace: Learners are gambling at school to get some money so that when they go home, they have something to feed their families” (P).

The following data emanated from Disciplinary Document one (1): Incident report 08/03/2023

Grade 10 male learner, bunking class, gambling and possession of dangerous weapon

The learner was caught bunking and gambling in the school premises during contact time. He was also in possession of a knife.

The evidence gathered from participant P and disciplinary document above indicated that learners are engaging in illegal gambling at the school. News 24 (28May, 2011) corroborate with the finding of this study and agreed that most adult gamblers in South Africa started their more serious gambling habits while at school. Teenagers start their careers as 'knocks men' (a person who holds money in gambling) in the school grounds where learners play with whatever scraps of money and betting starts at levels as low as 5 or 10 cents (Scott and Barr (2012). The data collected from participant P explained that some of the learners are gambling because they need money to support their families.

4.8 THEME 3: CAUSES OF LEARNERS' CHALLENGING BEHAVIOUR

4.8.1 Research question: What are the causes of learners' challenging behaviour in Eldorado Park, Johannesburg Central District?

4.8.2 From the above research question, the following sub-themes emanated: **home causes, school causes, learner causes, community causes, educational system causes and social media causes.** These sub-themes will be discussed in the section below.

4.8.3 PROBLEMS FROM HOME WHICH CAUSE LEARNER'S CHALLENGING BEHAVIOUR IN SCHOOLS

The forms of home causes of learners' challenging behaviour that were identified in this study are **lack of parental involvement, parents and siblings are the role models of the challenging behaviour of learners, parents lack teacher respect, poor social economic status, home culture in conflict with school culture and broken homes.** The forms of home causes of learners' challenging behaviour are discussed below.

4.8.3.1 Lack of parental involvement

The deputy principal stated the following pertaining parental involvement: *"The children leave home and the parents just don't know whether they have eaten or whether they have a pen or have book, they don't discipline their children even when they were smaller"* (DP).

Teacher responsible for discipline at the school agreed with participant P and mentioned:

“You can see that parents are not involved in their children’s lives, whether it’s academic or anything, they are not really focusing on them, they don’t attend school meetings. What triggers this kind of behaviour also it’s parents who think that money replaces their involvement as parents. They just give them money, thinking that when they have money, then they’re fine” (TRD).

Participant TRD noted that some parents are hardly involved in their children’s education. Some parents replace their presence with money which is also a trigger for learners’ challenging behaviour.

Teacher liaison officer gave the same sentiments as above participants and stated:

“Most parents from this community are not involved in their child’s education. They don’t attend parents’ meetings” (TLO).

The Grade 11 learner noted the following concerning parents:

“No, I haven’t seen the parents at the school. Only the SGB parents are sometimes here” (L2).

RCL Treasurer explained that lack of parental involvement is a trigger to learners’ challenging behaviour at school. Some learners are involved in discipline matters because they want to belong.

“Lack of parental involvement is also a problem that is triggering learners to misbehave at school. The parents are not active in their children’s lives and they will look for attention by joining gangs, smoking or drinking alcohol with other learners” (RCLT).

Grade 9 learner mentioned the following:

“Sometimes children run their lives. They have too much freedom” (L4).

Oloyede and Adesina (2013) aired the same sentiments as the participants above by explaining that the initial sources of learners’ misconduct at educational institutions are

mainly found in the homes. Nunan and Ntombela (2018) described that in South Africa, a great number of children are growing up in home situations that do not stimulate the development of behavioural, psychological and communal abilities that are important for the prosperity of children's lives. According to Sarwer (2016) permissive parents and neglecting parents tend to avoid engaging in behavioural control, do not set rules and set a small number of behavioural expectations for their adolescents.

The data collected shows that some parents in Eldorado Park are neglecting their children. They are not involved in their children's lives, including their education. These parents seem to be permissive as well. It is evident that there is parental negligence, improper parenting and enforcement which is causing learners' challenging behaviour at school because the children are getting away with anything.

4.8.3.2 Parents and siblings are the role models of the challenging behaviour of learners

Deputy principal explained how learners copy bad behaviour at home and said the following:

"The violence that learners see at home might affect them and would want to bring the same behaviour at school" (DP).

Grade 12 learner agreed with participant DP and mentioned the following:

"Maybe, the home setup is not really good. Such as parents are in a very toxic relationship, domestic violence. People taking drugs in the houses" (L1).

RCL Secretary indicated how learners can copy violence from home and how the home situation triggers them to fight. She explained:

"The violence at home will also make the child to behave in violent manner. Some have anger issues and they come to school with their anger or depression and are easily triggered to fight" (RCLS).

The Grade 11 learner stated the same sentiments as DP and mentioned:

"Some learners might bully other children the same way that their mother is being beaten at home" (L2).

The Grade 9 Life Orientation (LOT) teacher highlighted the following:

“Even at home, we find most of the people there such as brothers and the sisters, who are also using the substances and then it is always creating a lot of problems on these learners at school as they do drugs too” (LOT).

Participant LOT explained the above, showing some distress, how family members such as older siblings can encourage their younger siblings to engage in substance abuse.

RCL chairperson explained:

“Learners will also engage in criminal activities such theft because they are from homes where the family members are into these things. They grow up knowing that it is OK, for me to survive. I have to take some of these things, sell and make a profit” (RCLC).

Participant RCLC also raised an important point by mentioning how family members who are involved in criminal activities can influence their younger family members to participate in criminal activities. Sibanda and Mpofo (2017) found the same sentiments in their study by explaining that some parents were not role models in their children’s lives. Ward, Gould, Kelly and Mauff (2015) agree that in South Africa children exposed to violence in the home, may model the abuser’s behaviour. According to Lloyd (2018) high school learners who are exposed to domestic violence have behavioural problems at school, which affects their participation at school, relationship with friends, social behaviour and learning process.

This research shows that learners from violent homes tend to behave in a violent manner at school. The type of violence that they may witness at home such as gender-based violence, and toxic relationships can shape their behaviour at school. It is also noted in this study that learners who are coming from homes where there is a culture of substance abuse or are exposed to criminal activities are using drugs and engaging in criminal activities within the school’s environment.

4.8.3.3 Parents lack teacher respect

Teacher liaison officer indicated the following:

“Parents do not respect teachers, they parents come to school and the parent is swearing at me, talking to me anyhow, using an inappropriate tone. This manner in which the parent talks to a teacher can be duplicated to the learner. The learner will not see me as a parent, he / she is not going to respect me because their parents don't respect us” (TLO).

The finding from the interview revealed that parents’ lack of respect for teachers influence learners’ behaviour towards the teachers. Some parents are harassing teachers in front of their children and the learners will copy the same behaviour. This is in line with the findings by Segalo and Rambuda (2018) who reported that teachers’ authority was undermined by the parents siding with their children in cases of learner indiscipline at school.

4.8.3.4 Poor social economic status

The deputy principal reported:

“Learners join gangs to gain money. They are selling drugs. There’s a lot of unemployment. So, parents also have challenges at home because they're not working. They can't provide for them. These learners are looking for means to gain money so that they can also buy themselves clothes and stuff because their parents cannot provide for them. The gang’s spills into schools” (DP).

The principal mentioned that learners are gambling at school and said the following:

“I forgot to mention gambling, learners see a school as a marketplace : Learners are gambling at school to get some money so that they will go home with something to feed their families” (P).

Ncontsa and Shumba (2013) support the above sentiment by agreeing that unemployment of parents cause violence in school and pilfering. They further mentioned that learners acquire their daily requirements such as food or buying themselves things they need which their peers already have. The finding of this study revealed that poverty can have an influence on learners’ challenging behaviour.

Eldorado Park has a high rate of unemployment. Learners are involved in illegal activities so that they can have finances to support themselves and their families.

4.8.3.5 Home culture and school culture in conflict

The principal stated:

“Yes, at home the learner is perceived to be quiet always busy in his room. They are modelled in a certain appearance, but when they come to school, they have an outlet, and the school community is that child's outlet, where the child now acts out, he misbehaves, he behaves inappropriately simply because at home, he's not given that leeway, that latitude” (P).

Hosokawa and Katsura (2019) supporting the above sentiments about controlling parents. They pointed that authoritarian parents can influence the behaviours of their children, who tend to be unsuccessful because of prohibition and power assertion. These children experience anxiety, fear and frustration that leads learners' challenging behaviour at school.

The principal further explained the following:

“In numerous occasions we've had incidents where the child is standing up to the parent. The child is disrespectful towards the parent. Initially, the parents will come and defend the child, but there are many times where I asked parents, I said, Mommy is this child challenging you at home? And then the mother breaks off and cries” (P).

The Grade 11 learner complained about the attitude of learners towards teachers.

She said:

“Like, learners, disrespecting their parents and would do the same thing at school”.
(L2).

The deputy principal explained that some parents are being controlled, bullied or physically attacked by their children.

“Sometimes you find that most of the parents have no say, you can see that the learners are controlling their parents. Their behaviour towards the parents is disrespectful. Some parents have openly told us that the learner is hitting them, you find there is violence at home, learners are disciplining their parents” (DP).

The results of the study by Kuay, Tiffin, Boothroyd, Towl and Centifanti (2017) are in line with the results of this study as they revealed that there is adolescent-to-parent violence which is increasing. There is enough evidence that suggests it is widespread; parents may be the “hidden” victims of domestic violence perpetrated by children.

The finding of this study suggests that some parents are emotionally and physically abused, controlled and disrespected by their children at home and these children will come to the school with the same attitude. Moreover, these parents have lost control of their children’s behaviour. Even if they are summoned to school, they cannot do much to change the behaviour of the children because they are also subjected to violence by the same learners.

4.8.3.6 Broken homes

The principal acknowledged that broken homes have a negative impact of learner discipline at school. He said:

“Divorced parents, broken homes, child headed homes can cause learners’ challenging behaviour - We have grandparents raising children and it affects the learners’ behaviour at school” (P).

The RCL treasurer revealed the effects of single parent household or no parent household on learners' challenging behaviour and said the following:

“Households where there's only like one parent or no parent at all, that child from a broken home is likely to cause problems because they lack love, support and guidance. They have too much freedom and will behave anyhow. A child who comes from a home where both parents are present is likely to excel at school because the family members are supporting the child. The learner is most likely to

excel in school, academically or athletically, they are disciplined because both parents are present and encouraging them to do better. The children who are raised by grandparents behave like animals because they don't have mother figure or father figure“ (RCLT).

Nxumalo (2015) concurs with the participants' views by pointing out that child-headed children are faced with challenging behaviour at school such as absenteeism, anger, violence and lack of motivation. On the other hand, Uaskli (2018) claims that the child who comes from a broken family has constant internal conflict that can manifest as bad behaviour at school. Mudau, Ncube and Mukansi (2018) support this study by stating that many teenagers from single parents are delinquents and are into substance abuse.

The data collected on this study shows that learners from broken homes, child-headed homes, single parent homes or those raised by grandparents tend to exhibit learners' challenging behaviour because of depression and lack of love and support. Some of them they have a lot of freedom and can easily engage in discipline matters at school.

4.8.4 PROBLEMS EMANATING FROM THE SCHOOL WHICH CONTRIBUTE TO LEARNER CHALLENGING BEHAVIOUR IN SCHOOLS

The school causes of learners 'challenging behaviour identified in the study are (a) teachers 'unpreparedness, lack of content and inexperience, (b) subject content being difficult for learners, (c) overcrowding in classes, (d) learners who committing serious offences are not being expelled from school, (e) school's code of conduct not amended, (f) the teachers 'attitude towards learners, (g) lack of extra co-curricular activities and (h) poor school management. These school causes of learners 'challenging behaviour will discussed below.

4.8.4.1 Teachers' unpreparedness, lack of content and inexperience

The Grade 9 Life Orientation teacher complained about the behaviour of other teachers who come to class unprepared and she said the following:

“Some of the teachers they come to class not well prepared or ready to present the lesson. Then, if as a teacher you don't have work for the learners, It can also cause a lot of problems in your class” (LOT).

The Grade 11 learner indicated the following pertaining teachers lack knowledge on content:

“Teachers are different and some of them might be good teachers but not have the knowledge of what they are teaching” (L2).

The deputy principal said the following concerning the novice teachers' lack classroom management:

“New teachers do not have experience as experienced teachers. The experienced teachers demand respect, they check books and check learners when they are working in class” (DP).

The study by Makoa and Segalo (2021) supported the participants views by mentioning that many newly qualified teachers enter the education system without the necessary skills and professional ability to cope in the teaching field. Consequently,

many novice teachers cannot manage their classrooms in terms of content and discipline. Oliver, Wehby and Reschly (2011) agree that poor classroom management triggers learners to be off task, disruptive and aggressive.

The data collected for this study reveals that some teachers lack classroom management skills whereby they conduct lessons without proper planning. The data also shows that when some teachers lack the knowledge of the subject content, they struggle when teaching. Once learners realise that the teachers have no content knowledge they lose respect for such teachers. They will start to be disrespectful towards the teacher and disruptive in class. It was also noted by participant DP that novice teachers lack experience and skills to control their classes. However, the study revealed novice teachers lack support and development to deal with discipline issues in the school.

4.8.4.2 Subject content being difficult for learners

The Grade 9 learner elaborated the following concerning how difficult subjects can trigger learners to be ill-behaved:

“Lack of understanding of the instruction can lead learners to be distracted. Maybe, if feel better upon understanding a certain topic being taught. Most learners in my school don't pay attention. They start acting up in the classroom because, maybe, they didn't understand what is being taught and people are being scared to ask for help around others. They just don't ask for help and they will start shouting causing disruption in class. You take a subject such as maybe English or Art, most people understand these subjects. They don't have to do too much work; they will be more relaxed and will concentrate because the subjects are easier. For some subjects, the content is hard and learners will lose concentration and start making noise in class” (L4).

The findings of the study revealed that some school subjects are difficult for some learners. Lack of understanding of the subject content will trigger learners to be disruptive. Lawrence (2016) explains that mathematics is fundamental to national prosperity in providing tools for understanding science, technology, engineering and economics, however the study revealed that the subject is the most difficult and demonstrates ongoing poor performance. The results of the study by Arends, Winnaar and Mosimege

(2017) showed a negative association between achievement and classroom discussion but this which could be indicative of a lack of content knowledge, and hence, learners are not able to become involved in discussions.

4.8.4.3 Overcrowded classrooms

The Grade 9 Life Orientation teacher complained about overcrowding in some classes:

“Another issue is overcrowding. You find some teachers, especially me, as an LO teacher, I’m teaching the whole group of learners. I’ve got 45 to 50 learners in class, then it’s going to be very difficult for a teacher to just control or to discipline everybody in class .They are only a few learners who have behavioural challenge. There are not so many, but they can be able to influence other learners. Overcrowding is a real a problem” (LOT).

The RCL treasurer agreed:

“Some classes have like 60 learners and it is very difficult for the teacher to control these classes. Learners don’t even pay attention. The other group is making a noise and another group is laughing” (RCLT).

In supporting this study, West and Meier (2018) stated that overcrowded classrooms make it difficult for teachers to give all learners the needed attention and some learners will feel neglected and will start misbehaving to get the attention of the teacher. Motsepe, Maluleke and Cross (2019) agree that in South Africa, it is recognised that overcrowded classrooms affect the teacher’s ability to manage learner behaviour and more time is spent on behavioural management instead of actual teaching and learning.

The data collected from above participants shows that the school has overcrowded classrooms that are making it difficult for teachers to control their classrooms. Some learners will feel neglected and will start misbehaving to get the attention of the teacher. The learners are competing for space, resources and learning facilities. Some learners do not concentrate during lessons; they make noise or laugh. Also, the study revealed that most teachers who are affected by overcrowded classrooms are those who are teaching common or compulsory subjects where all learners have to attend.

4.8.4.4 Learners committing serious offences not being expelled from school

The deputy principal indicated that the school does not expel ill-disciplined learners from the school:

“No! We have not expelled learners from school, but we have given transfers with the consent of the parent” (DP).

The principal explained:

“However, if the schools implement the policy of expulsion, to mitigate the learners' challenging behaviour, the process will take forever, takes so long, so it becomes frustrating because you want to refer an ill-disciplined learner. If you really want him to be expelled, by the time you hear from the department, the child is already leaving school, so it becomes somebody else's problem. So, with the results, the educators don't really want to go through that route. They have to find their creative means and methods of dealing with the child rather than going through the processes that are stipulated by the department” (P).

According to DoE (2008) the policy on school offences and misconduct in South African Schools is graded according to the nature and degree of seriousness of the offences. In supporting the data collected on learner expulsion section 9 of SASA stipulates that a learner at a public school may be expelled only by the HOD if found guilty of serious misconduct after a fair hearing and a learner or a parent of a child who has been expelled from school may appeal against the decision of the HOD to the member of the executive council.

The study reveals that the school is faced with serious learner challenging behaviour and it is difficult for them to expel any learner who is constantly committing offences because it is against the educational policy. Most of these learners end up staying at the school because the management does not refer the learners to the HOD, avoiding the hassle of referring the learner to the HOD. The referral system is time consuming, and the DBE takes long to respond and act. In any case, learners are given an opportunity to appeal to the members of the executive council.

4.8.4.5 School's code of conduct not amended

The deputy principal said the following about the school's code of conduct:

“Original school code of conduct did not incorporate all these issues and disciplinary action. So, it was revised recently because the school code of conduct was over 30 years old” (DP).

The principal revealed the following and said:

“The code of conduct has been revised because it was ineffective, we had to customise it to meet with the changing needs of learners” (P).

The teacher liaison officer stated:

“We've got the school code of conduct. We are forced to abide by it. Learners are failing to abide to the school code of conduct. This is the reason you find the “fighting between teachers and learners all the time, because now I must instill that in them and they refuse to obey. So hence, I'm saying code of conduct also plays a part. It needs to be implemented” (TLO).

The Grade 12 learner reported:

“And also, some school policies are restrictive. The policies are against the learners. Learners are not allowed to take certain activities and learners are not being allowed to be free, and this can also affect them and force them to act in a certain way” (L1).

From the data gathered in this study it shows that the school has just revised the school's code of conduct after using the previous school's code of conduct for three decades. The previous code of conduct was no longer effective and did not meet the needs of the new generation of learners. The new code of conduct has been adopted but still needs to be implemented. Mestry and Khumalo (2012) explain that some school governors lack the relevant knowledge and skills to design and enforce a learner code of conduct that can be easily adopted or implemented by both teachers and learners.

Furthermore, the data also showed that the school is trying to instill discipline using the code of conduct but learners refuse to abide by the school rules. Participant L1 also

complained that some of the school rules are too restrictive hence learners will act against the school rules. According to Reyneke (2019) learners in schools may refuse to oblige by the school's code of conduct that helps the school environment to be conducive for teaching and learning. Bray (2005) in supporting the data collected stated that the South African Schools Act (SASA) of 1996 does not exempt a learner from the obligation to comply with the code of conduct of the school attended by such a learner.

4.8.4.6 Teachers' attitude towards learners

The teacher liaison officer reported the following:

"Some of the teachers are intolerant towards these children. Some of the learners, like I said, they are very slow in class and if they are slow, then the teacher becomes too aggressive to understand or to give an ear to the child who is very slow. They don't have patience for them, so they are the cause" (TLO).

Teacher responsible for discipline at the school blamed fellow teachers for their attitude towards some learners and he said the following:

"Reason being could be, let's say for instance, a teacher keeps on picking on a child for no reason, so a child will, maybe start off by tolerating what the teachers is busy saying. And then, but at the end of the day once you are still on the case with one child and you keep on trying to embarrass them in a certain way. Obviously, they will react in a certain manner. It's based on what you give in as a teacher so it can be a possibility you can be given the same attitude" (TRD).

And he continued saying the following:

"I will also mention that some of the teachers, I believe they are the cause of ill-discipline because if a child does not understand, why do I have to punish the child to understand. In fact, I need to find ways of helping that child who does not understand" (TRD).

The Grade 10 learner showed disgust at the language some teachers are using on learners:

“Teachers also sometimes use foul language on us. So, them using foul language on us makes us feel as if it's right to use foul language, they understand me when, maybe, I use the language that they understand” (L3).

The Grade 12 learner reported the following:

“This is only possible maybe when our teacher yelled at the person. Communication between teachers and learners can trigger learners to react in a bad way. And not having respect towards each other (teachers and learners) can trigger the learners to be disrespectful” (L1).

The RCL member pointed out how some reactions and teaching styles can trigger learners to be ill-disciplined and said:

“There are some situations where the teacher overreacts or exaggerates by shouting at the child and kick the child out of class. Some teachers will take different teaching styles. It also comes to teaching style – some teachers teach in an aggressive way in order for learners to pay attention but by doing that some other learners are not used to that, so they end up not performing in your class and being disrespectful” (RCLM).

The above-mentioned participants revealed that the attitude of some teachers triggers learners to misbehave in classrooms and at school. In supporting this study Blazer and Kraft (2017) indicate that educators' behaviour and approach in the classroom sometimes affects the learners' feeling of belonging to the school and the manner they carry themselves. The study by Nunan and Ntombela (2018) is in line with this study by stating that sometimes teachers humiliate and demean learners through abusive language and shout reprimands, which provokes the students to retaliate in a deliberately misbehaving manner.

The findings of this study show that teachers' behaviour towards learners can aggravate learners' behaviour. There is poor communication between teachers and learners. Furthermore, the study revealed that some teachers are rude, intolerant, aggressive and impatient towards learners. Some learners will react by being disrespectful and disruptive. It is also noted in the study that teachers are putting

learners out of the class and those learners make a noise outside and engage in other forms of ill-discipline because they are not supervised.

4.8.4.7 Lack of extra co-curricular activities

The teacher responsible for discipline claimed the following concerning extra-curricular activities at the school:

“We have soccer and we are winning this season. We are going to start rugby soon. But we don’t have a lot of sporting codes to keep these kids busy and teachers are not willing to do extracurricular activities” (TRD).

The Grade 9 Life orientation teacher conveyed the following statement pertaining teachers’ unwillingness to participate in co-curricular activities:

“The teachers are not willing to participate in extra-curricular activities, not judging though, because if we can just have teachers who are willing, who can be able to coach. Maybe they will be able to encourage and motivate learners to be part of sports” (LOT).

The RCL extra curricula activities noted:

“There are only a few learners who are doing sports. The school does not have a variety of sports. We don’t have options” (RCLECA).

The RCL treasurer agreed with the participants above and said:

“There are no other sports such as cricket, rugby, chase Arts and culture. There is nothing like that” (RCLT).

The principal gave a different perspective from the above participants regarding extra co-curricular at the school and said the following:

“Yes, we have support programmes and we have the rugby, soccer and netball. We are using sports as a means to help learners. We are very athletic. We also have cultural programmes, that we can participate in, we have the computer programme for after school and robotics. So, we have those these kind of

programmes where we can get the learners to invest in as far as the energy and time is concerned” (P).

The responses from participant TRD, LOT, RCLECA and RCLT indicated that the school has failed to provide the learners with enough extra co-curricular activities to keep the learners occupied after school. The study by Obadire and Sinthumule (2021) is in line with this study as they agreed that lack of extracurricular activities in schools deprives many learners of the opportunity to demonstrate their academic potential. Njoroge and Nyabuto (2014) further mention that the lack of extracurricular activities ushers in challenging behaviour, especially the hyperactive learners who can be frustrated and disrupt lessons.

The finding of this study revealed that the school has only soccer and a few sporting codes which do not accommodate all the learners enrolled at the school. It is also noted in the study that some teachers are not enthusiastic to coach sports or participate in co-curricular activities. The lack of sports encourages the learners to engage in bad activities out of boredom. However, the principal of the school is in contradiction with the other participants as he explained that the school has many after school programmes that can reduce learners’ challenging behaviour. The principal’s position could have influenced his response; the programmes exist but learners are not actively participating in those programmes.

4.8.4.8 Poor school management

The Grade 9 Life Orientation teacher raised concerns about the poor management of the school. She said the following:

“The management is not doing so much to bring order at the school” (LOT).

The Grade 12 learner revealed that the school management and teachers are failing to exact discipline and this even triggers learners to rebel more. He said:

“The management and teachers or most of the people in charge do not enforce proper discipline to learners. This can lead to learners acting any kind of way at school” (L1).

The RCL treasurer explained that the school management is not active and teachers are burdened with issues of discipline at the school and noted:

“The management doesn’t go out of its way to make sure that there is discipline and order in the school. I think they are always forcing teachers to control the situation” (RCLT).

The Grade 9 learner complained that the school management is failing to implement discipline measures to control discipline matters at the school. He said:

“I feel that the school is not doing enough to punish the learners. Children keep on doing the same thing, and nothing is happening to them. Students think they can do whatever they want. The school management could do things differently that would actually put order in the school”(L4).

The RCL extracurricular activities reported:

“Nothing much is done to learners who are misbehaving at school. Even if we report as the RCL you will see the child doing the same thing again” (RCLECA).

The principal indicated the following concerning the lack of proper referral channels:

“There are no proper structures in place in terms of where the educator can refer the learners. The referral systems are not in place that itself can be a challenge. Educators do not know where to go for assistance. So, they try and use their own experience or ability to cope with some of the situations” (P).

The Grade 10 learner elaborated on the lack of implementation of rules by the teachers:

“I believe that the teachers also have a hand in a way because teachers are supposed to implement the school rules and tell learners what they are not supposed to do. They should tell them this is not allowed. Even when they do

reprimand the learners, they don't reprimand them in a way that they will make the listen to them. During break learners will be smoking under the trees, teachers will just be walking around the area seeing them doing their drug smoking and they'll do nothing about it. Teachers just complain when they get to other teachers” (L3).

The above quotations show that the school management lacks better strategies to control discipline in school and teachers and management are failing to enforce discipline. It is also noted from the above information that school management is failing to support teachers with discipline issues in the school and there are no referral systems to support the learners. Principals can contribute to learners' challenging behaviour in schools, especially if they lack the capacity to control the schools (Belle (2014). Poor leadership by school administrators causes challenging behaviours in schools (Ngwokabuenui ,2015).

The findings of the study show that some teachers are lenient with learners who are behaving badly. These are the teachers are not implementing the school's code of conduct to enforce discipline in the school. This has gone to a point where some teachers ignore learners' acts of committing offences during break time. In some secondary schools, teachers are incapable of modelling socially acceptable conduct to their learners (Nunan,2018). Teachers allow learners to demonstrate lack of discipline and do whatever they want at school or in the classroom (Nunan (2018).

4.8.5 PROBLEMS FROM LEARNERS THAT CAUSE LEARNER CHALLENGING BEHAVIOUR IN SCHOOLS

The types of causes of learners 'challenging behaviour from learners' perspectives were identified in the study as follows: frustration caused by being academically challenged learners, peer pressure, attention-seeking behaviour and behavioural problems by nature. The different types of causes of learners 'challenging behaviour are discussed below as follows:

4.8.5.1 Frustration caused by being academically challenged

The deputy principal articulated the following concerning the learner illiteracy:

“We find that many of the primary schools do not do their jobs. Learners they come here, they can't read and write. We find that these learners who don't want to be in class can't read and write” (DP).

The teacher liaison officer raised a reported the following on academically challenged learners:

“Mostly it's the learners who are challenged academically. They are frustrated. Yes, when you give them work and they don't understand, they feel they should cause chaos. They are chaotic because they fail to understand what you want them to do, then they become rebellious. They are frustrated. They want to frustrate the teacher. They want to frustrate the other learners. They are the ones who mostly cause this ill-discipline in the classroom because they are challenged academically” (TLO).

Participant DP and TLO responded by explaining that academically challenged learners may cause learners' challenging behaviour. Kourkoutas (2012), in supporting this study, mentioned that some groups of children have learning difficulties. The learning difficulties can generate feelings of disappointment, inferiority, anger and aggression and may cause discipline problems at school (Kourkoutas, 2012). Learners living with ADHD are always 'on the go', talk excessively, have severe difficulty sitting or standing still and fidget impulsively, and this disrupts learning and teaching (Dube, 2019).

The findings of this study revealed that learners are being promoted from primary schools to secondary schools without the necessary skills to cope with the pressures of the higher grades. Some cannot even do the fundamentals such as reading and writing or reading with understanding. When these learners get to high school, they get frustrated and will start disrupting classes, bunking and absenteeism. It is also noted in this study that academically challenged learners are frustrated by the pressure of schoolwork. Hence, they project their anger and frustration towards other learners and teachers, which makes the school environment chaotic and ungoverned.

4.8.5.2 Peer pressure

The deputy principal indicated the following pertaining peer pressure:

“Learners behave in a certain way to impress their friends” (DP).

The teacher liaison officer explained that some students are influenced by their peers and she said:

“These children, they want to fit into things that they shouldn't. They want to be seen as part of so and so. You know, when they see others who come with this kind of hairstyle, this kind of dress and whatever, that also triggers them to be ill-disciplined or to behave in a certain manner or patterns because they feel they do not fit in” (TLO).

The Grade 11 learner pointed the following about peer pressure:

“The other one is going into the wrong group of friends” (L2).

The RCL secretary concurred with the above participants and mentioned the following:

“I think the main issue is peer pressure. Yes, some learners do things to please their friends or to do things to belong. Some will do it just to be accepted. Like they join a gang and will be asked to shed blood. They go there and fight with the person for no reason. Like, they just make up a reason to fight with another person. They fight and end up joining a gang” (RCLS).

Omollo and Yambo (2017) concurred with the findings of this study by indicating that: some learners display a lack of discipline because they are influenced by their peers at school. Some learners emulate bad conduct to avoid being segregated from the peer group (Omollo and Yambo, 2017). Gitome, Katola and Nyabwari (2013) on the same point emphasised that pressure from friends motivates teenagers to engage in risky activities that are against individual moral principles. The finding of this research shows that learners' behaviour is influenced by their peers. This is even

influencing them to join gangs and becoming violent. They are copying each other's bad behaviour. My observation is that some of the learners engage in incidents of learners' challenging behaviour simply because they want to impress their peers so that they can belong to a group.

4.8.5.3 Attention seeking behaviour

The teacher responsible for discipline at the school claimed:

"I feel like the school is the space where learners feel safe and will just want to seek attention. They feel that the school is their free space so they can be themselves and do as they wish. Others are from abusive families and they seek attention at school. Sometimes some learners just like seeking attention for no reason" (TRD).

The RCL treasurer complained about how some learners will try to influence other learners and said the following:

"It can be the learner who wants to divert the attention of other learners" (RCLT).

The RCL member mentioned the following on learners' attention seeking behaviour:

"Some learners just seek attention. They want to be famous. If you are always being reprimanded then you get the attention of the teachers and everyone will know and talk about you" (RCLM).

Participants TRD, RCLT and RCLM noted that attention seeking behaviour is a cause of learners' challenging behaviour. In supporting the results of this study Watson, (2020) elaborated that too much attention-seeking can be disruptive, causing trouble and creating distractions and the attention-seeking child will often interrupt a lesson by blurting something out. Even negative attention can be the best method to attract the attention that the children might need (Éireann 2013).

The findings in this study show that learners are seeking attention because they are not given attention in the home environment. It is possible that some are not getting attention from home because they might be coming from abusive homes. Therefore when they get

to school, they demand attention from friends, other learners and teachers by behaving badly. The findings of this study indicate that learners behave badly to draw the teacher's attention. When learners are reprimanded for bad behaviour, they feel important and visible to other learners.

4.8.5.4 Behavioural problems by nature

The RCL chairperson explained:

“Some learners are just naughty. They come from good homes and have good support but they are just naughty in nature” (RCLC).

Marais and Meier (2010) argue that surface behaviour is a common form of disruptive behaviour. However, it is not as the result of deep-seated personal problems but the normal developmental behaviour of children (Marais and Meier, 2010). Nealis (2014) and Kapalka (2009) agree that learners in the adolescent stage between 13 to 15 years show indiscipline to a higher level because they are in the development stages of crisis. Jinot (2018) explains that pre-teens and adolescents have identity issues and they act on instinct impulsivity that encourages them to make wrong choices pertaining to their behaviour at school. The findings of this study also show that some learners have behavioural problems by nature despite them coming from good homes and having all the support needed, yet they still misbehave at school.

4.8.6 PROBLEMS FROM THE COMMUNITY WHICH CONTRIBUTE TO LEARNER'S CHALLENGING BEHAVIOUR IN SCHOOLS

The forms of community problems that cause learners 'challenging behaviour that were identified in this study are socio-economic and political problems in their nature. Gangsterism in the community, availability of drugs in the community, lack of community activities, crime and disorder in the community and inadequate police support are some of the problems in communities. These forms of problems lead to learners 'challenging behaviour in schools. Problems from the community are discussed below as follows:

4.8.6.1 Socio- economic and political problems

The deputy principal acknowledged that some of the learners 'challenging behaviour that the school is facing is influenced by community matters:

“Community leaders are coming together here in meetings, and they play a blame game. These leaders are playing their political party. Their political party is playing that one's. The faith-based organizations are also blaming this on. You're not doing this, you're not doing that and because there's a playing game going on, you find no real solutions have been found” (DP.

The deputy principal continued:

“The biggest challenge is unemployment and drug abuse in the community. Women abuse is rife in the community because if learners find these things, see it and experience it, they will do it” (DP).

The Grade 12 learner reported the following:

“Eldorado Park community has many people who are not educated. Most people are not employed. The community makes people to even engage in stuff such as drugs, which leads to people having challenging behaviour towards other people as well even in the school” (L1).

In supporting the views of the participants of this study Maverick (03/11/2022) reports that residents of Eldorado Park claim that they have been neglected by political parties for 30

years and there is a feeling of political marginalisation. SABC News (1 September 2022) confirms that the political party, Patriotic Alliance (PA) was ready to leave the Democratic Alliance (DA) coalition months ago due to the neglect of Eldorado Park. Oama Oukulu (31/05/2027-10:16am) discussed many socio-economic problems such as unemployment, drugs, crime, housing and poor service delivery that affect the community and children.

From the finding of the study, there is evidence that most of the learners' challenging behaviour at school is influenced by the political situation and socio-economic situation in Eldorado Park. The adult population is not educated. The study revealed that Eldorado Park has socio-economic issues such as poverty, unemployment, drugs, crime and violence. Moreover, the community leaders and political leaders are failing to come up with solutions to deal with issues the community is facing. The participants of the study claimed that issues such as gangsterism, drugs, crime and fighting are spilling over to the school environment.

4.8.6.2 Gangsterism in the community

The teacher liaison officer mentioned that that there is a presence of gangsterism in the community and it spills over to schools:

“Gangsterism is big thing in Eldorado Park and these kids they also have their gangs here at school. It's spilling all over from the community to the school, and they're practising what they see in the community” (TLO).”

The Grade 12 learner indicated the following:

“This makes learners to believe this is the right thing to do, to bring gangsterism to school because it is a normal thing in the community. This causes a lot of violence at school” (L1).

The deputy principal agreed with the above-mentioned participants and said:

“Gangsterism within the communities is also infiltrating the schools” (DP).

The above participants (TLO, L1 and DP) revealed that Eldorado Park has a challenge of gangsterism. The study by Mguzulwa and Gxubane (2019) corroborate this study by

reporting that youths in gangs are mostly disconnected from their communities because of the disorganization of the communities they reside in. Some communities can be extremely hard for some youths who try to quit gang activities because of the societal attitudes towards them. Furthermore, De Wet (2016) noted that in the Western Cape, school violence and gangsterism are inextricably linked to the Cape Flats, a community that is infested with gang violence and poverty. The finding of this study revealed that Eldorado Park is infested with violence and gangsterism that is infiltrating schools. Hence, frequent fighting and violence happen on the school premises.

4.8.6.3 Availability of drugs in the community

The Grade 9 Life Orientation teacher articulated the following:

“Eldorado Park is a community where you can find, in the same street, people who are selling drugs like children of the age 8 - 10 years, who are already exposed to drugs. There is a rise of substance abuse in the community” (LOT).

The teacher liaison officer elaborated:

“We know they are also merchants here at school. In the past, we caught some of the learners. Those learners would not tell where they're getting those drugs from. This is also one thing that we see is spilling from the community” (TLO).

The principal complained with a broken heart:

“There is a certain amount of lawlessness in the community. Drug loads are free to run the community. The law seems to kind of not being recognised, it is so rife that every second home is a merchant's home, selling drugs” (P).

Ramadile (2011) agreed with the report from participants LOT, TLO and P indicated that South Africa has the highest number of drug problems and abuse of alcohol, and this community problem is taken to schools. Drug dealers from the community target schools (Ramadile, 2011). Drugs were disguised as lip balms, tattoos and lollipops (Ramadile, 2011). Furthermore, Walton et al. (2016) indicate that adolescents who abused drugs and alcohol were more likely to engage in problematic behaviour such

as risky sexual behaviour, learning difficulties and violence.

The data collected indicated that Eldorado Park is infested with drugs. Drug lords are running the community and the law is not recognized. Children are exposed to drugs at a very tender age and they are forced to sell drugs in the streets. Some learners are drug dealers and bring their business of selling drugs to school. The school drug dealers are exploited by adults in the community to sell drugs for them at school and these learners are loyal to those drug lords and will not report them to the authorities.

4.8.6.4 Lack of community activities

The principal reported that the community has failed to offer the young people some activities to keep and said the following:

“There is also lack of sports fields and the sports activities within the community. The learners are not exposed to sports, arts and culture within the community. And it is now giving pressure on the school. You know, the school now must try to take up things that are not happening in the community. The school structure does not allow something like this to take place. The community by and large is not really geared towards the school endeavor to enforce teaching and learning” (P).

The findings of the presentation suggests that learners in Eldorado Park are engaged in illegal activities in the community because the community has failed to offer learners recreational activities to keep them busy or off the streets. The community is being blamed for not offering activities that can help to maintain discipline in schools. In supporting the data of this research Kaloba (2014) identified factors such as inadequate facilities, undesirable behaviour, inadequate stakeholder involvement, social factors and poor resources. An example is the lack of sports which could curb undesirable risk behaviours such as alcohol, illicit drug abuse and gangsterism in the community.

4.8.6.5 Crime and disorder in the community

The Grade 12 learner expressed his views by stating about the rate of crime in Eldorado Park. He stated:

“And some people in this community, Eldorado Park are victims of sexual assault. People are being sexually assaulted. People are being raped. If a person is constantly, getting raped at home and they don't have anybody to tell, this can affect the person and bring that behaviour to school where a person is just upset. And they're angry, they've got so much anger in them and they don't know what else to do” (L1).

The RCL extra-curricular activities explained the following:

“Coming from a community where everyone smokes, everyone always fights, always stealing from each other. As a child, you are left alone, so you end up trying to fit in your community; you definitely end up following suit. The community also plays a role in these challenging decisions” (RCLECA).

The Grade 10 learner pointed out:

“We are afraid of Eldorado Park. We are afraid to walk freely because there's a problem of the drugs. There's a problem of mugging, people walk around with weapons just like that. In the community when people are doing that, the youngsters, the ones that are growing, which is the learners in our school they will think this is how we do things” (L3).

The Grade 9 Life Orientation teacher reported:

“But you can see whatever that is happening is starting from the community because some of the learners will come and fight here at school because of something that has happened in the community. Maybe, they were drinking, maybe they were busy selling whatever and then something just happened there. It will end up arriving here at school”(LOT).

The Grade 12 learner explained the situation that the community is faced with:

“Eldorado Park has a lot of problems, take a look at the housing that people live in, about 20 families live in a flat. There are different people with different beliefs and backgrounds. And there are too many people in one place and there's so many activities happening that will influence the learners' behaviour at school” (L1).

The responses from above participants indicated that the community is influencing ill-discipline at the school. In acknowledging the data of this study Brunson and Miller, (2009) posit that the culture and climate of the community is one of the huge predictors of a disorderly school setting and the risk of crime in schools, with schools in urban, poor, disorganized communities experiencing more disorder and crime than other schools. Ncontsa and Shumba (2013) agreed that crime was a common occurrence within the learners' neighbourhoods and manifested in schools in forms of robberies, theft, sexual assault, vandalism and assault.

It is evident from the finding of this study that Eldorado Park is a disorderly community. There is also a housing problem which is forcing overcrowding and illegal activities. The community has frequent crime and violence such as sexual assault, stealing and mugging. Some learners are mentally affected and they go to school and will start displaying challenging behaviour. The school becomes the outlet for the issues that they are dealing with in the community. Most issues happening at school such as fighting smoking are community problems that are also manifesting at school.

4.8.6.6 Inadequate police support

The teacher responsible for discipline reported that the police is no longer doing regular, random searches at school and said the following:

“We used to have the police coming regularly maybe, four times a year. They used to come with sniffing dogs and so forth. Now, they are not coming that much. I haven't seen them in 6 months” (TRD).

The RCL treasurer responded to question on how the community is helping by mentioning the following:

“Yes, the police come, like, maybe once in a year, or something like that. They rarely come now. They search for drugs, weapons cigarette anything illegal” (RCLT).

Bongweni and Tyilo (2019) mention that if learners are found guilty of serious misconduct can either be suspended or expelled from school. In addition, the DBE (2015) produced a safety framework that recommends developing safer school programmes by SAPS (DBE,2015). The police are encouraged to visit schools regularly and assist the school management team and learners regarding school safety issues.

From the research findings, it is evident that the police, as part of the community, rarely support the school as before in curbing learners’ challenging behaviour. It is noted by the participants TRD and RCLT that the police used to come to the school for random searches to minimise drug selling, substance abuse, violence and any other criminal activities within the school.

4.8.7 PROBLEMS FROM THE EDUCATION SYSTEM THAT CAUSE LEARNERS’ CHALLENGING BEHAVIOUR IN SCHOOLS

The types of problems emanating from the education system that cause learners’ challenging behaviour are educational policies that are restrictive, alternatives to corporal punishment not being effective and ineffectiveness of progression of learners. These forms of education system problems are causes of learners’ challenging behaviour and are discussed below.

4.8.7.1 Educational policies that are restrictive

The teacher responsible for discipline at the school complained about learners having more rights than the teachers. He said the following:

“There are a lot of policies that normally give these learners more power than teachers. South Africa law has given children more rights. I feel like certain policies support these learners more than they support teachers. These kids know that even if I can do this nothing happens to me. It gives them the upper hand. In actual fact it encourages them to be ill- disciplined” (TRD).

The principal elaborated in a disappointed tone indicating the following about how teachers are restricted by the law:

“The policies are there to protect and they do protect us but they are also very restrictive in terms of how we deal with the learners. The learner has a lot of privileges, a lot of leeway, a lot of rights within the framework of policies” (P).”

The RCL extra curricula activities mentioned the following:

“Yeah, policies are contributing because learners know that there are no dire consequences that will happen to them because they are protected by the law” (RCLECA).

The TLO complained that some of the educational policies are difficult to interpret which makes the implementation of discipline measures in school difficult.

“Policies are difficult to follow, not only for children (learners), but you also know teachers too. Those policies I think interpretation of them is a problem” (TLO).

From the data collected from this study, it is evident that participants above (TRD, P, RCLECA and TLO) feel that the policies to discipline learners in schools have limited them since corporal punishment has been abolished. Teacher participants feel that their rights were stripped, and they have been left vulnerable in the hands of learners with challenging behaviour issues. Furthermore, participant TLO indicated that teachers and learners struggle to interpret the policies. The data also shows the South African education system has given the learners more rights and the learners are aware of that.

According to the South African Schools Act (SASA), no person may administer corporal punishment at a school to a learner (Government Gazette No 17579, 1996). According to the (Government Gazette No 1757,1996), any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault. Learners are acquainted that there are no serious consequences to their bad behaviour. Therefore, they will keep on misbehaving and engaging in discipline matters.

4.8.7.2 Alternatives to corporal punishment not effective

The TLO criticised the education system by reinforcing the statement below:

“I think the policies are somehow limiting us because, for instance, the policy now includes the idea that we should not punish learners. And the alternatives they give us to discipline the learners really restrict us, and they are ineffective. For instance, if I choose to give a detention to a learner and the learner runs away after school. The same learner who doesn't attend detention will do the same thing tomorrow. It's just a cycle of ill-discipline” (TLO).

This study indicated that the alternatives given to teachers to control, reduce and stop learners' challenging behaviour are not working. In October 2000, the DBE published a document on Alternatives to Corporal Punishment (ATCP). Moyo, Khewu and Bayaga, (2014) added that this document contained all the relevant measures and procedures needed to curb learner misconduct in a post-corporal punishment era. Maponya (2015) views alternatives to corporal punishment as ineffective in dealing with learner discipline in South African schools.

4.8.7.3 Progression of learners' ineffectiveness

The TLO condemned the educational policy that progresses learners based on the age criteria. She said the following:

“It really affects us badly because even with the good learners they will always say why must I work hard if you so and so are going to be pushed up when he doesn't even attend classes. Yeah, come end of the year all learners go to the next Grade with those who attended classes half the time. The good learners attended classes and worked hard they didn't even get marks for all the tasks. And now they find themselves with the ones who did not work hard in the next Grade. What do we expect? Ill-disciplined” (TLO).

From the above response it is noted that learners are being progressed to the next grade based on age, without passing the previous grade. Learners are not being promoted by merit but age and other promotion criteria. The DBE (2011) produced a grade progression policy called the School Progression Policy (SPP) which provides that, in circumstances

where learners display a lack of preparedness for the next grade, will qualify in terms of age to progress with the appropriate age cohort.

This study revealed that progression of learners encourages learners not to work on their behaviour nor improve their grades because they know that they will eventually be promoted to the next grade. According to a study conducted by Munje and Maarman (2016) most learners who had been promoted using SPP could not cope in the next grade because they were already overloaded and are struggling with the content of the previous grade. Hence these learners will have poor results and will start displaying challenging behaviour.

4.8.8 THE INFLUENCE OF SOCIAL MEDIA ON LEARNERS' CHALLENGING BEHAVIOUR IN SCHOOLS

The types of influence from social media that cause learners' challenging behaviour are age restrictions which are not being monitored and influence from social media role models. These influences are discussed below.

4.8.8.1 Age restrictions not being monitored

The teacher responsible for discipline at the school emphasised the effects of social media on children:

“Social media plays a major role for these kids (learners), they consume a lot on social media. There are certain restrictions that do not allow kids to be involved in, but by the end of the day, no one is monitoring them. They don't have people to monitor and try and recommend what they should be watching. So, social media has a major role in the lives of these children” (TRD).

Participant LOT indicated that learners are exposed to information that is not age appropriate because they are not being monitored. According to a report by Zippo and Pasaquale (2019) all the social media houses they have studied have an age restriction on 13 years except for WhatsApp which has an age restriction of 16 years. Symons, Ponnet, Emmerly, Walrave and Heirman (2017) concur with the results of this study by reporting that parents have little knowledge of online risks and their children's online activities.

4.8.8.2 Learners influenced by their social media role models

In supporting the above evidence from the participants Abbas, Aman, and Nurumnabi and Bano (2019) agreed that social media can directly encourage children through sharing of photos and videos that depicts violent behaviour and shocking photographs that can disrupt the behaviour of learners. Mukui (2015) supported the other authors by explaining that learners who view too much aggressive behaviour on television or read or view pornographic content online begin to develop specific characteristics that affect others around them in a negative manner. Cilliers and Chinyamurindi (2020) additionally mention that cyber bullying has become a topical issue among school learners in South Africa.

The data collected shows social media is modelling bad behaviour in learners. Learners are copying the bad behaviour from their social media idols. Social media is facilitating learners to bully others and to engage in activities that are not age appropriate such as sharing photos of nudes. Cyberbullying can influence learners to be aggressive especially if they are constantly bullied on social media. Parents and adults are not monitoring the content that children are exposed to on social media.

The Grade 9 Life Orientation teacher discussed the influence of social media on children:

“The media itself, the social media can also influence learners to behave in a bad way. They are influenced because our learners when they see people with money on TV’s, on Facebook or whatever and they just think that is the way to live” (LOT).

The Grade 11 learner agreed:

“Learners are influenced by social media. They copy things that they see on social media. Some learners are sending their boyfriends nudes. Some create fake accounts and will start saying bad things about others on social media” (L2).

The Grade 9 learner indicated:

“When some children are bullied on social media and name calling and other things which influence them or makes them angry and will project the anger to other students” (L4).

4.9 THEME 4: THE ALTERNATIVES TO CORPORAL PUNISHMENT THAT ARE BEING USED BY THE SCHOOL TO CONTROL, REDUCE AND STOP LEARNERS’ CHALLENGING BEHAVIOUR.

4.9.1 Research sub-questions: How does the school manage learners’ **challenging behaviour at the high school?**

4.9.2 From the above research sub question, the following themes emerged: **enforcing code of conduct, referral system, tolerating the learners, punishment, parental involvement, community involvement, co-curricular activities, after school programmes and transferring learners to other school.** These themes are discussed in this section.

4.9.2.1 Enforcing the school’s code of conduct

The teacher responsible for discipline complained:

“Each and every school has its own code of conduct, but we don’t have a code of conduct that is running at the moment” (TRD).

The deputy principal elaborated with excitement about the plans of a new code conduct. He said:

“The teachers recently adopted the code of conduct. It is now adopted by the SGB so it must be presented to the parents and that will happen early next term. Then learners will obviously receive the revised code of conduct” (DP).

The principal proudly explained the stage that the school is at in terms of implementing the new code of conduct and said the following:

“Our updated code of conduct is something that’s of great assistance because the parents have signed, learners have signed and we have now a tool that we can uphold as a form of justice in the learners’ eyes where they can see right from wrong” (P).

The Grade 9 learner was disappointed about the behaviour of some learners in terms of following the school's code of conduct: He said:

"No, learners are not always following the school's code of conduct" (L4)."

The above responses showed that the school was at different stages of drawing up and implementing the school's code of conduct when the data was collected from the participants. In supporting the finding of this study Plessis and Mcube (2018) elaborated that the SGB must adopt a code of conduct for the learners after consultation with the learners and members of staff and all learners are expected to comply. Nothing contained in South African School's Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such a learner. Sebisha (2015) also noted that learner code of conduct if properly implemented in schools can be an effective method to manage learner behaviour in schools even though it has limited effect on serious misconduct.

The study revealed that initially when the data was collected from the first participants of the study, the school had no active learner's code of conduct and this was frustrating for some teacher participants. However, from the data that was collected later, the school had amended the code of conduct and all the important people who are needed for drawing up the school's code conduct have been consulted pertaining the drawing up, adoption and implementation of the school's code of conduct. The last interview of the study shows evidence that the school's code of conduct has been adopted and is now being implemented. Moreover, the data indicated that the previous code of conduct that was available was no longer followed by learners and the school management has hope that the new school code of conduct will help stop, correct and reduce discipline matters at the school.

4.9.2.2 The referral system

The principal stated that the school uses a referral system:

"You know, we have referral groups like SANCA and we refer our learners to SANCA" (P).

The deputy principal mentioned the referral system that is effective for the school:

“We have a social worker who helps with counselling. We are working closely with the SANCA. We have SANCA which is based in the community. Parents that really are interested take their children there for a drug test” (DP).

The teacher responsible for discipline noted the following:

“The school also refers drug addicts to SANCA. We also have a social worker who comes to the school, but we are not clear on how she works because sometimes we don’t see her, and we don’t understand how to refer students” (TRD).

The RCL member also mentioned the following:

“Sometimes SANCA comes to the school to talk about drugs and the school also refers learners to them for drug testing and counselling” (RCLM).

The Grade 10 learner further agreed and mentioned the following:

“There is also a social worker at the school. She is always available ,you can talk to her anytime, for people that need to speak to them, if maybe they are dealing with things at home” (L3).

The following data appeared in Disciplinary Document four (4): Incident report 23/08/2020

Grade 8 female learner, disrespectful towards the teacher:

“The learner did not do her classwork as expected by the teacher. The teacher decided to punish the learner by forcing her to sit on the floor. The learner refused and had an altercation with the teacher. The teacher was able to resolve the matter by talking to the learner and she apologised for being disrespectful.

The following data proceeded from Disciplinary Document three (3): Incident report 14/05/2021

Grade 10 male learner

The learner was caught smoking dagga in the school yard whilst bunking a class. The parents have been summoned to school and the learner was referred to SANCA for counselling.

The responses from the above participants indicated that the school has a referral system in place. The findings of the study by Mncube and Steinmann (2017) indicated that schools should have access to effective psychological support to counter the effects of violence and to foster and reinforce effective coping strategies. Gitome et al (2013) explains that in India, indisciplined students especially truants are guided and counselled by the guidance and counselling teacher(s). Maphosa (2017) notes that compulsory guidance and counselling programmes in schools is needed and every school should have at least one child psychologist.

The result of this study revealed that the learners who are struggling with substance abuse are being referred to South African National Council on Alcoholism and Drug Dependence (SANCA) for drug testing and monitoring. SANCA has offices in Eldorado Park. The school also has a social worker who helps with counselling. The study also reveals despite SANCA operating in the community and having a social worker at the school, there is no improvement in terms of learner discipline at the school. Furthermore, some teachers do not have knowledge on how the referral system works at the school of study.

4.9.2.3 Tolerating learners with challenging behaviour

The principal explained:

“In the past, we never used to tolerate dagga smokers, but now at least we don’t tolerate the dagga but we tolerate the addict. When he comes to class high, we have to deal with it, back in the day we would have put him out of class. But now we, you know, what are you going to get if we put the learner out of class. So, we have to keep teaching that learner. We cannot just put him out of the class, we cannot Just isolate or ostracise him. We cannot do those things. So, there are exceptions that we have to make. You know the world is moving towards this direction in terms of its discipline and challenging behaviour” (P).

The RCL chairperson explained sadly:

“Our school try once they got the second time to try and they give up. They give up on learners” (RCLC).

The RCL treasurer compared the discipline matters at their school to other nearby school in a frustrated manner:

“Some schools are managing better because if you look at some schools, they know how to manage discipline better, they know how to handle it. They know how to handle the situation but when it come to our school it is a different thing” (RCLT).

The RCL treasurer out of frustration explained the following:

“But doing all this sometimes doesn’t work because some learners do not even listen. They will keep on doing the same thing” (RCLT).

The findings of this study indicate that the management of the school is being tolerant towards ill behaviour at school, especially allowing learners who are intoxicated in class. It also reveals that nothing serious is being done to the learners who have discipline issues at the school; the management and teachers easily give up on instilling discipline and lack a conscience in dealing with discipline matters at the school. The study by Marciniak (2015) does not concur with the results of this study It found that to manage a group of students successfully and to resolve problems with discipline, the teacher should employ methods that in a particular situation seem to be the most effective and should avoid anger when dealing with discipline issues.

4.9.2.4 Punishment

The RCL member identified the punishment method used at the school:

“The bunkers are always taken to the hall if found outside the classrooms” (RCLM).

The teacher liaison officer revealed that teachers are sending learners out of class and she said the following:

“You find that this becomes the biggest challenge in the school because teachers may end up sending learners out of the classroom” (TLO).

The following data emanated from Disciplinary Document two (2): Incident report 24/02/2022

Grade 9 male learner fighting

The learners in the same Grade 9 class fought and were in possession of dangerous weapons. Cleaning toilets was the punishment given.

The following data came from Discipline Document five (5): Incident report 20/10/2019

The Grade 8 male learner fighting

The learner was physically fighting with another learner from a different class. The school has suspended the learner from school for 7 days.

The results of the study indicated that some methods of punishment mentioned negate the rights of the learners to receive education. According to Maphosa (2011) teachers must keep records of all discipline problems and should monitor learners during breaks. Chang, Juan and Chou (2014) agree that to minimise discipline problems in classrooms, teachers should apply positive discipline such as praising, leading students to participate volunteering activities, grant awards, small merits, and work incentives. However, some methods used by the teachers at the school are do not shape good behaviour. These methods are encouraging poor discipline in the school environment.

4.9.2.5 Parental involvement

The deputy principal proudly explained the following:

“We try to involve the parents as much as possible. So, if incidents are getting out of the hand, we give urgent parental summons to the learners. Some of the parents just step up, you know, and check the learner's books regularly and sign. But you find that most of the parents you can see that the learners are controlling their parents” (DP).

The teacher liaison officer pointed out the following:

“The SGB members, sometimes they will come, there are days or maybe weeks where they just come. And they help us with learners, especially in the morning, just to make sure that they take all these colourful jackets and search them. We also have parents also who would come when we summon them. They would come and they would really discipline their children right in front of the teachers. They would really support the teachers in what they're doing” (TLO).

The teacher responsible for discipline at the school made a remark about giving learners parental summons. He said:

“We normally give parental summons, the only best way to deal with learners' challenging behaviour it is to call the parents and try and resolve the problem. Only a few parents would come. Most parents from this community are not involved in their child's education” (TRD).

The Grade 9 Life Orientation teacher responded about parental involvement and complained that some parents are not reachable which causes a dilemma in handling learners' challenging behaviour at the school. She said:

“The best is to call parents if you get hold of the contact number. When you get hold of the parents they come. Some of the learners who would not give the parents the letter . If you call the parents, they respond immediately by coming to school. Some parents are not reachable”(LOT).

The principal furthermore indicated that learners are made to sign agreements in the presence of their parents or guardians declaring that they will not commit any offence or else they will be issued with a transferring letter.

“We also call the parents in; we try to make the learners sign agreements in terms of their behaviour patterns where they have to commit that if they agree that they will not break any school rules otherwise they face some serious consequences” (P).

The RCL secretary pointed out:

“Yes, some of them goes for the disciplinary hearing in the presence of their parents” (RCLS).

The Grade 9 learner revealed that parents are summoned to school but there is no change in some learners’ behaviour.

“Teachers call or ask parents to come to school. They try to discipline but it is not working” (L4).

The following data emerged from Disciplinary Document one (1): Incident report 08/03/2023

Grade 10 male learner, bunking class, gambling and possession of a knife

The learner bunked class and decided to gamble during teaching and learning time. He was also found with a knife in his possession. Parents were summoned to school.

The participants above and the disciplinary report showed that the school summons parents for disciplinary issues. Wolhuter and Van der Walt (2020) suggests that it important for parents to gain insight into the social space where they must interact with the school and its affairs and their actions in that space should be morally justifiable. Webster and Bywater (2015) advise that the formation of teacher/parent partnership teams in school is necessary to curb unwanted learner behaviour. Some decisions pertaining learners cannot be made in the absence of parents.

From the data collected there is evidence that a few parents support their learners at school, but in most cases, it is the parents of the behaving learners. Participant (TRD) revealed that most parents from Eldorado Park are not active in their children’s lives or education. Participants DP, TLO and TRD agreed that they are issuing parental summons to learners to hand them over to their parents. However, participant LOT indicated that the issuing of parental summons is not as effective as making a direct phone call to the parents who will normally come to the school immediately after receiving a phone call. However, despite all the efforts that are made at the school in

controlling learner discipline by involving parents, learner challenging behavior remains a huge problem.

4.9.2.6 Community involvement

The principal raised an interesting point about his knowledge on community involvement and said the following about the police's involvement:

"The community they have given us police and it has been proactive; they came to assist us with some of the most serious learner challenging issues that we've had. So, from the community, the police have been proactive coming to assist us" (P).

The Teacher Liaison officer explained:

"There are days where the police will come just to do random search, so we also take police station as part of the community here. So, there will come sometimes and just do a random check. And, then whatever illegal things that they find they take them" (TLO).

The teacher responsible for discipline explained the following knowledge about the presence of police with a broken heart. He said:

"We used to have the police coming regularly maybe 4 times a year. They used to come with sniffing dogs and so forth. Now they are not coming that much. I haven't seen them in 6 months. Some church groups they also used to come and talk to learners during assembly. We also get some convicts come to talk to the learners. But they don't come as often as before" (TRD).

The Grade 10 learner revealed information about the purpose of the police at the school and said:

"The management used to call in police to come and speak to the learners and tell them about them carrying dangerous weapons to school and how they might face serious charges" (L3).

The RCL extra curricula activities agreed with participant TRD and mentioned this:

“Yeah, the police come, like, maybe once in a year, or something like that. They rarely come. They search for drugs, weapons cigarette anything illegal” (RCLECA).

The deputy principal mentioned the following concerning community-based organisations involvement who will come assist learners with career guidance:

“We have community involvement, some faith-based organizations. Some of the community-based organizations organize career days where they will come to help learners to choose careers” (DP).

The teacher liaison officer supported the previous participant. He mentioned:

“I think the communities really is trying and the religious groups will also come maybe come and do their prayers, give learners some religious books to read that will help them in terms of the ill-discipline and all the stuff” (TLO).

The Grade 11 learner mentioned the following concerning the support that the school receives from the community:

“There's been people that have come and to give speeches. The people come from outside, speaking about how to become better people. These don't come oftenly” (L2).

The deputy principal elaborated the following:

“We once had one guy coming with the Department of Education. He is from this area, and he was in jail for 20 years; he was giving his life story at the assembly. Just to warn learners that a small thing can turn into a bigger thing” (P).

The teacher liaison officer added:

“We also have the Prison Ministries that come into the school just to teach the learners on how to behave well before they get into trouble that will lead them into prison” (TLO).

The responses from the above participants suggest that the community is involved in reducing, controlling and stopping learners' challenging behaviour at the school. The

police, religious groups, prisons and career guidance volunteers assist the school in controlling and guiding the learners. However, participant L2, L3, RCLECA and TRD revealed that the random searches from the police and invitation of reformed convicts to address the learners are no longer as regular as before. There is a contradiction in the data collected. The school management has given information as if the community support is regular yet the learner participants above and one teacher indicated that the school management is not actively involving the community for support.

The data above is consistent with what Berkowitz, Astor, Pineda, DePedro, Weiss and Benbenishty (2017) who suggest that school officials should implement strategies that involve the community to reduce the number of disciplinary actions and to ensure a school climate focused on learning. Maphosa (2011) further indicates that school-based violence can be reduced by random searches for dangerous weapons and drugs.

4.9.2.7 Co-curricular activities and after school programmes

In response to school-based support programmes that are available to reduce learners' challenging behaviour in schools, the principal said:

“Yes, we have support programmes such as rugby, soccer and netball. So, we use sports as a means to help. We also have athletics and etcetera. We also have cultural programmes; we have the computer programme after schools and robotics and we have those these kinds of programmes where we can get the learners to be invested in as far as the energy and time is concerned” (P).

The teacher liaison officer mentioned the following in regard to after school programmes:

“The learners focus in one extra mural activity and that keeps them busy again. We have other extra mural activities, like where they do their dramas and public speaking and maybe dancing. We do have programmes where we are trying to Just keep them busy. To just try to push them in other direction, because they don't like to be in class, so we think the outdoor keeps them busy. And we've seen that works. Yeah, that really eliminates the incidences of teachers always fighting with

the learners. For those who do not like the class normally they love the outdoor activities” (TLO).

In response to after school programmes, the Grade 9 Life Orientation teacher said:

“There is this J BAM and only soccer and netball and the rest of the learners do not participate in anything” (LOT).

The Grade 12 learner had the following to say:

“Not much is happening here in terms of after school programmes, we have a few sporting activities, and it is not compulsory. After school, most learners are hanging the streets wearing the school uniform” (L1).

The data of this study revealed that a few learners are active in co-curricular activities that are available. Furthermore, participants L1 and LOT indicated that co-curricular activities are not compulsory at the school. However, participant P and participant TLO are adamant that the school have enough after school programmes. I concluded that the responses from participant P and TLO are influenced by their positions at the school.

In consistent with this study Njoroge and Nyabuto (2014) reinforced that learners’ confidence and their talents are barely appreciated; this causes distress and they reroute their energy into poor behaviour. The study by Obadire and Sinthumule (2021) suggest that extracurricular activities inspire learners by allowing them to participate and explore other strengths where they can reach their full potential. Therefore, the exposure of learners to a variety of ideas, interests and career opportunities stimulates their curiosity and minimises discipline issues in schools.

4.9.2.8 Transferring learners to other schools

The principal made a remark on expelling ill-discipline learners from school and said the following:

“If you refer a learner to HOD for expulsion, it takes time to hear from the department. By that time, you get the response the learner is already leaving school. So, it becomes somebody else's problem. With the result educators don't

really want to go through that route. They have to find their creative means and methods of dealing with the learner rather than going through the processes that is stipulated by the Department of Basic Education. No expulsion like I said, the process becomes very, very frustrating. So hence. We deal with it within the school environment. We deal with that child by using some of the referral systems that are put to us” (P).

The deputy principal responded by saying the following:

“Some of them appear before the SGB and the deterrent that we are giving them a transfer, which we don’t have power to do. But that is always a deterrent but when you want to remove the learner, you can coerce with the parent to give a learner a transfer” (P).

He continued explaining the method the school uses to force the learners out of school:

“You can call the parents to take a transfer. So, we do that after the hearing with the parent. Then we tell the parent you must find another space for your child. But to get rid of the child just like that is a bit difficult. In the last five years It could be 50 to 70 learners that we have given transfers” (DP).

The above participants revealed that the school has been avoiding expelling learners from school. In supporting this study Mokwena, Mokwena, Van der Heever and Mokgatle (2020) postulate that the National Policy discourages expulsion from school, even for learners who have serious behavioural issues. Section 9 of SASA stipulates that at a public school, learners may be expelled only by the HOD if found guilty of serious misconduct after a fair hearing.

The data collected showed that to avoid the hassle of expelling learners from the school because of the protocol and procedures that are stipulated by DBE, instead, the school makes learners and parents sign agreements that if the learner breaks the school rules, he/she will be issued with a transferring letter. The evidence above shows that the school

uses those agreements that the learners sign in the presence of their parents to transfer learners with serious misconduct from the school.

4.10 THEME 5: THE EFFECTS OF LEARNERS' CHALLENGING BEHAVIOUR ON TEACHERS AND LEARNERS

4.10.1 The research sub- question: What are the effects of learners challenging behaviour on teachers and learners?

4.10.2 From the above research sub question, the following sub-themes emerged: **resignation of teachers, wasting teaching and learning time, emotionally affects teachers and learner and poor academic results.** These sub-themes are discussed below.

4.10.2.1 Resignation of teachers

The teacher liaison officer emphasised the following about teachers resigning from the school:

“Some teachers pack and go, they really leave; they really pack and go and decide that I'm resigning. Ill-discipline in schools becomes too much for them. They can't take it for the mere fact we are limited by the policies - we cannot do so much to control learners' challenging behaviour” (TLO).

The teacher responsible for discipline at the school responded and said:

“Some teachers left the education system or left the school totally because they couldn't stand the learners' challenging behaviour” (TRD).

The Life Orientation teacher agreed with participant TLO and TRD and revealed the following:

“They are a few teachers who resigned because they failed to cope, you know they felt that they can't take it anymore” (LOT).

The Grade 12 learner made this comment about how resignation of teachers causes teacher shortage:

“Also, we have teachers that are even relocating to other schools and countries. Some subjects are affected because it will take time to get an experienced teacher. Some teachers are not willing to do that job from our community because they don’t want to risk their lives by coming to work and experiencing abuse from learners” (L1).

The data above revealed that teachers are leaving the teaching profession because they are failing to cope with learners challenging behaviour in schools and this is also causing a shortage of teachers in schools. It is also noted in this study that it is difficult to replace teachers. According to the data collected from participant L1 most experienced teachers are not eager to work in Eldorado Park because they are worried about their welfare since the community is violent. The findings of the study concur with the report by Nieuwenhuizen (2018) that teachers are not able to cope with the amount of violence in South African schools and they feel incapable, dejected and confused because there are few or no consequences for the perpetrator’s actions. Therefore, many teachers in South Africa are considering quitting the profession (May, 2018).

4.10.2.2 Wasting teaching and learning time

The teacher liaison officer pointed out the following:

“Learners’ challenging behaviour now affects the teachers work because instead of them focusing on teaching and learning in the classroom they are focus in dealing with disciplinary issues”(TLO).

The Life Orientation teacher explained the following in a disgusted manner and responded:

“As a teacher, I can say yes, learners’ challenging behaviour is disturbing because you find that most of the time you are dealing with these issues of discipline instead of you concentrating more on teaching and learning. It is time consuming because you end up taking time calling parents or writing parental summons. I must call the parents. Dealing with this whole issue is time consuming and takes my time” (LOT).

The Grade 9 learner explained how disruptive behaviour is affecting their schoolwork and mentioned the following:

“Some teachers are not able to finish teaching and will ask learners to do homework or that they should research. It is like we are always behind” (L4).

The teacher responsible for discipline frowned when he was explaining how teaching time is consumed by discipline matters. He pointed out:

“This affects the kids in a negative way. Because this, for instance, the lesson is supposed to be like 50 minutes to an hour, right? And there's this challenge, ill-disciplined or bad behaviour? Yes, so, you end up spending let's say for instance 15 to 20 minutes attending to the matter. The whole class is now affected because of one learner. There's no way you can allow this learner to carry on disrupting the whole class” (TRD).

The Grade 12 learner responded to the question on effects of learners' challenging behaviour and further elaborated how it is affecting teaching and learning. He said:

“This affects us when the teacher is being disrupted, which means our schoolwork is always behind. We won't finish the syllabus and will fail our exams. Sometimes in the middle of lesson someone breaks the door, Someone breaking the window or break a table. You've got people that are behind schedule because of continuous disruptions” (L1).

The Grade 11 learner supported L1 by mentioning:

“Half of the time is spent reprimanding learners and not teaching us, which makes us fall behind, which also when they don't reprimand them and they focus on us. We can't hear the teachers because of the noise coming from the learners who will be sitting at the back or in front of us” (L2).

The RCL executive responsible for extra- curricular activities revealed:

“We are always behind the syllabus. There is no seriousness in our classes. The disruption is too much that sometimes we leave classes without learning anything that you can remember” (RCLECA).

Participant TLO, TRD and LOT shared the same sentiments on how disciplinary issues divert their teaching plans and they are all disgusted by how time is wasted on disciplinary matters. Participant L1, L2, L4 and RCLECA all agree with the above teacher participants by mentioning that learners are usually disrupted. This makes them fall behind schedule and are forced to cover some activities alone at home instead of completing them in class. Gitome et al (2013) revealed that the ill-discipline in the classroom requires the teacher or principal to stop everything and address the problems and the class loses contact time. Ncontsa and Shumba (2013) agree that learners’ challenging behaviour will make the school environment chaotic and teachers must end the brawl, taking teaching time to resolve matters that have nothing to do with teaching and learning.

4.10.2.3 Emotional effect on teachers and learners

The teacher liaison officer gave the following remark on how learners’ challenging behaviour affects the confidence of teachers:

“This also affects the confidence of the teachers. Yeah, it really affects our confidence because you end up being a fool in class. Those ill-disciplined learners, remember they are in the classroom, with the ones that really want to learn, now when they are doing whatever that they are doing to make you look like a fool, you end up losing your confidence. As a teacher that time you will end up thinking, I am not good enough. You know, I can’t discipline children therefore, you end up just leaving. Things like that, the way they are, You end up focusing on getting money instead of really doing the work of the teacher” (TLO).

Teacher responsible for discipline highlighted the following:

“Learner challenging behaviour affect us negatively, to be quite honest, because we have such conversations like I wish this learner was more respectful in my class. I wish this learner could be expelled to giving me a lot of space. This learner will keep stressing you. Yeah, it's a lot. So, it does affect us negatively.

These learners, they think we are superhuman. Yeah, we have superpowers. This challenge might end up pushing me to do what I will regret tomorrow. To be honest, we are human beings. You end up not being comfortable, comfortable in your own class. All because of this behaviour that learner comes with. You would ask like why is this learner here? It does drain you because you spend a lot of energy trying to attend to this learner. Meanwhile, you could have used the energy to do something else that would benefit everyone” (TRD).

The Grade 11 learner elaborated:

“Teachers seem to be angry and frustrated and sometimes it looks like they are giving up on us” (L2).

The Life Orientation teacher had the following to say pertaining how teachers are scared of some learners:

“It is affecting teaching and learning in a bad way because teachers are somehow not free to discipline learners. Some teachers are scared of learners” (LOT).

The Grade 12 learner lamented the following:

“This behaviour is affecting us emotionally. We've got teachers who are now even scared to come to school to teach because you don't know when you're going to lose your life because at one point maybe a student can just become violent. Some teachers are scared of controlling learners especially those who are always smoking. Teachers and learners are scared of approaching them. There is so much fighting happening and we are scared that one day someone will take a gun and shoot or maybe stab someone with a knife” (L1)

The Grade 9 learner reported the following information with fear written on her face:

“We get scared a lot especially when the learners are fighting. The other day they were fighting at the gate and they were throwing stones and we had to duck and dive” (L4).

The participants' viewpoints on how learners' challenging behaviour affects teachers and learners emotionally is in line with the study by Segalo and Rambula (2018) who indicated that teachers feel disempowered, frustrated, stressed and defenceless because of the treatment they receive from ill-disciplined learners. The findings of this study indicated that teachers are emotionally affected by learners' challenging behaviour.

Teachers are also losing confidence, frustrated, stressed, angry and intimidated by learners. Furthermore, the study reveals that teachers have lost ability to control their classes because they are concerned about their welfare. Participants L1 and L4 described the hostility of the school environment. Prinsloo (2008) points out that some learners could not pay attention in class because they were afraid of what the perpetrators might do to them during break or after school.

4.10.2.4 Poor academic results

The principal in an ashamed tone noted:

“Our matric results are not as forthcoming. There is always a relationship between the discipline and the results. Ill-discipline shows in your results” (P).

The Grade 9 learner confirmed this unanimous response stating:

“Oh, sometimes learners bunk school and they don't like to do their work and then their marks at school are very low” (L4).

The RCL chairperson complained about the pressure the current Grade 12 class has because of the previous poor matric results:

“Learners' challenging behaviour has a negative impact on us. Our matric results are the lowest in the area. This is putting so much pressure on us the current matric, We need to improve our results so that our school is also recognised in the area” (RCLC).

The RCL member revealed the following

“Learners are failing in all grades” (RCLM).

The participants above noted that learners' challenging behaviour is affecting the school's results. According to Ofori, Tordzro, Asamoah and Achiaa (2018) learners' challenging

behaviour prevents other learners from concentrating in class, causes loss of content and knowledge taught, creates tension and insecurity in class, disrupts lessons and causes most of the contact hours to be used to settle disputes. This does not allow the syllabus to be completed before students write their final examinations. Gitome et al (2013) revealed that indiscipline cases' end result is poor performance in examinations and the use of cigarettes and other substances which affects cognitive functioning and therefore leads to lower grades.

The school selected for the study produced the lowest Grade 12 results in Johannesburg Central District in 2022. Participants P and RCLC indicated that poor academic results at the school are caused by learners' challenging behaviour. Furthermore, the evidence shows that learners are failing across all grades. The current Grade 12 learners feel pressurised to improve the academic results of the school that have tarnished the image of the school. However, the real issue is learners' challenging behaviour.

4.11 THEME 6: WAYS OF ADDRESSING LEARNERS' CHALLENGING BEHAVIOUR IN SCHOOLS

4.11.1 The research sub - question: To explore possible ways of dealing with learners 'challenging behaviour in schools.

4.11.2 From the above research sub question, the following sub-themes emerged: **parental support strategies, school support strategies, learner support strategies, community support strategies and DBE strategies.** These sub-themes are discussed below.

4.11.3 HOME STRATEGIES THAT CAN BE USED TO CORRECT, REDUCE AND PREVENT LEARNERS' CHALLENGING BEHAVIOURS IN SCHOOL

4.11.3.1 Parental involvement

Parental involvement was a form of home strategy that was identified in this study as a method of reducing, correcting and stopping learners' challenging behaviour and will be discussed below

The principal said the following in a disappointed way.

"I wish to have good parents first of all" (P).

The teacher Liaison officer elaborated the following:

“Parents need to be involved. Yes, parents need to be called to school all the time” (TLO).

The teacher responsible for discipline explained:

“Another thing is we need to bring in parents and have a talk with them. We have to work hand in hand with the parents in making sure that we assist one another in dealing with the problem of discipline. As much as the parents might be afraid of their own children, they have the utmost power in making sure that the children behave properly” (TRD).

The results of this study indicated that parental involvement is required in dealing with learners’ challenging behaviour in schools. Participant P noted that parental involvement is an important method that can be used to deal with learners' challenging behaviour. Participant TRD hoped that collaborating with parents would assist learners’ challenging behaviour at school.

Wolhuter and Van der Walt (2020) suggest that it important for parents to gain insight into the social space where they have to interact with the school and its affairs and also into the fact that their actions in that space should be morally justifiable. Webster and Bywater (2015) recommend the formation of teacher/parent partnership teams in schools to curb unwanted learner behaviour

4.11.4 SCHOOL STRATEGIES OF REDUCING, CORRECTING AND PREVENTING LEARNER CHALLENGING BEHAVIOURS IN SCHOOLS

Forms of school strategies that were identified in the study **are amendment of the school’s code of conduct, management to instil discipline, the school to introduce more co-curricular activities and teachers setting boundaries and being consistent.**

These forms of school strategies that were identified in this study are discussed below.

4.11.4.1 Amendment of the school's code of conduct

The Grade 9 Life Orientation teacher suggested the following concerning the school's code of conduct:

"Maybe we can start with the school's code of conduct; as a school, we can just revisit our code of conduct. Then, we come up with other policies which we can use because the policies that we are using now are not working for us" (TLO)

Participant TLO indicated a need for regular amendments to the school's code of conduct so that it can meet the current needs of the learners. Mncube and Steinmann (2017) agree that a standardised school's code of conduct and school safety policy are vital tools in preventing and managing school-based violence but should be adjusted to meet the school's specific needs.

4.11.4.2 School management to instil discipline

The RCL member responsible for extra co- curricular activities indicated the following about instilling discipline in schools:

"I think management should try to instill proper discipline in the school. They should find ways that work for the learners" (RCLECA).

Teacher liaison officer emphasised the importance of supervision and said:

"Supervision has to be done always so that we try and eliminate all this ill patterns we see in the learners" (TLO).

The Life Orientation teacher suggested the following:

"Another thing is for the SMT to be more involved in issues of discipline" (LOT).

The findings of this study as indicated by participants RCLECA, TLO and LOT show the importance of the SMT in maintaining order in schools. The above-mentioned participants all suggested that the SMT should be pro-active and produce strategies that are applicable to the learners at their school. Maphosa (2011) states that adopting preventive and proactive approaches should be applied in schools and recommends an integrated approach to the management of learner discipline in schools in which all important stakeholders play pivotal roles.

4.11.4.3 The school to introduce more co-curricular activities

The principal gave insight on programmes that the school has in mind to curb learners' challenging behaviour. He said the following:

"We want to have more cultural programmes. We can actually be a resource for the learners. In the school, we need a school wall, we have a vegetable garden outside, we want to develop the vegetable garden so we can cater for those learners who really have social problems at home so that they're not worried about what's to feed" (P).

The RCL chairperson said the following:

"We need programmes that will keep us busy. The school must have programmes for all the learners in the school" (RCLC).

The RCL treasurer mentioned:

"The school should have extra-curricular activities" (RCLT).

The RCL extra-curricular activities indicated the following:

"We have people in the community and here at school who are willing to coach in sports and to assist. The school should come up with the initiative now" (RCLECA).

The Grade 11 learner suggested the following:

"Learners should be given interesting activities to keep them busy" (L2).

From the data above, I noted that the participants suggested that after school programmes or extra-curricular activities should be used as methods to keep learners busy. This will prevent learners from engaging in challenging behaviours. These activities or programmes should be available for all students. Participant RCLECA revealed that community members are willing to assist the school with coaching some sporting codes, therefore it is the duty of the school to approach such individuals so that they can assist the school. Participant P has identified some ideas such as gardening and cultural activities that the school can use to keep the learners out of trouble as well as providing vegetables to the less privileged ones.

The findings by Koloba and Surujlal (2014) supported this study by revealing that extra co-curricular activities encouraged students not to engage in health risk behaviour and they are less likely to feel hopeless or bored. Furthermore, by providing a supportive social context to promote sport participation, learners may escape the temptation to use alcohol and drugs.

4.11.4.4 Teachers setting boundaries and being consistent

Teacher Liaison Officer explained the importance of boundaries and consistency.

She said the following:

“Teachers need to set limits. The rules that are selected whether how difficult it is to implement them; we need to follow them to the core. There is no consistency at the school. Today, the teacher says this, tomorrow, the same teacher allows you to do what she refused to accept the day before. So, if there is no consistency, then we are playing a game, we need to set limits in the classroom, we need to have our rules, same classrooms rules. Because, you get to this class, learners are wearing caps and hats and earrings in class. You get to the next teacher’s class, they’re not allowed to wear all those things, so we need to really set limits and follow the rules that we set as teachers” (TLO).

Teacher responsible for discipline indicated the following:

“I personally think that if we can unite as teachers, because sometimes, if teachers can speak the same language to these learners, uniting, agreeing in one place to say this is how we want to deal with this type of behaviour. If we all agree in making sure that we alleviate this, definitely these kids (learners) will behave in a certain way and make sure that they don’t do anything wrong” (TRD).

From the above statements teachers are advised to set boundaries with the learners to put them in a better position to implement class or school rules. Teachers also need to work as a team so that there is consistency in disciplining learners. The finding of the study concurs with Segalo and Rambula (2018) who elaborate that teachers should continue to display acceptable levels of professionalism, even when faced with ill-disciplined learners.

4.11.5 LEARNER SUPPORT STRATEGIES THAT CAN BE USED TO CORRECT, REDUCE AND PREVENT LEARNER CHALLENGING BEHAVIOURS AT SCHOOL.

Learners' support strategies that were identified in the study are **respecting and protecting learners, punishment and reward, offering practical subjects and supporting learners emotionally**. These learners' support methods are discussed below.

4.11.5.1 Respecting and protecting learners

The RCL treasurer explained that learners need to be treated with respect. She said:

“Ah yes, from what I see from school I would say the school must come with strategies to understand the learners, what they are like. Treating them as people who are special so that they won't feel alone, they won't feel unwanted” (RCLT).

The teacher liaison officer emphasised this:

“Teachers should tell them and show them the way because they learn by seeing. So, if you speak rudely to them, your words that you use, the tone that you apply, your actions are not in accordance with what you are trying to insert in them you are going nowhere. So, teachers need to show and tell” (TLO).

The Grade 12 learner reported the importance of safety in reporting incidents of discipline by mentioning the following:

“Learners must feel free to report incidents. They should not be scared that someone will come after them or they will tell their gang” (L1).

The RCL member reported:

“I think that learners should learn to just take control of themselves, learn to control their behaviour. Learn to control their emotions and feelings” (RCLM).

The data from participant RCLT, TLO and L1 indicated that the school should find ways to accommodate learners and treat them in a respectful manner. These findings corroborate Marciniak (2015) who revealed that to manage a group of students successfully and to resolve problems with discipline, the teacher should employ methods

that in a particular situation seem to be the most effective and should avoid anger when dealing with discipline issues.

The data revealed that the school must create a conducive safe environment where other learners are not scared to report incidents. Munje (2018) furthermore note that as part of the change process, teachers have to be accountable for their own actions and also voluntarily change their attitudes when dealing with learners. However, participant RCLT explained that the learners should also be guided to be able to control their behaviour.

4.11.5.2 Punishment and reward

The teacher liaison officer mentioned the importance of punishing and rewarding the learners. She said the following:

“Another thing, we need to punish the learners. Some teachers fail to punish when punishment is necessary, they just feel like, If this learners is like that what can I do? Not my child. You know, it's the problem of their parents. Then we also need to reward the good behaviours. We need to show the others that because of the good behaviour, this is the reward. Maybe that can attract them into the group of good learners. Once they see the reward of behaving good, they would also want to behave good. So, rewarding can be one of the tools that we can use to eliminate ill-discipline” (TLO).”

Participant TLO suggested that learners with discipline issues should be punished and good learners should be rewarded. The participant further suggests the teachers should not ignore bad behaviour or give up on the learners. If the school fails to reprimand the learners the bad behaviour will escalate. Chang, Juan and Chou (2014) agree that to minimise discipline problems in classrooms, teachers should apply positive discipline such as praising, leading students to participate volunteering activities, grant awards, small merits, and work incentives.

4.11.5 3 Offering practical subjects

The principal said the following concerning offering practical subjects to learners who are struggling academically:

“Some of the challenges is that when you walk around, there's so many matriculants that are walking in the streets because there's no real work, they're not being channeled into careers. We would like to be a source of channeling learners to various careers. We've got our technical stream” (P).

The Grade 12 learner agreed on career guidance. He said:

“There should also be campaigns where some guys will come and advise learners about careers. We also need groups that are able to help young kids (learners) get into things like mechanics, or things that they need to do with their hands” (L1).

The teacher liaison officer had this to say:

“The government need to look at it and try to find another way maybe of taking these learners who really cannot qualify at school. Take them to TVET College or colleges where they can, maybe not really be given academic work. They can just work with their hands and because they're not good in classrooms” (TLO).

The results of the study suggest that practical subjects have the capacity of moulding careers, since some learners are ill-disciplined because they are failing to cope academically. Participant P and L1 suggested that these learners will be kept busy by doing subjects that they are capable of doing and will have careers after matriculating. Participant TLO, however, suggested that academically challenged learners should be removed from the mainstream school to TVET colleges where they excel in practical subjects. According to DHET (2012), TVET colleges are mandated to offer industry-related education and training programmes to students who drop out of school before finishing Grade 12, those who completed Grade 12, but did not qualify to be enrolled in universities, as well as employed persons who want to upgrade their skills and knowledge, and at the same time improve their quality of life. Mudekunya, Manwa, Manwa and Mpofo (2020) agree that through the teaching and learning of practical

subjects, the acquisition of skills and knowledge is enhanced, these subjects are preparation for many occupations since the recipients are equipped with skills to cope in the world of work.

4.11.5.4 Supporting learners emotionally

The teacher liaison officer suggested the following:

“We need to give attention and hear the learners out because sometimes they cry out, we don't hear them. They tell you what's happening at home and we don't hear them. They tried to call for attention. We don't want to give them that attention. Sometimes ill behaviour is a cry out for attention to say yes, somebody can you see what I'm going through? Please help me! But we ignore that part. We think it's not my problem. It's not my child. Then we don't hear them” (TLO).

The Grade 12 learner mentioned the following:

“I feel like in a school setup the government should state that every school has a counsellor or social worker. (L1)

The Grade 11 learner pointed the following:

“I think there should be programmes where teachers talk to children. They should know the problems that these children have at home and should try and help them” (L2).

The RCL also raised some concerns about extra curricula activities:

“Learners should understand each other's problems. Must hear the others, they should not be quick to judge” (RCLECA).

The findings of this study indicated that learners need emotional support from teachers, school management, fellow learners and the school counsellor. Participant L2 suggested that every school should have a counsellor or a social worker. Furthermore, teachers need to pay attention to learners' emotional needs to avoid the unnecessary seeking of attention that disrupts teaching and learning. Mncube and Steinmann (2017) mention that schools should have access to effective psychological support to counter the effects of violence and to foster and reinforce effective coping strategies. Maphosa (2017) notes

that compulsory guidance and counselling programmes in schools are needed, and every school should have at least one child psychologist.

4.11.6 COMMUNITY SUPPORT STRATEGIES THAT CAN BE USED TO CORRECT, REDUCE AND PREVENT LEARNER CHALLENGING BEHAVIOURS IN SCHOOLS

Forms of community strategies that were identified in this study are **sponsorship, community and government involvement**. These methods of reducing, correcting and stopping learners' challenging behaviour are discussed below.

4.11.6.1 Sponsorship

The principal requested for sponsorship by saying:

“The things that we are in control of is our school as a community in terms of more sporting activities and sports fields. We are Looking at sports sponsorship from places like Lotto, they wanted to help, they have come in and give us some paperwork to terms of constructing like indoor soccer field and etcetera to help. We want to also have more, well, finances. We need it because like I said, we are no fee school so that we are able to do what we need to do” (P).

Participant P requests financial support from different organisations so that the school can conduct some projects that can keep the learners off the streets. Du Plessis and Mestry 2019 agree that all stakeholders interested in developing education should do everything possible to provide learners in poor communities with good, quality education. It is revealed that the school of study is a no-fee paying school. The schools in Quintiles 1, 2 and 3 are categorised as no-fee schools (DoE, 2006). These schools are prohibited from charging school fees and are expected to survive mainly on government funding (Naiker, Myende and Ncokwana, 2020) Therefore, the school has financial problems and cannot carry out some projects that can keep learners busy and away from challenging behaviour.

4.11.6.2 Community and government involvement

The Life Orientation teacher said the following concerning the involvement of the community in eradicating learner discipline matters:

“I understand that some of the people in the community are not bad, some have influence such as the community leaders who should come and help the school. With some of the discipline issues, we are not so far from the police station. It is a good idea to just contact the police station so that the police can just come to school to search the bags so that the learners will not take advantage. Learners will know that I can be in trouble if I can take anything illegal, even though most of them, they're not going to be arrested, but at least they will understand there's something which is going to happen to them” (LOT).

The Grade 12 learner noted the following:

“I could think that the things that should be done to reduce this learners' challenging behaviour should, firstly, be within the community as well, so I feel like the government should step in and help people in the community, Eldorado Park to reduce the rate of crime and helping people with housing. Put the community first and help people who are not able to get into employment so that they will be able to provide for their families, especially those of school-going age. If there is no employment the learners will look for jobs such as selling drugs. This will now spread to the school and cause behaviour that is challenging. People need houses to reduce overcrowding. The community should provide more activities for the learners so that they are not always running around in the streets. The police should be visible in the streets and at school. We also need groups that are able to help young people, maybe groups that are able to help young people to get into things like mechanics, or things that they need to do with their hands” (L1).

The data collected from the above participants revealed that there is a cry for the community to be involved in reducing, correcting, and preventing learners' challenging behaviour in schools. Participants LOT and L1 suggested that schools should involve the community frequently to fight against crime and learners' challenging behaviour in schools. Maphosa (2011) concurs with the results of the study and indicates that

school-based violence can be reduced by random searches for dangerous weapons and drugs. Wolhuter and Van der Walt (2020) suggest correct that guiding, leading, equipping in children's deep religious commitment contribute to moral capital in society.

The data collected revealed that the police should be invited as often as possible to minimise illegal activities within the school. Participant L1 further elaborated that Eldorado Park as a community is affected by political issues and the government should address the community issues so that they do not spill over to schools and should provide the youth with community activities.

4.11.7 DEPARTMENT OF BASIC EDUCATION STRATEGIES

Forms of community strategies that were identified in this study are the expulsion of learners with serious misconduct from school, reducing the number of learners in a class and abolishment of the progression of learners to the next grade. These methods of reducing, correcting and stopping learners' challenging behaviour are discussed below.

4.11.7.1 Expulsion of learners with serious misconduct from school

The Grade 12 learner highlighted the following pertaining expulsion of learners in schools:

“Learners should not be given a lot of chances because they keep on doing bad stuff knowing that they are no consequences. Those selling drugs and should be expelled from school. The government should revisit some of its policies and say to them if you do this kind of thing, this is going to happen”. (L1)

The Grade 9 learner shared the same sentiments as participant L1 and said the following:

“If learners are not changing behaviour they must be taken out of school” (L4).

The Grade 10 learner explained the following:

“Teachers and management know who are the learners that cause the most incidents of challenging behaviour at the school. As they all know these learners, I think that it is best that they act on them. It is best if they expel these learners from school before someone gets hurt or something bad happens to someone. I

think that's the successful way we can win because it's always the same people”
(L3).

The responses by participants L1, L4 and L3 suggested that amendment of some government policies is necessary. Learners should know that behaviour has consequences such as being expelled from school. The above-mentioned participants agreed that all learners who commit serious misconduct in schools should be expelled from school before an atrocity happens.

Teachers deal with level 1 misconduct, departmental heads deal with level 2, principals or outside agencies deal with level 3 and SGB, police and provincial education deal with level 4 misconduct (Ngidi, 2007, P. 123-125). The fact that the school itself cannot deal with all matters of discipline hinders expelling learners from school. However, schools have at times struggled to expel ill-disciplined learners because of a reluctance on the part of the provincial education HoDs to affirm a recommendation of expulsion (Smit, 2013).

4.11.7.2 Reducing the number of learners in a class

The deputy principal expressed his frustration by saying the following:

“The department of education should change teacher learner ratio. We currently have like 50 learners in a class except for technical classes. So, if the teacher learner ratio can change to 1 is to 30 (1:30), yes, you will find that it will be more manageable to enforce discipline properly” (DP).

Participant DP pointed out that classes are overcrowded. And he pleaded with DoE to amend the teacher-learner ratio as a method to prevent and reduce learners' challenging behaviour in schools. Matshipi, Mulaudzi and Mashau (2017) point out that different societal organisation's are calling upon the DBE to address the shortage of classrooms in public schools because the provision of education in overcrowded classrooms has a negative impact on managing learner discipline and performance of both educators and learners.

4.11.7.3 Abolishment of progression of learners to next grade

The teacher liaison officer explained the impact of promoting learner to the next grade and said the following:

“All I want to see also is the issue of the government policies to change. One of the government policies is that learners once they reach a certain age, they must be progressed to the next grade, even though they didn't qualify to be promoted to the next grade. That is also causing you know, discipline issues in schools because these learners cannot carry the weight of the grade that they are currently in. If you're pushed to the next grade, how are you going to perform in the next grade where the load is much bigger and heavier? How are they going to cope? Hence, they become frustrated, and they want to frustrate everyone because they cannot cope. They could not cope in the lower grade; we push them to the upper grade because we think they are too old. I think this policy must also be looked at because it is an issue” (TLO).

Participant TLO urged the DoE to revisit its policy on criteria for promotions and progression of learners to the next grade. Learners who are progressed to the next grade without qualifying are not coping with the workload of the next grade. The findings of the study indicate that the progressed learners become frustrated and will start to misbehave in classes. Furthermore, the progression of learners to another grade also demotivates other learners to take their schoolwork seriously because they no longer see a necessity to study because they know that they will be promoted anyway. This triggers discipline issues at the school.

Adonis (2021) supports this study by revealing that the promotion and progression policy is faced with a variety of challenges in terms of its implementation, interpretation and understanding. Jimerson (2001) elaborates that initially the policy had to deal with overcoming the legacy of apartheid, cooperating in national development, supporting national equality and trying to improve the quality of education for all South African learners. However, Mogale and Modipane (2021) emphasise that the policy was amended by the DBE in 2013 to minimise school drop-out rates and was intended particularly for learners who had been retained for more than four years.

4.12 CONCLUSION

This chapter presented and interpreted data gathered from 14 research participants and five learner disciplinary report documents from one high school in Johannesburg Central District, Gauteng. The main purpose of the data collection was to establish teachers' and learners' perceptions of challenging behaviour in high schools. The data was presented thematically, and the following themes were addressed: Perceptions of learners and teachers on learners' challenging behaviour, manifestation of learners' challenging behaviour at school, causes of learners' challenging behaviour, alternative methods to corporal punishment that are used, the impact of learners' challenging behaviour on teaching and learning and strategies that can be used to correct, reduce and stop learners' challenging behaviour in schools. The following chapter discusses the conclusion and recommendations for mitigating the problems and challenges unveiled by the study.

CHAPTER 5

DISCUSSION OF FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter discusses the findings that were presented in the previous chapter. This chapter provides a conclusion to the whole study, limitations of the study and recommendations based on the results of the study. Themes presented in chapter four are applied to discuss the results how they with the corroborate with the main research question and sub-questions. An analysis of the theoretical framework was reviewed to support its suitability for the study. This chapter, therefore, is expected to be the foundation of future research on learners' challenging behaviour in schools and provides strategies that can be applied to correct, reduce and stop learners' challenging behaviour in schools.

5.2 SUMMARY OF RESEARCH FINDINGS

This section summarises the findings that were revealed during the data collection processes to establish the perceptions of teachers and learners learners' challenging behaviour.

5.2.1 THEME 1: DEFINITION OF LEARNERS' CHALLENGING BEHAVIOUR

Research sub-question: How do teachers and learners at a high school define learners' challenging behaviour?

This finding of the study revealed that teachers and learners have adequate knowledge of what learners' challenging behaviour is. However, they did not give a detailed explanation of the definition of learners' challenging behaviour. They mostly postulated that learners' challenging behaviour is ill-discipline (4.6.2.1) and violent behaviour (4.6.2.2). Participant L1 assumed that violent behaviour is only limited to physical fighting, verbal attacks and destroying schools' furniture (4.6.2.2). The learner participant did not comprehend that violent behaviour at school is broad and can include emotional and

psychological threats such as bullying, displaying and use of dangerous weapons and gangsterism.

The research participants understood that learners' challenging behaviour has a tendency of being disruptive, disrespectful and disobedient. Teachers in this study explained that learners' challenging behaviour prevents and disrupts teaching and learning. Learners' challenging behaviour further makes teaching and learning difficult and time wasting. Indiscipline is a behaviour from learners that breaches rules and regulations and undermines school effectiveness (Salifu and Agbenyega, 2012). The teacher participants of the study further explained that the learners are engaging in challenging behaviour at school with the full knowledge that the behaviour is not tolerated and it is against the school's code of conduct. Having such an understanding among teachers and learners can help to identify, correct, prevent and reduce learners' challenging behaviour at school.

5.2.2 THEME 2: MANIFESTATION OF LEARNER CHALLENGING BEHAVIOUR AT SCHOOL

Research question: How does learners' challenging behaviour manifest at the high school?

Teachers and learners who participated in this study were able to describe how learners' challenging behaviour manifest at the high school. They agreed that learners' challenging behaviour manifest in forms of violence (4.7.3), substance abuse (4.7.4), disruptive behaviour (4.7.5) and illegal activities of making money at school (4.7.6). The findings of the study exposed an interrelationship amongst the types of learners' challenging behaviour and how they are manifesting at the school. It is likely that learners who are abusing substances are the same learners who are disruptive, violent and engaging in illegal activities of making money. The disciplinary documents (4.7. 4.1) and (4.7.5.1) unveiled that learners were caught or were found committing two or more offences at a time.

5.2.3 THEME 3: CAUSES OF LEARNERS 'CHALLENGING BEHAVIOUR

Research question: What are the causes of learners' challenging behaviour in a high school in Eldorado Park, Johannesburg Central District?

Under this research theme, causes of learners' challenging behaviour, factors such as home causes, school causes, learner causes, community causes, educational system causes, and social media causes emerged as the causes of learners' challenging behaviour at the high school of study (4.8.1). The findings of the study exposed how the home environment can have a negative impact on learners' behaviour at school (Oloyede and Adesina, 2013). The home factors that are influencing challenging behaviour at school are poverty, lack of parental involvement, parents and siblings are the role models of the challenging behaviour of learners, parents lack teacher respect, home culture in conflict with school culture and broken homes (4.8.3).

The research findings of the study indicated that the school factors such as teachers' unpreparedness, teachers lack content and inexperience, subject content being difficult for learners, overcrowding in classes, learners who committing serious offences are not being expelled from school, school's code of conduct not amended, the teachers' attitude towards learners, lack of extra co-curricular activities and poor school management are causing learners challenging behaviour at the school (4.8.4) The result of the study is in disagreement with Ngwokabuenui (2015) who suggests that the school environment is a place where learners' behaviours are moulded so that one day they become useful and responsible adults.

The data of the study stipulated that learners themselves are causing learners' challenging behaviour at the school. Learners are a source of indiscipline in schools (Magwa and Ngara, 2014). The factors from learners that are causing learners' challenging behaviour from the school are frustration caused by being academically challenged learners, peer pressure, attention seeking behaviour and behavioural problems by nature (4.8.5). The data further indicated the existing behaviour, attitude and past experiences of learners have an influence on their behaviour at school.

The study revealed that Eldorado Park has many social, economic and political issues that are causing disturbances in the community (4.8.6). These community matters are

home challenges, school challenges and learner challenges that are triggering learners' challenging behaviour at school. The research evidence exposes how the community has failed to mould the youths to become responsible young people. Most of the learners' challenging behaviour at school is spilling over from the community. The DBE has not fully supported the school considering the known community challenges such as violence and substance abuse. An increase in levels of substance abuse and criminal activities in the community increases learners' challenging behaviour in schools (Lochan, 2010).

The South African government has failed to support the Eldorado Park community with permanent solutions to drug abuse, which is causing violence and crime in the community, including the schools (4.8.6). The education system of South Africa has come under scrutiny in this study. The research participants blamed some of the education system policies for causing learners' challenging behaviour (4.8.7). These policies are restrictive educational policies, and alternatives to corporal punishment are not effective and ineffective in the progression of learners.

Social media at large has a negative influence on learners' behaviour (4.8.8). Learners are imitating social media content, their role models and characters which are influencing their behaviour at school. Social media can directly encourage children through sharing of photos and videos that depicts violent behaviour and shocking photographs that can disrupt the behaviour of learners (Abbas, Aman, Nurumnabi and Bano, 2019). The data indicated that learners are exposed to social media applications and content that are restricted for young people. Parents are not monitoring the content their children are being exposed to such as violence, substance abuse a, disruptive behaviour and illegal activities of making money (4.8.8).

5.2.4 THEME 4: ALTERNATIVE METHODS TO CORPORAL PUNISHMENT THAT ARE USED AT THE SCHOOL

Research question: How does the school manage learners' challenging behaviour at the high school?

The study revealed that the teachers and school management are using methods such as enforcing code of conduct, referral system, tolerating the learners, punishment,

parental involvement, community involvement, co-curricular activities and after school programmes and transferring learners to other school as a way of controlling, reducing and stopping learners' challenging at the school (4.9.2). However, these methods are not effective because there is still an increase of learners' challenging behaviour at schools.

The other problem that emanated in this study is that the school had been running with the same code of conduct for thirty years. The code of conduct was no longer meeting the needs of the learners (4.9.2.1). The code of conduct was only amended and implemented during data collection of the study. Sebisha (2015) suggests that if the learner code of conduct is properly implemented in schools, it can be an effective method to manage learner behaviour in schools even though it has a limited effect on serious misconduct. I suggest that the school's code of conduct should be amended yearly and effectively implemented.

The responses from research participants indicated that the alternative methods to corporal punishment are not effective because there is no consistency, teamwork, communication, visibility of school management and follow-up in terms of discipline management at the school (4.9.2.3). Learners with challenging behaviour according to policies of expulsion are supposed to be expelled from school by HOD. The findings of this study posit that in the case of referring the learners to HOD for expulsion, the school is using manipulative methods to get rid of the ill-disciplined learners by giving them transfer letters (4.9.2.8).

5.2.5 THEME 5: THE IMPACT OF LEARNERS 'CHALLENGING BEHAVIOUR ON TEACHING AND LEARNING

Research question: What are the effects of learners 'challenging behaviour in a high school in Eldorado Park, Johannesburg Central District?

The research participants (TLO, TRD, LOT, L1, L4, TRD, L1, L2, RCLECA, P, RCLC and RCLM articulated that the effects of learners' challenging behaviour on teaching and learning are the resignation of teachers, teaching and learning time being wasted, teachers and learners being affected emotionally and poor academic results (4.10.2). The results of the study revealed that teaching and learning are affected because teachers are transferring to other schools or quitting the teaching profession completely (4.10.2.1).

Teachers are not coping with the amount of violence in South African schools. They feel incapable, dejected, and confused because there are few or no consequences for the perpetrator's actions (Nieuwenhuizen, 2018). Further the data shows that it is difficult for the school to employ experienced teachers or to immediately find a replacement because many teachers are concerned about their safety in Eldorado Park.

The evidence of the study further showed how teaching and learning time is diverted and wasted on discipline matters (4.10.2.2). Furthermore, teachers and learners who participated in the study are emotionally affected by the events of ill-discipline in the school. The research participants elaborated that teachers are scared, angry, frustrated, have low confidence and are losing their tempers because of the high rate of ill-discipline in the school (4.10.2.3). The findings of this study further revealed that the school has the poorest matric results in the district (4.10.2.4). The participants further explained that the pass percentage in all grades is extremely poor. Some learners cannot even read and write because they are being progressed to the next grade. Furthermore, the study indicated that the educational policy that progresses learners based on the age criteria has a negative impact on the school's pass rate (4.8.7.3). This further indicated that there is a relationship between learners' challenging behaviour and poor academic achievement.

5.2.6 THEME 6: STRATEGIES THAT CAN BE USED TO CORRECT, REDUCE AND STOP LEARNERS' CHALLENGING BEHAVIOUR IN SCHOOLS

Research question: What strategies can be used to prevent, correct and reduce learners' challenging behaviour at the high school?

Both learner and teacher participants of the study suggested parental support strategies, school support strategies, learner support strategies, community support strategies and DBE strategies that can be used to reduce, correct and stop learners' challenging behaviour at school (4.11.2). These strategies are discussed below.

5.2.6.1 Parental involvement

Research participants suggested that parental involvement is necessary to tackle learner discipline matters because when teachers and learners collaborate, learners will be channeled in the right direction (4.11.2.1). The study explained that the learners should be directed by their parents in a direction where learners will not take advantage of

teachers or parents and will, therefore, concentrate on their education. Teachers and learners who participated in this study suggested that parents should be able to discipline their children, and also be aware of what is happening in their children's lives. Parents are expected to attend school meetings (4.8.3.1). Wolhuter and Van der Walt (2020) suggest that it is important for parents to gain insight into the social space where they have to interact with the school and its affairs. Learners, teachers and the school at large can benefit from the partnership between the school and the parents.

5.2.6.2 School strategies

The research participants agreed on a number of school strategies that can be implemented to curb learners' challenging behaviour at school (4.11.2.2). They emphasised the importance of school's code of conduct. Both teachers and learners participants suggested that the school's code of conduct should be amended regularly to meet the needs of current students (4.8.4.5 and 4.11.4.1). Mncube and Steinmann (2017) agree that a standardized code of conduct and school safety policy are vital tools in preventing and managing school-based violence. The participants advised the SMT to be proactive and produce strategies for maintaining discipline that are applicable to the learners at their school (4.11.4.2). The participants indicated that the school should have different co-curricular activities so that all learners are at least accommodated in one or two sporting codes (4.11.4.3). These co-curricular activities are supposed to keep learners occupied and not engaged in challenging behaviours at school or after school. Teachers were encouraged to set boundaries with the way they associate with learners. Furthermore, teachers were advised to be consistent with the approach they use in handling discipline matters at the school (4.11.4.4). Therefore, teamwork amongst teachers and SMT is required so that there is uniformity in every class in terms of what is required of learners.

5.2.6.3 Learner Support Strategies

Learners' support strategies were identified in this study as mechanisms that can directly support learners (4.11.2.3). These strategies can minimise or control the urge from learners to engage in discipline matters at the school. The identified strategies are respecting and protecting learners, punishing and rewarding them, offering practical subjects, and supporting them emotionally.

The study's findings indicated that the teachers' attitude towards learners should be respectful. Teachers were advised to find strategies to understand learners and deal with each incident of challenging behaviour accordingly. The participants of this study further requested teachers to deal with student discipline matters without emotions because projecting their anger towards learners fuels the bad behaviour (4.11.5.1). Munje (2018) noted that as part of the change process teachers have to be accountable for their own actions and also voluntarily change their attitudes when dealing with learners. The study further revealed that there is a need for the school to create a conducive school environment whereby learners report incidents without fear of being victimised by the ill-disciplined learners.

The study revealed that there is a need to punish bad behaviour and to reward good behaviour (4.11.5.2). Teachers were encouraged by the TLO not to ignore any challenging behaviour or to give up on ill-disciplined learners. If the ill-behaviour is not dealt with, it will escalate to serious offences. Rewarding good behaviour can be used as a method to change bad behaviour. The participant suggested that rewarding of good behaviour should be done in front of everyone, whether in class or assembly. The reward can motivate other learners to do good and work on their behaviour. Chang, Juan and Chou (2014) agree that to minimise discipline problems in classrooms teachers should apply positive discipline such as praising, leading students to participate in volunteering activities, grant awards, small merits, and work incentives. The participant further mentioned that more focus and attention should be given to good behaviour because some ill-disciplined learners deliberately misbehave to get the attention of the teachers and the SMT.

The results of the study suggested that learners who struggle academically should be offered practical subjects (4.11.5.3). Practical subjects have the capacity of moulding careers and they allow learners to participate holistically. The participants indicated that keeping learners who are struggling academically at mainstream schools is a recipe for chaos rather learners should be referred to TVET colleges. TVET colleges are mandated to offer industry-related education and training programmes to students who dropped out of school before finishing Grade 12 (Nzembe, 2018).

The findings of study revealed that learners need emotional support (4.11.5.4). They require the support from all people in the educational sector including teachers, SMT, fellow learners and the school counsellor. The participants requested that the school's counsellor be stationed at the school all the time and learners should go for counselling when there is a need. Schools should have access to effective psychological support to counter the effects of violence and to foster and reinforce effective coping strategies (Mncube and Steinmann, 2017). Furthermore, the participants requested teachers to support the emotional needs of learners to avoid attention seeking behaviour. Fellow classmates and school-mates are also required to support each other emotionally to create a conducive, caring school environment.

5.2.6.4 Community support strategies

Community support strategies that were suggested in the study are sponsorship and community and government involvement (4.11.2.4). The study indicated that the school is a no-fee school and this has some financial problems. The school is in Quintile 1. Schools in Quintile 1 are regarded as being "most poor" and they entirely depend on government funding (Naiker, Myende and Ncokwana, 2020). The principal of the school requested for sponsorship to conduct some school projects. Projects such as gardening and developing sports fields have the capacity to keep learners engaged as well as providing food for them. The principal of the school is pleading with some organisations to support the school financially.

The data collected suggested that community involvement is a necessity to curb learners' challenging behaviour at school since most of the challenges are emanating from the community. All community organizations are being requested to collaborate with the

school in controlling learners' challenging behaviour. The study revealed that Eldorado Park is marginalised and has challenges such as political unrest, crime, socio-economic problems and substance abuse. These problems are spilling over to the school and also triggering learners' challenging behaviour. The participants requested immediate community intervention from South African government (4.11.6.2). The government should develop strategies such as employment and community activities to end the crisis that Eldorado Park is facing. Furthermore, the school is implored to regularly call the police to random searches as stipulated in the South African Schools Act 84 (1996).

5.2.6.5 Department of Basic Education strategies

The findings of the study indicated that some government policies need to be amended to suit the needs of individual schools (4.11.2.5). The government was requested to make the process of expelling learners from school easier for teachers and SMT. The data indicated that the DoE should give teachers and SMT the authority to expel learners without referring them to the HOD (4.11.7.1). A learner at a public school may be expelled only by the HOD if found guilty of serious misconduct after a fair hearing (South African Schools Act, 1996 section 9). Schools should be able to govern their schools without being controlled by the DoE. Furthermore, learners should be aware of the consequences of ill-behaviour, such as being expelled from school.

The research participants of the study indicated that the DoE policy on teacher-learner ratio should be implemented in all South African schools (4.11.7.2). The policy for the teacher-learner ratio for public secondary schools in South Africa should be 1:35 (Meier, 2017). However, the study revealed that classes are overcrowded with as many learners as 60. Overcrowded classrooms are a trigger for learners' challenging behaviour. Therefore, class sizes need to be reduced. The study further revealed that the policy of progression of learners to the next grade without passing the grade is a hindrance in maintaining discipline at the school (4.11.7.3). Learners are progressed not by merit but by age and the number of years they have been in a phase (DBE, 2015). The data shows that some progressed learners will not participate in classroom activities, become disruptive and are overwhelmed by the workload of the new grade. The progression of learners is also seen as method of demotivating learners who thrive at school because

they do not see the importance of passing the grade since they will be in the next grade with the failures. Therefore, the participants request the progression policy to be abolished in South African schools.

5.3 THEORETICAL FRAMEWORK

This study was guided by systems theory approach and Bronfenbrenner's ecological systems theory. Both theories facilitated a constructive analysis of the study with regard to causes, manifestation and effects of learners' challenging behaviour in schools. A systems theory approach and Bronfenbrenner's ecological systems theory are adopted for this research study because they are both interdisciplinary theories about every system in nature, in society and in many scientific domains as well as a framework with which we can investigate phenomena from a comprehensive approach. Systems theory and Bronfenbrenner's theory enabled me to understand the interdisciplinary problems that exist among learners and how they influence the causes, manifestation and effects of learner's challenging behaviour in schools.

5.3.1 SYSTEMS THEORY

The systems theory enabled me to investigate causes and effects of learners' challenging behaviour from a holistic perspective. I was able to explore the causes of learners' challenging behaviour at the school level by investigating every part of a system that has an impact on learners' challenging behaviour. Systems theory is an interdisciplinary theory (framework), and it is about the nature of complex systems in nature, society and science that investigate or describe any group of objects that work together to produce some result (Polase, 2010). The systems theory assisted me to note that learners challenging behaviour is influenced by many aspects such as home, school, community and the DBE.

The results of the study also indicate that the home system has a negative impact on learners' challenging behaviour. The study revealed that home situations such as lack of parental involvement, parents and siblings as the role models of the challenging behaviour of learners, parents lacking teacher respect, poor social economic status,

home culture in conflict with school culture and broken homes are causes of learners' challenging behaviour at the school (4.8.3).

The study reviewed that the school system can cause learners' challenging behaviour at the school. The findings of the study revealed that problems emanating from the school which contribute to learners' challenging behaviour in schools are unpreparedness of teachers, teachers' lack of content and inexperience, subject content being difficult for learners, overcrowding in classes, learners who are committing serious offences are not being expelled from school, school's code of conduct not amended, the teachers' attitude towards learners, lack of extra co-curricular activities and poor school management (4.8.4).

The results of the study indicated that problems from the community system contributed to learner's challenging behaviour at the school of study. Problems from the community which contribute to learner's challenging behaviour at the school are socio-economic and political problems, gangsterism in the community, availability of drugs in the community, lack of community activities, crime and disorder in the community and inadequate police support (4.8.4). There is enough evidence from the study that indicates that substance abuse and violence is the community spilling over from schools. The data collected revealed that problems from the education system are causing learners' challenging behaviour in schools. These problems are educational policies that are restrictive, alternatives to corporal punishment not being effective and ineffectiveness of progression of learners (4.8.5).

The data collected in this study indicated that home system, school system, community system and DBE are all separate components working together to cause learners' challenging behaviour at the school. In this study the systems theory assisted to reveal that one component of a system affects other systems. Furthermore, the study shows that the relationship between the home, school, community and DBE has an influence on learners' challenging behaviour at the school.

5.3.2 BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

Bronfenbrenner's ecological systems theory enabled me to investigate learners' challenging behaviour at a school in Eldorado Park. Bronfenbrenner's ecological systems theory looks at a child's development and behaviour within the context of the system of relationships that form his/her environment (Paquette and Ryan, 2001). Bronfenbrenner's four major environmental subsystems that influence human behaviour and development are micro-, meso-, exo-, and macro systems (Duerden and Witt, 2010). Each system represents different levels of environmental influences on an individual's behaviour. Bronfenbrenner's ecological systems theory enabled me to investigate behaviour of learners that is challenging within the context of interactions between systems such as home, school, learners themselves, community and the DBE.

Bronfenbrenner theory's first level is the micro system (Bronfenbrenner, 1994). Micro system is the learners' most immediate relationships and environments (Guy-Evans, 2024). Micro system assisted me to understand that the relationship between the learners and their immediate environment such as home and school have an influence on their behaviour at school. The study revealed that the experiences of learners such as lack of parental support, broken homes, substance abuse by family members, abuse from home, peer pressure, lack of extra-curricular activities, teachers who are disrespectful towards learners cause learners' challenging behaviour at the school.

Bronfenbrenner theory's second level is the mesosystem (Bronfenbrenner, 1994). The mesosystem involves communication of different microsystems in the learner's life (Duerden and Witt, 2010). The research participants of the study complained that most parents were not attending school meetings. The data indicated that parents were not involved in their children's education because of lack of knowledge and understanding on importance of education. The study indicated that some parents from the school are failing to discipline their children because of fear of being victimised by their children. The findings of the study revealed that some parents or siblings of learners become a threat to teachers at school. Bronfenbrenner's ecological systems theory helped me to acknowledge that there was a poor interaction between families and the school which is influencing learners' challenging behaviour at school.

Bronfenbrenner's ecological systems theory third level is the exosystem (Bronfenbrenner 1994). Exosystem embodied other formal and informal social structures which do not directly affect the learners but does have an influence on their microsystem (Guy-Evans, 2024). Bronfenbrenner's ecological systems theory guided me to be conscious that lack of after school programmes, extra curricula, high rate of crime substance abuse and violence have a negative impact on learners challenging behaviour. Furthermore, the study conveyed that social media has a negative effect of learners' behaviour because learners are imitating the adverse behaviour from their role models.

Bronfenbrenner's ecological systems theory fourth level is the macrosystem (Bronfenbrenner, 1994). The macrosystem focuses on how cultural elements have an impact on learner's development (Crawford, 2020). These elements consist of cultural ideologies, attitudes and conditions that children are exposed to. Bronfenbrenner's ecological systems theory helped me to comprehend that political and socio-economic problems in Eldorado Park have an influence on learners' challenging behaviour at the school. The study suggested that Eldorado Park is affected by issues such as unemployment and shortages of housing. These challenges are affecting the learners behaviours at school. The study indicated that because of poverty, some learners are engaging in criminal activities such as gambling at school because they need money to provide for their basic needs. Furthermore, the study aided me to realise that some educational policies such as Alternatives to Corporal Punishment, Progression of Learners, Teacher Learner Ratio and, Expulsion of Learners from school are influencing learners' challenging behaviour at school. These policies are not contributing in the improvement of the learners behaviour in schools. Therefore, new policies that can improve the learners' behaviour and character need to be sought.

5.4 CONCLUSION

Learners' challenging behaviour is prevalent at a school in Eldorado Park, Johannesburg Central Educational District. The research participants of the study were able to describe learners' challenging behaviour and how it manifests at the school. The evidence obtained from the study suggests that learners' challenging behaviour is caused by the situation at home, school causes, learner causes, community causes, social media causes and

education system causes. Furthermore, the study revealed that Eldorado Park has several socio-economic problems that are influencing learners to engage in challenging behaviour. Most of the problems the school is experiencing such as substance abuse and violence are emanating from the community and penetrating the school. This is also an indication that the environment where schools are located has an influence on the culture of learning in that particular school.

The study revealed that the school is using different alternative methods to corporal punishment to control, reduce and stop learners' challenging behaviour. However, these methods are not effective. The impact of learners' challenging behaviour on teaching and learning results in negative consequences of teachers resignation. The learners' challenging behaviour is wasting teaching and learning time because teachers find themselves telling the learners to stop misbehaving in class instead of teaching. This is affecting both the teachers and some learners who are serious about their learning emotionally. Learners' challenging behaviour results in poor academic results. Participants suggested strategies such as parental involvement, school strategies, learner strategies, community strategies and DBE strategies that can be used to correct, reduce and stop learners' challenging behaviour in schools.

The findings of the study indicated that some DBE policies and procedures are a cause for learners' challenging behaviour. Therefore, they need to be amended or abolished. The perceptions of learners' challenging behaviour in Eldorado Park were established in the study.

5.5 RECOMMENDATIONS

The recommendations of the study are stated below.

5.5.1 PARTNERSHIP AMONGST ALL STAKEHOLDERS

The school must partner with the police and regular police searches should be revived at the school. Furthermore parents, community, school and DBE should build a good strong relationship to achieve one goal of raising successful and responsible citizens in their different domains.

5.5.2 MENTORSHIP

I recommend mentorship programmes where the ill-disciplined learners are paired by a mentor from community organizations such as religious organisations, police, prisons, universities, businesses, sporting organisations, former students, celebrities and any other person who can collaborate closely with them, encouraging them to be better responsible people.

5.5.3 COUNSELLING REFERRALS AND SESSIONS

Learners who exhibit challenging behaviour or trauma should have regular access or sessions with the school psychologist or social worker. Therefore the referral system for counselling should be made easier and available to teachers and learners at the school by the SMT. I recommend the school to create a referral system committee that is made up of teachers such as TLO, Life Orientation teacher, teacher responsible for discipline and some members of the SMT.

5.4.4 AMENDMENT AND IMPLEMENTATION OF SCHOOL'S CODE OF CONDUCT

The SGB and SMT should amend the School's Code of Conduct annually so that the information is relevant to the current learners. Furthermore the SMT and teachers should implement the school's code of conduct accordingly.

5.5.5 TIGHTENING SCHOOL'S SECURITY

The school management team must find ways to tighten school security. There should be random searches at the school from police, teachers and school management. Furthermore, the DoE should consider having scanners and device sensors at the main gate of the school. The scanners and device sensors will capture images and detect illegal objects or substances in learners' bags or on their bodies. Installing CCTV (surveillance) cameras around the school can also help in monitoring learners' challenging behaviour. The installation of CCTV cameras ensures the safety of learners and teachers from violent learners or violent people from the community. The school should further request more security personnel from DoE who will monitor learners activities from the gate and around the school when teachers are busy in the classes. The school can have a policy

of allowing only new and sealed juice bottles in the school. Since bringing old water bottles enables the learners to conceal alcohol and bring it to school.

5.5.6 WHISTLE BLOWING

The SMT and teachers should encourage learners to report incidents, offences and any unbecoming behaviour from ill-disciplined learners anonymously. The school should introduce different methods of reporting incidents such as a school WhatsApp number, toll free number that learners can dial and report, sending emails and using the traditional anonymous box. This can assist the school in easily identifying learners who are ill disciplined. Teachers and the SMT should give the reporting learners assurance that the information given will be dealt with anonymously. Whistle blowing can give learners who are reporting confidence and a sense of safety.

5.6 AVENUES FOR FURTHER RESEARCH

The study revealed that learners' challenging behaviour at the school is mainly influenced by political, social and economic problems of the community. Therefore, areas for further studies are to investigate the perceptions of learners' challenging behaviour in other parts of Johannesburg including former model C schools and private schools. Former model C school are government schools were reserved for whites only during apartheid (Christie and Mckinney, 2017).

Investigating learners' challenging behaviour in former model C school and private schools will reveal if political and socio-economic problems have an influence on learners' challenging behaviour in schools

5.7 LIMITATIONS OF THE STUDY

The data collection process was done over a period of four weeks and the data is only limited to only one school. Therefore, the results of this study cannot be used to generalise to other cases. They are case specific. The data in this study does not reveal how other nearby schools are experiencing learners' challenging behaviour. The first data collected indicated that the school had no running school code of conduct. However, towards the end of data collection period the school had amended and adopted a new

code of conduct. The limitations did not impact the findings because the first set of data revealed the background of the school's code of conduct and the last set of findings indicated the changes made at the school. Although the school was still at the implementation stage of the new code of conduct, the data emphasised the importance of a school's code of conduct. Moreover

REFERENCES

- Abbas, J. Aman, J. Nurunnabi, M. and Bano, S. (2019). The Impact of Social Media on Learning Behaviour for Sustainable Education: Evidence of Students from Selected Universities in Pakistan. *Sustainability Journal*. Vol, 11.
- Abidoeye, A. A. and Onweazu. O. (2010). Indiscipline among the female secondary school students in selected rural communities of Rivers State in Nigeria: Causes and Effects on academic performance. *Journal of Education and Practice*, 1(1): 8-13.
- Adon, D. Egyem, J and Hussein, E. K. (2018). Theoretical and Conceptual Framework: Mandatory Ingredients. *International Journal of Scientific Science*. 7 (1).
- Akinnusi, D. M. Oyewunmi, A. E. and Sonubi, S. (2018). Work-Family Conflicts: Assessing a South African Sample of Urban Employees. *International and Multidisciplinary Journal of Social Sciences*, 7(2), 108-134. doi: 10.17583/rimcis.2018.3396.
- Akram, W. and Kumar, R. (2017). A Study on Positive and Negative Effects of Social Media on Society. *International Journal of Computer Sciences and Engineering Open Access Review Paper*. 5 (10).
- Alhojailan, M. I. (2012). Thematic Analysis: A Critical Review of Process and Evaluation. *West East Journal of Social Sciences*. 1 (1).
- Ali, A. A., Dada, I. T., Isiaka, G. A., and Salmon, S. A. (2014). Types, causes and management of indiscipline acts among secondary school students in Shomolu Local Government Area of Lagos State. *Journal of studies in Social Sciences*, 8 (2).
- Allen, D. McGill, P. Hastings, R, P. Toogood, S Baker, P. Nick J and Hughes, J, C.(2018). Implementing positive behavioural support : changing social and organisational contexts. *International Journal of Positive Behavioural Support*.32-41.
- Allen, V. (2018, January 17). *Why children with stepparents are more troubled*. IOL.
- Al-Shuaibi, A. (2014). The importance of education. *Salalah College of Technology*..
- Al-Sheyab, N. A., Alomari, M. A., Khabour, O. F., Shattnawi, K. K., and Alzoubi, K. H. (2019). Assent and consent in pediatric and adolescent research: school children's perspectives. *Adolescent health, medicine and therapeutics*, 7-14.
- Alter, P. Walker, J and. Landers, E. (20130). Teachers' Perceptions of Students' Challenging behavior and the Impact of Teacher Demographics. *Education and Treatment of Children*. 36, 4, 51-69.

Amod, A. Vorster, A. Lazarus, K. (2013). Chapter 11: Attention-deficit/hyperactivity disorder (ADHD) as a barrier to learning and development within the South African context: The perspective of teachers. In Banerjee, S. (Ed.), *Attention deficit hyperactivity disorder in children and adolescents* (pp. 215-241). doi:10.5772/53784

Anderson, J. (2014). The impact of family structure on the health of children: Effects of divorce. *Linacre Q.* Vol 81(4): 378–387. doi: 10.1179/0024363914Z.00000000087.

Aspers, P. and Corte, U. (2019). *What is Qualitative and Qualitative Research.* 42(2). 139-160.

Austin, Z. and Sutton, J. (2014). Qualitative Research: Getting Started. *The Canadian Journal of Hospital Pharmacy.* 67 (1): 28-30.

Baker, R. S, J, D. (2007). Modelling and Understanding Students' Off –Task Behaviour in Intelligent Tutoring Systems. *Proceedings of ACM CHI.*

Banks, R. (2014). *Bullying in Schools.* The International Child and Youth Care Network.

Baruth, G. and Mokoena, S. (2016). A Framework to Deal with Violence in South African Public Schools. *International Journal of Educational Sciences.* 12: 96-105. 10.1080/09751122.2016.11890416.

Baumrind, D. (1996). The discipline controversy revisited. *Family Relations. An Interdisciplinary Journal of Applied Family Studies,* 45(4), 405–414. <https://doi.org/10.2307/585170>

Belle, J. B. (2016). *The Role of Principals in Maintaining Effective Discipline Among Learners in Selected Mauritian State Secondary Schools: An Education Management Model.* Submitted in accordance with the requirements for the degree of Doctor of Education In the subject Education Management. University of South Africa.

Belle, L. J. (2014). *Learner Discipline Management.* Reduit: Open University of Mauritius.

Bennet, T. (2015). *Managing Difficult Behaviour in Schools.* A UNISON practical guide.2015/22970/ 3534.

Bennett, L. (2018, December 18). *Family Factors That Influence Students' Behaviour in School.* Hello Motherhood.

Berkowitz, R. Astor, R. Pineda, D. and DePedro, K., Weiss, E. and Benbenishty, R. (2017). Parental Involvement and Perceptions of School Climate in California. *Urban Education.* 004208591668576. 10.1177/0042085916685764.

Beserra, V. Nussbaum, M.and Oteo, M. (2017). *On-Task and Off-Task Behavior in the*

Classroom: A Study on Mathematics Learning With Educational Video Games. Vol 56 (8): 1361-1383. <https://doi.org/10.1177%2F0735633117744346>.

Bezuidenhout, C. (2013). *Child and youth misbehaviour in South Africa: A holistic approach*. Pretoria: Van Schaik Publishers.

Blazer, D. and Kraft, M, A. (2017). Teacher and Teaching Effects on Students' Attitudes and Behaviors. *Educational evaluation and policy analysis*. 39 (1): 148-170.

Bosah, I. Ejesi, N, S and Doris, A. (2016). Disruptive Classroom Behaviours Among Primary School Pupils: Intervention Imperative. *Ideal Journal of Education and Policy Studies*. 2(2): 86-91

Botha, L. (2020). *Department of Basic Education on Quintile system and budget allocation*. Education (WCPP)

Bowen, G. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*. 9 (2).

Bowen, G. 2017. Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*. 9 (2) In J. and Lee, S. (2017). Statistical data presentation. *Korean Journal Anesthesiology*. Vol 70: 3.

Bray, E. (2005). Codes of Conduct in Public Schools: a legal perspective. *South African Journal of Education*. 25 (3): 133-138.

Breen, L. R. (2007). A Practical Guide to Focus –Group Research. *Journal of Geography in Higher Education*. Vol 30: 3.

Bronfenbrenner, U. (1994). Ecological Models of Human Development. In *International Encyclopedia of Education*, edited by T. Husten, and T. N. Postlethwaite, 1643–1647. New York: Elsevier Science

Brunson, R.K. and Miller, J. (2009). Schools, Neighborhoods, and Adolescent Conflicts: A Situational Examination of Reciprocal Dynamics. *Justice Quarterly*, 26:2, 183-210, DOI: 10.1080/07418820802245060

Bullock S. (2016). Conduct one to one qualitative interview for research. *Education for Primary Care*. 27(4), 330-332.

Burton, P., and Leoschut, L. (2013). *School violence in South Africa: Results of the 2012 national school violence study* (Monograph series, No. 12). Cape Town, South Africa: Centre for Justice and Crime Prevention. Retrieved.

Casanova, C. P. and Li, Y. 2015. *Novices' Struggles with Conceptual and Theoretical Framing in Writing Dissertations and Papers for Publication*. Vol 3: 104-119.

Cappy, C. L. 2016. Shifting The Future? Teachers as agents of Social Change in South African Secondary Schools. *Education as Change*. 20 (3): 119-140.

Carter, N. Bryant-Lukosius, D. DiCenso, A. Blythe, J. and Neville, A. J. 2014. The use of triangulation in qualitative research. *Oncology nursing forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>

Ceka, A. and Murati, R. The Role of Parents in the Education of Children. *Journal of Education and Practice*. Vol 7: 5.

Chang, D. Juan, Y. and Chou, W. 2014. *Building Better Discipline Strategies for Schools by Fuzzy Logics*. International Conferences on Educational Technologies.

Cherry, K. and Morin, A. 2019. *Permissive Parenting Characteristics and Effects*. Very Well Mind.

Cherry, K. 2015. *Parenting styles: What they are and why they matter*. Retrieved from <http://psychology.about.com/od/developmentalpsychology/a/parenting-style.htm>

Childline South Africa. 2018. *Corporal Punishment*. Resource Centre.

Choy, L.T. 2014. The strengths and weaknesses of research methodology: Comparison and complementary between qualitative and quantitative approaches. *IOSR Journal of Humanities and Social Science*, 19 (4): 99-104.

Churr, C. 2015. Realisation of a child's right to a basic education in the South African school system: Some lessons from Germany. *Potchefstroom Electronic Law Journal*, 18(7), 2405-2455.

Cilliers, L. and Chinyamurindi, W, 2020. *Perceptions of cyber bullying in primary and secondary schools among student teachers in the Eastern Cape Province of South Africa* wileyonlinelibrary://doi.org/10.1002/isd2.

Ciranka, S. and Van den Bos, W. 2019. Social influence in adolescent decision-making: A formal framework. *Frontiers in psychology*, 10, 467793.

Claes, E. Hooghe, M. and Reeskens, T. 2009. Truancy as a contextual and school-related problem: A comparative multilevel analysis of country and school characteristics on civic knowledge among 14-year-olds. *Educational Studies*, 35(2), 123–142

Coetzee, S. and Venter, R. 2016. South African law and policy regulating learner absenteeism at public schools: Supporting an ecosystemic management approach. *South African Journal of Education*. Vol 3: 4

Collier, E. (2019, November 14). *How to Deal with Challenging Behaviour in the Classroom*. High Speed Training Limited. Riverside Business Park, Dansk Way, Ilkley, West Yorkshire

Collins, C, S.and Stockton, C, M. (2018). *The Central Role of Theory in Qualitative Research*. *International Journal of Qualitative Methods*.
Doi.org/10.1177/1609406918797475.

Connelly, L. M. (2016). Trustworthiness in qualitative research. *MedSurg Nursing*. Vol 25: 6.

Coughlan, S. (2013, October 14). *All these Behaviours are considered unacceptable because respect and compliance are the most important values in Chinese education and culture*. BBC News.

Crawford, M. (2020). Ecological Systems theory: Exploring the development of the theoretical framework as conceived by Bronfenbrenner. *J Pub Health Issue Pract*, 4(2), 170

Cresswell, J. (2015). *30 essential skills for the qualitative researcher*. SAGE.

Creswell, J. W., Hanson, W. E., Plano, V. L. C., and Morales, A. (2007). Qualitative research designs selection and implementation. *The Counseling Psychologist*, 35(2), 236-264

Crowe, S. Cresswell, K. Robertson, A. Huby, G. Avery, A and Sheikh. (2011). The case study approach. *BMC Medical Research Methodology*, 11:100.

Daniels, L. (2018, 8 September 10: 40). Schools in South Africa are becoming more violent. *The South African*.

De Wet, C. (2016). The Cape Times's portrayal of school violence. *South African Journal of Education*. Vol 36: 2,

DeJonckeheere, M. and Vaughn, L, M. (2019). Semi- structured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*. Vol 7: 2.

Department of Education (DoE). (1998). National norms and standards for school funding. Government Gazette, 400(19347), October 12.

Department of Education (DoE) Republic of South Africa. (2006). South African Schools Act (84/1996): Amended national norms and standards for school funding. Government Gazette, 494(29179):1–56, August 31

Department of Education (DoE). 2008. *Example of a code pf conduct for a school*. www.education.gov.za

Department of Basic Education (DBE). (2016, May 4). *Minister Angie Motshekga condemns vandalism of school property as part of protest action in Vuwani, Limpopo*. South African. Government. www.gov.za.

Department of Higher Education and Training (DHET). (2012). Annual Report. Pretoria: DHET.

Department of Social Development. (2012). *Substance Use and Control in South Africa*. <<http://www.unisa.ac.za/news/docs/UNODC-present>.

Dhlamini, J. P. (2014). Behavioural Manifestation of Discipline: A Case Study in Secondary Schools in Heidelberg Gauteng Province. *Mediterranean Journal of Social Sciences*. Vol 5: 27. Doi:10.5901/mjss. 2014.v5n27p839.

Dhlamini, J. P. (2016). Management of Learner Discipline in Secondary Schools: A Collaborative Effort. *International Journal Education Science*, 15 (3), 474-484.

Dhlamini, M. (2024 August 14, 16:51). Police investigate shooting at Willow Crescent Secondary School in Eldorado Park.

Dlamini, S. N. (2015). *The relationship between single mothering and adolescents' sexual behaviour in black families in urban South Africa: a retrospective analysis of the Birth to Twenty cohort*. A thesis submitted to the faculty of Health Sciences, University of Witwatersrand, Johannesburg, in partial fulfilment of requirement for the degree of Doctor of Philosophy.

Dowd, M. (2018, March 15). *Duties of School Principals*. Chron.

Du Plessis, P. (2015). Learner Discipline in Crisis: Can South African Schools Overcome the Problem? *International Journal of Educational Sciences*, 9:3, 383-394, DOI: 10.1080/09751122.2015.11890328.

Du Plessis, P. and Mestry, R. (2024). Violence in rural schools in South Africa: Perceptions and experiences of school principals and school governing bodies. *Perspectives in Education*, 42(1), 198-217.

Dube, C. (2019, April 8). *Managing ADHD children in the classroom: Check out some guidelines for teachers and parents dealing with children living with Attention Deficit Hyperactivity Disorder (ADHD)*. Fourways Review.

Eberly Centre. (2020). *Students come to class late*. Carnegie Mellon University.

Egley, A, Jr. James, C. Howell, D. and Major, A, K. (2006). National Youth Gang Survey: 1999-2001.

Éireann, C. M. (2018). *INTO Guidance on Managing Challenging Behaviour in Schools*. Irish National Teachers' Organisation.

El Zaatari, W. and Maalouf, I. (2022). How the Bronfenbrenner bio-ecological system theory explains the development of students' sense of belonging to school? *SAGE Open*, 12(4), 21582440221134089.

Elliot, V. (2018). Thinking about the Coding Process in Qualitative Data Analysis. *The qualitative Report*. Vol 23:14.

Elo, S. Kanste, O. Kääriäinen, M. Pölkki, T. Kyngas, H. and Utriainen, K. (2014). Qualitative Content Analysis: A Focus on Trustworthiness. *Sage Journals*.10.1177/2158244014522633.

eNCA. (2019, March 4, 8.52). *Sexual abuse on the rise in SA schools*.

Etheridge, J. and Ngqakamba, S. (2019, March 13). *Boy, 13, from nearby school arrested after Mondeor High School learner stabbed to death*. News24.

Ferrara, P. Franceschini, G., Villani, A. and Corsello, G. (2019). Physical, psychological and social impact of school violence on children. *Italian Journal of Paediatrics*. 45.

Fisher, S. and Carlson, J. (2010). Crime in Schools. *Journal of Clauses-Ehlers Encyclopaedia of Cross-Cultural School Psychology*.

Flower, A. McKenna, J, W. Bunuan R, L. Muething, C, S and Vega R, Jr. (2014). Effects of the Good Behavior Game on Challenging Behaviours in School Settings. *Review of Educational Research*. 84 (4): 546-571.

Fox, A. (2018, December 17, 01:02). *Pupil's bad behaviour causing teachers to quit survey find*. Independent . <https://www.independent.co.uk/news/education/education-news>.

Friedman, S.D. (2018, November 14). How Our Careers Affect Our Children. Work life balance. *Harvard Business Review*.

Gagnon, J. C., Sylvester, F. J., & Marsh, K. (2021). Alignment of school discipline with positive behavioural interventions and supports: The case of one disadvantaged urban South African Primary School. *South African Journal of Childhood Education*, 11(1), 1-9.

Gamede, V. W. (2020). Cultural implications for learners' effectiveness as governors of schools in rural South Africa. *South African Journal of Education*, 40(3), 1-8.

Ghazi, S. R. Gulap, S. and Tariq, M. and Khan, A. (2013). Types and Causes of Students' Disruptive Behavior in Classroom at Secondary Level in Khyber Pakhtunkhwa, Pakistan. *American Journal of Educational Research*. 1. 350-354. 10.12691/education-1-9-1.

Gill, P. Stewart, K. Treasure, E. and Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*. Vol, 204, 291-

295.

Gitome, J. W, Katola, M. T., and Nyabwari, B. G. (2013). Correlation between students' discipline and performance in the Kenya Certificate of Secondary Education. *International Journal of Education and Research*, 1 (8), 1 – 10.

Giumetti, G. W., and Kowalski, R. M. (2022). Cyberbullying via social media and well-being. *Current Opinion in Psychology*, 45, 101314.

Given, L. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. DOI.104135/9781412963909.n420.

Govender, D. S. and Sookrajh, R. (2014). *Being hit was normal: Teachers (un)changing perceptions of discipline and corporal punishment*. *South African Journal of Education*, 34(2), 1-17.

Government Gazette 17579. (1996). *South African Schools Act. No. 84*. Vol.377.

Government Gazette. (2002). *South African Schools Act, 1996 (act no. 84 of 1996) Call for Comment on Regulations to Prohibit Initiation practices in schools'* 438: 23315.

Government Gazette. (2002, November 28). *Education Laws Amendment*. Vol. 449: 24113.

Grant, C. and Osanloo, A. (2015). Understanding, selecting, and integrating a theoretical framework in dissertation research: Developing a 'blueprint' for your "house". *Administrative Issues Journal*. 4. 10.5929/2014.4.2.9.

Gupta, S. and Ford-Jones, E. (2014). Recognizing and responding to parental mental health needs: What can we do now? *Pediatric Child Health*. 19(7): 357–361.

Gxubane, T. (2018). *Reintegration challenges of youth who were diverted into a residential sex offenders' programme in South Africa*. *Youth Voice Journal*, Vol 8.

Gyan, E., Baah-Korang, K. McCarthy, P. and McCarthy, P. (2015). Causes of indiscipline and measures of improving discipline in senior secondary schools in Ghana: Case study of a senior secondary school in Sunyani. *Journal of Education and Practice*, 6(11), 19-25.

Hall, K. Richter, L. Mokomane, Z. and Lake, L. (2018). *Children, families and the state: Collaboration and contestation*. South African Gauge. Children's Institute, Child Rights in Focus. University of Cape Town.

Harvey, L. (2020). *Researching the Real World: A Guide to Methodology*. Quality Research International.

Heale, R. And Forbes D.(2023). Understanding triangulation in research *Evidence-Based Nursing* ;16:98.

Heil, A. (2017). *Systems Theory*. SPC 330.

Hlatshwayo, P. M. (2018). *The Nature and Prevalence of Gang Related Violence on Learners in Secondary Schools in the Lejweleputswa District*. Submitted in Fulfilment of the Requirements for the Degree Magister Educationis in the Faculty of Humanities at The Central University of Technology, Free State.

Hodges, B. Kuper, A. and Reeves, S. (2008). Discourse analysis. *BMJ (Clinical research ed.)*. 337. a879. 10.1136/bmj. a879.

Hosokawa, R. and Katsura, T. (2019). Role of Parenting Style in Children's Behavioral Problems through the Transition from Preschool to Elementary School According to Gender in Japan. *International Journal Environmental Research and Public Health* Vol 16:

21.

Hue, M.T. (2007). The Influence of Classic Chinese Philosophy of Confucianism, Taoism and Legalism on Classroom Discipline in Hong Kong Junior Secondary Schools. *Pastoral Care in Education*. 25. 38 - 45. 10.1111/j.1468-0122.2007.00406.x.

Hunt, F. (2014). Learner Councils in South African Schools: adult involvement and learners' rights. *Journal of Education, Citizenship and Social Justice*. 9 (3): 268-285.

Hurley, K. 2018. *Short Term and Long-Term Effects of Bullying*. PSYCOM. Remedy Health Media.

Hussein, A. (2009). The use of triangulation in social sciences research: can qualitative and quantitative methods be combined? *Journal of comparative social work*, 4(1), 106-117.

Huysamer, C. and Lemmer, E. M. (2013). Hazing in Orientation Programmes in Boys-Only Secondary Schools. *South African Journal of Education*. Vol 33 (3): 809 .

Iemmi, V., Knapp, M., & Brown, F. J. (2016). Positive behavioural support in schools for children and adolescents with intellectual disabilities whose behaviour challenges: An exploration of the economic case. *Journal of intellectual disabilities : JOID*, 20(3), 281–295. <https://doi.org/10.1177/1744629516632402>

Jacobs, I. (2001.) *Misconduct of learners at public schools and disciplinary proceedings*. Gauteng Department of Education General Notice.2591.

Jacobsen, K. (2013). *Educators' Experiences with Disruptive Behavior in the Classroom*. Retrieved from Sophia, the St. Catherine University repository website: https://sophia.stkate.edu/msw_papers/199

Jacobson, D. A. (2016). *Causes and effects of burn-out*. Walden Dissertations and

Doctoral Studies. Walden University Scholar Works.

Jain, N.K., Kothari, T. and Kumar, V. (2016). Location Choice Research: Proposing New Agenda. *Manag Int Rev* **56**, 303–324 . <https://doi.org/10.1007/s11575-015-0271->

Jamshed, S. 2014. Qualitative research method interviewing and observation. *Journal of Basic and Clinical Pharmacy*. 5(4): 87-88.

Jansen van Rensburg, S. K., Thobane, M, S. and Da Costa G, E. (2018). *Policing drug abuse in South African schools - risk factors, procedures and ethical considerations – research*.

Jensen, T. M. Lippold, M, A. Mills -Koonce, R. and Fosco, G, M. (2018). *Stepfamily Relationship Quality and Children’s Internalizing and Externalizing Problems*. Department of Health and Human services. USA.

Jinot, B. L. (2018). The Causes of a Lack of Discipline among Secondary School Learners in Mauritius. *Mediterranean Journal of Social Sciences*, Vol 9, 1. 35-46.

Jong, Y. O. and Jung, C. K. (2015).The Development of Interview Techniques in Language Studies: Facilitating the Researchers’ Views on Interactive Encounters. *English Language Teaching*. Vol 8: 7.

Jugmohan, A. (2015). *Factors Contributing to Learners Absconding in a High School in Phoenix* .This dissertation is submitted in fulfilment of the academic requirements for the Degree of Master of Education in the discipline of Educational Psychology, School of Education, University of KwaZulu-Natal

Kagoiya, P. and Kagama, N. (2018). Examining factors contributing to in discipline in Primary Schools in Kenya. *Pedagogical Research*. 3(2).07

Kapalka, G. (2009). *8 steps to classroom management success: A guide for teachers of*

challenging students.

Khanyile, H. G. and Mpuangnan, K. N. (2023). Dilemma of school management teams in balancing discipline and multiple deprivations among learners through integrated management approach. *Research in Educational Policy and Management*, 5(2), 312-327.

Khasakhala, E. and Galava P. (2016). Relationship between Teachers' Perception of Causes of Challenging Behaviour and the Choice of Management Strategies among Learners with Autistic Spectrum Disorders. *Journal of Education and Practice*. Vol 7: 2.

Khumalo, J. B. and Van der Vyver, C. P. (2020). Critical skills for deputy principals in South African secondary schools. *South African Journal of Education*, 40(3), 1-10. <https://dx.doi.org/10.15700/saje.v40n3a1836>

Klagge, J. (2018). *Guidelines for Conducting Focus Groups*. Research Gate. DOI.1013140/RG.2.33817.47201

Korstjens, I. and Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 42: 1.

Kourkoutas, E. and Wolhuter, C. (2013). Handling learner discipline problems: A psycho-social whole school approach. *Koers - Bulletin for Christian Scholarship*. 78. 10.4102/koers.v78i3.550.

Kourkoutas, E. (2012). *Behavioral disorders in children: Ecosystemic psychodynamic interventions within family and school context*. New York: Nova Science

Kreifels, I. and Warton, G. (2013). *Addressing Violence in South Africa in Schools*. Safety and Violence Initiative, Understanding Violence, Promoting Safe Booklet.

Kremer, K. P. Flower, A. Huang, J. and Vaughn, M. G. (2016). *Behavior problems and children's academic achievement: A test of growth-curve models with gender and racial differences*. 10.1016/j.chilyouth.2016.06.003.

Kruidenier, R. (2017). Personal encounters with children in an informal settlement: Exploring spirituality. *Verbum et Ecclesia*, 38(1), 8 pages. doi: <https://doi.org/10.4102/ve.v38i1.1632>

Kuay, H. S., Tiffin, P. A., Boothroyd, L. G., Towl, G. J., & Centifanti, L. C. (2017). A new trait-based model of child-to-parent aggression. *Adolescent Research Review*, 2, 199-211.

Kuvunja, C.2017.Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*. Vol, 6, No, 5.

Lai, C. H. and Lin, S.H. (2017). *Systems Theory. The International Encyclopedia of Organisational Communication*. John Wiley and Sons.Inc.

Lauri, M. A. (2011). Triangulation of data analysis techniques. *Papers on Social Representations*, 20(2), 34-1.

Le Roux-Kemp, A. (2013). *Child-headed households in South Africa: The legal and ethical implications when children are the primary caregivers in a therapeutic relationship*. 119-131.ISBN: 978-1-84888-258-4.

LeeFon, R., Jacobs, L., Le Roux, A., & De Wet, C. (2013). Action towards hope: Addressing learner behaviour in a classroom. *Koers: Bulletin for Christian Scholarship= Koers: Bulletin vir Christelike Wetenskap*, 78(3), 1-8.Li, Q .2010. *Cyber-bulling in High Schools: A Study of Students' Behaviours and Beliefs about This New Phenomenon*. *Journal of Aggression, Maltreatment and Trauma*. 19 (4).

Lloyd, M. (2018). Domestic Violence and Education: Examining the Impact of Domestic Violence on Young Children, Children, and Young People and the Potential Role of Schools. *Frontiers in Psychology*. Vol 9.

Lochan, D. (2010). *Student perceptions of indiscipline at three primary schools in one educational district in Central Trinidad*. Thesis. University of West Indies.

Long, H. (2014). An Empirical Review of Research Methodologies and Methods in Creativity Studies (2003-2012). *Creativity Research Journal*, 26: 4.

Love, T. S. and Roy, K. R. (2018). Completing accident/incident reports: Recommendations to avoid legal pitfalls. *Technology and Engineering Teacher*, 78(3), 20-23.

Lumadi, R. I. (2024). Impact of school violence on learner participation in South African secondary schools: A qualitative study. *Perspectives in Education*, 42(1), 39-52.

Macharia, J. M. Thinguri, R. and Kiongo, P. (2014). An investigation into the deputy principals' preparedness in discipline management in secondary schools in Kenya. *International Journal of Education and Research*, 2(6), 199-244

Mafa, D. (2018). Learner Absenteeism in a Rural, Small Town: a case study of Kogma Great Kai. *Educator Multidisciplinary Journal*. Vol. 2 No.1.

Maguire, M. and Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step –by Step Guide for Learning and Teaching Scholars. *Aishe Journal*. Vol 9:3.

Magwa, S. and Ngara, R. (2014). Development Learner Indiscipline in Schools. *Journal of Review of Arts and Humanities*. 3(2): 79-88.

Maharaj, M. (2013, May 13). *President Zuma to visit the drug-torn community of Eldorado*

Park. South African Government.

Maile, S. and Olowoyo, M. (2017). The Causes of Late Coming among High School Students in Soshanguve, Pretoria, South Africa. *Pedagogical Research*. 2. 10.20897/pr/80951.

Makiwane, M. Gumede, N, A. Makoae, M.and Vawda, M. (2017). Family in a changing South Africa: structures, functions and the welfare of members. *South African Review of Sociology*, 48:2, 49-69. DOI : 10.1080/21528586.2017.1288166.

Makola, M. N. G. S. S. (2023). A framework for implementing positive learner discipline in public secondary schools from the context of the Mpumalanga Province. *Acta Educationis Generalis*, 13(3).

Maluleke, T. and Manu, E. (2017). *Learners' Substance Abuse at School in Selected High Schools in East London of South Africa*. *Journal of Research in Education Sciences*. 19. 15-23. 10.1080/09751122.2017.1368190.

Mampane, K. B. (2013). *Educators' experiences and perceptions of teacher absenteeism*. submitted in partial fulfilment of the requirements for Magister Educationis. University of Pretoria: Pretoria.

Manganye, S.D. (2012). *The Establishment of Representatives Councils of Learners in Public Schools (RCL), Circular NO.09. 2012. Ref 13/15/1/3*. Department of Education, KwaZulu Natal.

Manning, C. and Gregoire, A. (2006). *Effects of parental mental illness on children*. *Psychiatry* 5 (1),10-12

Maphalala, M.C. and Mabunda, P.L. (2017).Gangsterism: Internal and External Factors Associated with School Violence in Selected Western Cape High Schools. *Journal of*

Sociology and Social Anthropology. 5: 1.

Maphosa, C. (2011). Learners' Perceptions of Possible Approaches to Curb Learner Indiscipline in South African Schools. *The Anthropologist*, 13:4, 241-248, DOI: 10.1080/09720073.2011.11891204

Maphosa, C. and Mammen, J. (2011). How Chaotic and Unmanageable Classrooms Have Become: Insights into Prevalent Forms of Learner Indiscipline in South African Schools. *Anthropologist*. 13. 10.1080/09720073.2011.11891196.

Maphosa, C. and Mammen, J. (2011). Maintaining Discipline: How Do Learners View the Way Teachers Operate in South African Schools. *Journal of Social Sciences*. 29:3. DOI: 10.1080/09718923.2011.11892972

Maphosa, C. and Shumba, A . (2010). Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. *South African Journal of Education*, 30:387-399.

Maponya, S. H. (2015). *The role of the principal as instructional leader in improving learner achievement in South African primary schools*. Submitted in accordance with the requirements for the degree of Doctor of Education in the subject Education Management at the University of South Africa.

Marais, P. and Meier, C. (2010). Disruptive behaviour in the Foundation Phase of Schooling. *South African Journal of Education*. Vol 30: 41-57.

Maree, K. and Pietersen, J. (2010). *Sampling. First steps in research*. Pretoria. Van Schaik, pp. 172-180.

Mashaba, E. K. and Maile, S. (2018). Factors Underlying Teacher Absenteeism in Selected Schools Located in Tshwane West District. *South Africa*. Vol 4.

Mashau, T., Mutshaeni, H.N. and Kone, L. (2016). Teacher Education: The South African Context. *International Journal of Educational Sciences*. 14. 167-173. 10.1080/09751122.2016.11890490.

Masweneng, K. (2018, March 20, 12:48). Teachers are ditching profession –and we are all responsible for it. *TimesLive. South Africa*.

Maxwell, J. A. and Miller, B. A. (2008). *Categorising and connecting strategies in qualitative data analysis. Handbook of emergent methods*. p 461-477.

McConnachie, C. Skelton, A. and McConnachie, C.(2017).The constitution and The Rights to a Basic Education. *Education in South Africa. Basic Education Rights Handbook*. Chapter 1.

McLeod, S. 2019. *Case Study Method*.simplypsychology.org/case-study.html/.

McMillan, J. and Schumacher, S. (2014). *Research in education: Evidence-based inquiry*. (7th Ed.) London: Pearson Education

Meador, D. (2019). *Guidelines for establishing effective school discipline for principals*. ThoughtCo.

Meadows, D. and Wright, D. (2008). *Thinking in Systems: A Primer*. Chelsea Green Publishing. 1603581480, 9781603581486.

Meier, R. (2017). Addressing problems in integrated schools: Student-teacher perceptions regarding viable solutions for learner problems. *South African Journal of Education*. 25(3): 170-177.

Melchior, M. and Van der Waerden, J. (2016). Parental influences on children's mental health: the bad and the good sides of it. *Eur Child Adolesc Psychiatry*. 25, 805–807 .P

<https://doi.org/10.1007/s00787-016-0891-9>

Mele, C. Pels, J. and Polese F. (2010). A Brief Review of Systems Theories and Their Managerial Applications. *Service Science*. 2 (1/2) pp 126-135

Meleen, M. (2020). *Pros and Cons of the Nuclear Family*. Love to Know Lifestyle.

Mensah, S. and Nizam, I. (2016). The Impact of Social Media on Students' Academic work. *International Journal of Education, Learning and Training (IJELT)*. Vol 1:1.

Merriam, S.B. (2009). *Qualitative Research: A guide to design and implementation*. San Francisco, C A. Jossey- Bass.

Mestry, R. and Khumalo, J. (2012). Governing Bodies and Learner Discipline: Managing Rural Schools in South Africa through a Code of Conduct. *South African Journal of Education*. Vol 32 (1): 97-110

Meyer, D. (2019, March 13). Gangsterism and under-resourced cops blamed for school violence. *Sunday Times*. *TimesLive*.

Meyer, L. and Chetty, R. (2017). Violence in schools: a holistic approach to personal transformation of at-risk youths. *Acta Criminologica: Southern African Journal of Criminology*, 30(3), 121-134.

Mguzulwa, S. and Gxubane, T. (2019). The impact of youth gang violence on the educational attainment of male high school learners in Khayelitsha. *Social Work Journal*. 55:33DO - 10.15270/55-3-739.

Milligan, M. Doss, K. M. and Zungu, B. (2024). Violence in South African schools: Trends, psychology and recommendations. *Perspectives in Education*, 42(1), 4-22.

Milne, E. (2015). *Prohibiting and eliminating corporal punishment: a key health issue in addressing violence against children. Global initiative to end all corporal punishment to children.* www.endcorporalpunishment.org.

Mncube, V. and Harper, C. (2013). *The dynamics of violence in Schools in South Africa.* Report 2012. Pretoria, South Africa: University of South Africa.

Mncube, V. and Madikizela- Madiya, N. (2017). *Gangsterism as a Cause of Violence in South African Schools: The Case of Six.* *Journal of Sociology and Social Anthropology.*

Mncube, V. and Plessis, P. 2018. *Formulation and Implementation of a Code of Conduct for Learners: A Strategy for Improving Discipline in School.*

Mncube, V. and Steinmann, C. (2014). *Gang-related Violence in South African Schools.* *Journal of Social Sciences*, 39:2, 203-211, DOI: 10.1080/09718923.2014.11893283

Mncube, V.S. (2013). *Learners' democratic involvement in school governing bodies in South Africa: Making the voice of the voiceless heard.* *South African Journal of Education.* 10(1): 1-24

Modise, K. (2019. October 14). *Corporal Punishment Still Being Used at Schools in WC – SACEC.* Eyewitness News.

Mokitimi, S. Jonas. Schneider, M. and de Vries, P.J. (2018). *Child and Adolescent Mental Health Services in South Africa—Senior Stakeholder Perceptions of Strengths, Weaknesses, Opportunities, and Threats in the Western Cape Province.* *Frontiers in Psychiatry. Child and Adolescent Psychiatry .*

Molosankwe, B. (2019, January 25). *Violence engulfs Gauteng schools as learners are caught fighting on camera* News. Moodley, V.M., Walton, E. and Excell, L. (2018). *Positive Behaviour Support : applications in South Africa, Limpopo foundation phase classrooms.* <http://hdl.handle.net/10210/273229>.

Moon, K. Brewer, T. D. Januchowski-Harvey, S. R. Adams, V. M. and Blackman, D.A. (2016). *A Guideline to improve qualitative social science publishing in ecology and conversation Journals*. Ecology and Society. Vol 21(3): 17.

Moore, R.L. (2018). *The Effects of Exposure to Community Gun-Violence on the High School Dropout Rates of California Public School Students* A dissertation submitted in partial satisfaction of the requirements for the degree Doctor of Philosophy in Sociology. University of California.

Moser, A. and Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice* 24:1, pages 9-18.

Mothibeli, T. R. (2017). *The causes and effects of uncontrolled teacher absenteeism*. Submitted in fulfilment of the requirements for the degree Master of Education in the department of postgraduate studies faculty of humanities at the Central University of Technology, Free State.

Motseke, M. (2020). Managing Ill-Discipline among Learners in Disadvantaged Schools. *Africa Education Review*, 17:3, 22-36, DOI: 10.1080/18146627.2019.1588747.

Motsepe, D. Maluleke, M. and Cross, M. (2019). *Re-Imagining Teacher's Experience with Overcrowded Classrooms in the Public Secondary Schools in South Africa*. ISBN: 2050-4276 (Print) ISSN: 2050-4284 (Online).

Mouton, N. Louw, G. and Strydom, G. (2012). Critical Challenges of The South African School System. *International Business and Economics Research Journal (IBER)*, 12(1), 31-44. <https://doi.org/10.19030/iber.v12i1.7510>

Moyo, G. Khewu, N.P.D. and Bayaga, A. (2014). Disciplinary practices in schools and principles of alternatives to corporal punishment strategies. *South African Journal of Education*. Vol 34:1.

Msweli, S. V. (2021). The role of representative council of learners in decision making processes in the South African secondary schools. *International Journal of Education and Research*, 9(9), 55-70.

Mtshali, S. (2019, September 13). *Six learners caught red-handed smoking dagga at Diversity High School premises*. *Southern Courier*. www.southerncourier.co.za

Mudau, T. J., Ncube, D. and Mukansi, E. (2018). The effects of single parenting on raising teenagers: a case study of the Hasani Dakari village Vhembe district in Limpopo province. *South African Journal online*. Vol 16:2.

Mukui, M. R. (2015). *The influence of media on behaviour among secondary school students in Kitui Central Sub-County, Kitui County*. Partial Dissertation for Master of Arts in Project Planning and Management. University of Nairobi. Kenya.

Munje, P. N. (2018). The impact of teacher professional conduct on learner experiences and performance in poor school communities in South Africa. *Compare: A Journal of Comparative and International Education*.

Mwaniki, S. 2018. *Students' Indiscipline: a reflection on the causes of misbehavior among learners in Kenyan secondary schools*. 171-177.

Naicker, I. Myende, P. E. and Ncokwana, Z. T. (2020). Responding to school funding challenges in no-fee and fee-paying schools: Lessons from South African principals. *South African Journal of Education*, 40(4).

Nair, A. (2018, November 21). *Impact of Working Parents on Child Development*. *Firstcry*

parenting.

Ncontsa, V. S and Shumba, A. (2013). The nature, causes and effects of school violence in south African high schools. 33, 3.

Nealis, L. (2014). Safe and supportive school discipline: Promoting positive student mental health. *Principal Leadership*, 12-16.

Neuman, W. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. 7TH ed. Essex: Pearson.

Ngcobo, K. and Selepe. (2019, June 03,1:50 pm). *Grade 10 learner stabbed to death outside Forest High school*. IOL News.

Ngidi, D. P. (2007). Educators usage of different Disciplinary Measures as Alternatives to Corporal Punishment. *Journal of Educational Studies*. Vol 6:1.

Ngobese, B. H. (2006). *The Role of Learners in School Governance in Farm Schools*. Mini Dissertation. University of Johannesburg.

Ngqela, N. and Lewis, A. (2012). *Exploring adolescent learners' experiences of school violence in a township high school*. Child Abuse Research. *A South African Journal*, 13(1), 87-97.

Ngubane, N. (2019, May 2). *Children locked out of school for late coming*. News Pietermaritzburg.

Ngwokabuenui, P.Y. (2015). *Students 'Indiscipline: Types, Causes, and possible Solutions: The Case of Secondary Schools in Cameroon*. *Journal of Education and Practice*. 6 (22).

Njoroge, P. M. and Nyabuto, A. N. (2014). *Discipline as a factor in academic performance*

in Kenya. Journal of Educational and Social Research, 4(1): 289-307.

Noorullah, S. and Thomas, A. (2014). *The effects of abolishing corporal Punishment on Learner Behaviour in South African High Schools*. Mediterranean Journal of Social Sciences. Vol 5. No.7

Nowell, L. S. Norris, J. M. White, D. E and Moules, J. (2017). *Thematic Analysis: Striving to Meet the Trustworthiness Criteria*. International Journal of Qualitative Methods. Vol, 16, 1-13.

Nunan, J. S. R. and Ntombela S. (2018). *Causes of challenging Behavior in Primary Schools: The Perspective in Phoenix, South Africa*.

Nunan, J. S. R. (2018). *Victims' experience of learners' challenging behaviour in primary schools in Phoenix, South Africa*. South African Journal of Education. Vol 38.supplement 1.

Nxumalo, T.A. (2015). *Exploring child headed families: a case study on scholastic experience of learners in a secondary school*. School of Education College of Humanities. A dissertation submitted in accordance with the requirements for the degree of Master of Education in the Discipline of Curriculum Studies. University of KwaZulu -Natal.

Nyati, B C. (2010). *The impact of strategic management in schools, a paper delivered at PEU regional conference*. Manyeleti, September 2010.

Nyumba, O, T. Wilson, K. Derrick, C, J. and Mukherjee, N. (2018). *The use of focus group discussion methodology: Insights from two decades of application in conversation*. Methods in Ecology and Evaluation. Vol 9: 1.

Nzembe, A . (2018). *Access, Participation and Success: The Tri-Dimensional Conundrum of Academic Outcomes in a South African TVET College*. Academic Journal of

interdisciplinary Studies.Vol 7,No 2.

O’Keeffe, J. Buytaert, W. Mijik, A. Brozovic, N. and Sinha, R. (2016). *The use of semi-structured interviews for the characterisation of farmer irrigation practices*. Hydrology and Earth System Sciences. Vol 20:1911-1924.

Odebode, A. (2019). *Causes of Indiscipline Among Students as Viewed by Primary School Teachers in Nigeria*. Mimbar Sekolah Dasar. 6. 126. 10.17509/mimbar-sd.v6i1.15217.

Oelze, P. (2020). *There Are 6 Different Family Types and Each One Has A Unique Family Dynamic*. Better help.

Office of the president. (1998, October 02). Gazette,19320/ 1245.

Ogbonnaya, U. K. and Awuah, B. (2019). *Quintile ranking of schools in South Africa and learners' achievement in probability*. University of Pretoria.

Olifant, K. (2012, May 11). *You’re late for school again!* IOL News.

Olivier, L. (2004). *Representantive Councils of Learners*. Ref 6/14/6/1/5.Circular 0056/2004.Western Cape Education Department.

Oloyede, E.O. and Adesina, O. (2013). Egalitarianism and classroom discipline: A prerequisite to successful instructional processes in mathematics. *Global Advanced Research Journal of Educational Research and Reviews*.Vol 2(6): 139-143.

Oltmann, S. M. 2016. Qualitative Interviews: A Methodological Discussion of the Interviewer and Respondent Contexts. Forum Qualitative Social Research. Vol 17: 2.

Omollo, A. E. Yambo, O.J. 2017. Influence of Peer Pressure on Secondary School Students Dropout in Rongo Sub-County, Migori County, Kenya. *Journal of Education*

Practice. 8: 9.

Osmam, R.2017.*Disruptive behaviour in schools.*12/09/2017.Wits University News.

Otwombe, K.N. Dietrich, J. Sikkema, K. J. Coetzee, J.K.L. Hopkins, Laher, F and Gray, G. E(2015). *Exposure to and experiences of violence among adolescents in lower socio-economic groups in Johannesburg, South Africa.*2015.BMC Public Health. Vol 14: 450

Pandey, S. C. and Patnaik, S. (2014). Establishing Reliability and Validity in Qualitative Inquiry: A Critical Examination. *Jharkhand Journal of Development and Management Studies.* Vol 12, 1.7.

Paradis, E. O'Brien, B. Nimmon, L. Bandiera, G and Martmianakis, M, A. (2016). Design: Selection of Data Collection Methods. *Journal of Graduate Medical Education, Qualitative RIP out Series.* 263-264.

Patrick, R. (2017). *Research Design: A Simplified Definition for Beginning Researchers.* Conceptual Framework Development Handbook.

Pendlebury, S. (2011).*Children and school governance: Representation, participation and Power. Children as citizens: Participating in social dialogue.* South African Child Gauge. P 2-44.

Pernegger, L. and Godenhardt, S. (2007). *Townships in the South African Geographic Landscape – Physical and Social Legacies and Challenges.* Training for Township Renewal Initiative.

Pfiffner, L. J. and Lauren M. Haack, L.M. (2014). Behavior Management for School Aged Children with ADHD. *Child and Adolescent Psychiatric Clinics of North America.* 23 (4) :731-746.

Pham, L. M. (2018). *Qualitative Approach to Research. A Review of advantages and disadvantages of three paradigms: positivism, interpretivism, and critical inquiry. School of Education. The University of Adelaide.*

Phaswana, E. (2010). Learner councillors' perspective on learner participation. *African Journal of Education*. Vol 30:1.

Phil, C. (2022). Validity and Reliability within Qualitative Research for the Caring Sciences. *International Journal of Caring Sciences*, 14(3) pp. 2041–2045.

Plessis, P. and Mestry, R. (2019). Teachers for rural schools - a challenge for South Africa. *South African Journal of Education*. 39. s1-s9. 10.15700/saje. v39ns1a1774.

Plessis, P. and Mncube, V. (2018). Formulation and Implementation of a Code of Conduct for Learners: A Strategy for Improving Discipline in schools. *International Journal of Training and Development*.

Polit, D.F. and Beck, C.T. (2012). *Nursing research: Generating and assessing evidence for nursing practice*. Philadelphia, PA: Lippincott Williams and Wilkins

Prinsloo, J. (2008). *The criminological significance of peer victimization in public schools in South Africa*. *Child Abuse Research*, 9:27-36. Available at http://reference.sabinet.co.za/webx/access/electronic_journals/carsa/carsa_v9_n1_a4.pdf. Accessed 11 June 2013.

Prinsloo, E. (2007). Implementation of Life Orientation programmes in the new curriculum in South African schools: Perceptions of principals and life orientation teachers. *South African Journal of Education*. 27 (1), 155-170.

Radebe, L. J. (2019). *Representative Council for Learners' Understanding of the*

Learners' Code of Conduct. University of Pretoria, South Africa.

Rahi, S. Alnaser, I. and Ghani, A. (2019.) *Designing Survey Research: Recommendation for Questionnaire Development, Calculating Sample Size and Selecting Research Paradigms*. 37th International Scientific Conference on Economic and Social Development – "Socio Economic Problems of Sustainable Development" – Baku.

Rahman, M. S. (2016).The advantages and disadvantages of using Qualitative and Quantitative Approaches and methods in Language "Testing and Assessment" Research: A Literature Review. *Journal of Education and Learning*. Vol 6, No 1.

Ramberg, J., Låftman, S. Fransson, and Modin, B. (2018). School effectiveness and truancy: a multilevel study of upper secondary schools in Stockholm. *International Journal of Adolescence and Youth*. 1-14. 10.1080/02673843.2018.1503085.

Ramodile, D. (2011). *Substance use and abuse in South Africa. Central Drug Authority briefing for Women, Youth and Persons with Disabilities*.

Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., and Waseem, A. (2019). Case Study Method: A Step-by-Step Guide for Business Researchers. *International Journal of Qualitative Methods*, 18. <https://doi.org/10.1177/1609406919862424>

Redmond, V. M. (2015). *Theory Development and Evaluation. English Technical Reports and White Paper*. The Iowa State University Digital Repositories.

Res, R. 2009. Strengths and limitations of case *studies*. Tomorrow's Academy. Message 1013.

Rigby, K. (2020). How Teachers Deal with Cases of Bullying at School: What Victims Say. *International Journal of Environmental Research and Public Health*. doi:10.3390/ijerph17072338.

Roberts, K., Dowell, A and Nie, J. B. (2019). Attempting rigour and replicability in thematic analysis of qualitative research data; a case study of codebook development. *BMC Medical Research Methodology*. Vol 19: 66.

Roberts, N. and Venkat, H. (2016). Learning from disruptive classroom behaviour in a Grade 2 Mathematics lesson. *South African Journal of Education of Childhood Education*. 6 (1).

Robinson, J. (2020). *Focus Groups*. Sage Research Methods. Sage

Roller, M. R. and Lavrakas, P. J. (2015). *Focus Groups: Heterogeneity vs. Homogeneity*. *Research Design Review, Discussion of Qualitative and Quantitative Research Design*. Issues. pp 107-109.

Roman, N. (2014). *Parenting in a Rainbow Nation: A South African Perspective on Parenting*. 10.1007/978-94-007-7503-9_16.

Roman, V.N., Makwakwa, T. and Lacante, M. (2016). Perceptions of parenting styles in South Africa: The effects of gender and ethnicity. *Cogent Psychology*, 3:1, DOI: 10.1080/23311908.2016.1153231.

Ryan, F., Coughlan, M. and Cronin, P. (2013). Interviewing in qualitative research: The one to one interview. *International Journal of Therapy and Rehabilitation*, Vol 16: 6.

Safer space. 2020. *What is the situation in South Africa. Violence in South Africa*.

Salifu, I. and Agbenyega, J. S. (2012). Impact of Discipline Issues on School Effectiveness: The Views of Some Ghanaian Principals. *Journal of Educational Studies, Trends and Practices*. Vol 2.

Sanvictores T, Mendez MD. 2022. *Types of Parenting Styles and Effects On Children*. [Updated 2022 Sep 18]. Treasure Island (FL): Stat Pearls Publishing
<https://www.ncbi.nlm.nih.gov/books/NBK568743/>

Sarwar, S. (2016). Influence of Parenting Style on Children's Behaviour. *Journal of Education and Educational Development*. 3: 2

Sebisha, M, F. (2015). *The Implementation of Code of Conduct in Rural Primary Schools in Limpopo*. Submitted in Partial Fulfilment of the Requirements for the Degree of in Education. Faculty of Education. Education Management, Law and Policy Studies University of Pretoria.

Segalo, L. and Rambula, A. M. (2018). South African public-school teachers' views on right to discipline learners. *SA Journal of Education*. 38: 2.

Seleka, N. (2019. February 28). *Slain teacher's family disappointed with 10-year sentence handed to 'heartless' learner*. News24.

Sekaran, V. C. Kamath, V. G. Ashok, L. Kamath, A. Hegde, A. P. & Devaramane, V. (2017). Role of micro-and mesosystems in shaping an adolescent. *Journal of Nepal Paediatric Society*, 37(2), 178-183.

Seshoka, B. (2022). *School leaders experience in instilling learner discipline in South African schools*. Masters Thesis, University of Johannesburg.
<https://ujcontent.uj.ac.za/esploro/outputs/graduate/School-leaders-experience-in-instilling-learner/9919509407691#file->

Sibanda, L. and Mpofo, M. (2017). Positive Discipline Practices in Schools: A Case of Mzilikazi District Secondary Schools in Zimbabwe. *Journal of Educational and Social Research*. 7 (3), 117-125. Doi: 10.1515/jesr-2017-0009.

Siddiqui, S. and Singh, T. (2016). Social Media its Impact with Positive and Negative Aspects. *International Journal of Computer Applications Technology and Research*. Vol:5 (2)

Silbert, P. (2013). Corporal punishment and the achievements of educational success: perceptions of learners in the South African school context. *Journal of Education*. Vol 58.

Sileyew, K. J. (2019). *Research Design and Methodology*. doi 10.5772/intechopen.85731.

Sim, J. and Watershed, J. (2019). Focus group methodology: some ethical challenges. *Quality and Quantity*. Vol 53: 3003-3022.

Simba, B. Agak, K. and Kabuka, M. (2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County Kenya. *Journal of Education and Practice*. 7 (6).

Singh, S. and Wassenaar, D. R. (2016). Contextualizing the role of the gatekeeper in social science research. *South African Journal of Bioethics and Law*. Vol 9:42-46.

Smit, D. M. (2015). Cyberbullying in South African and American schools: A legal comparative study. *SA Journal of Education*, Vol 35 :No 2.

Smit M. (2013). *Compatibility of democracy and learner discipline in South African schools*. *De Jure*. 46. 345-365.

Socio-Economic Rights Institute of South Africa (SERI). (2018). *Informal Settlements and Human Rights in South Africa*. Submission to the United Nations Special Rapporteur on adequate housing as a component of the right to an adequate standard of living.

Sommer, J. Hinsberger, M. Weierstall, R. Holzhausen, L. Kaminer, D. Seedat, S. Maercker, A. Madikane, S. and Elbert, T. (2017). *Social Acknowledgement of violent*

experiences and its role in PTSD and appetitive aggression among high-risk males in South Africa. Journal of Clinical Psychological Science. Vol 5: 1.

South African Schools Act.1996. *Education Labour Relations Council.*

Stadler, S. (2017). *Child Disruptive Problems, Problem Perception and Help –Seeking Behaviour.* Dissertation for master's in social work. University of Cape Town.

Staff Writer. (2019, August 1). *This is how much money the poorest are living on each month in South Africa.* Business Tech.

Stake, R. E. (1995). *The art of case study research.* Thousand Oaks, CA: Sage.

Stake, R.E. (2006). *Multiple case study analysis.* The Guilford Press, New York.

Starman, A. B. (2013). The case study as a type of qualitative research. *Journal of Contemporary Educational Studies.* 1. 28-43.

Stephen, E. N. and Udisi, I. (2016). Single-parent Families and Their Impact on Children: A Study of Amassoma Community in Bayelsa State. *European Journal of Research in Social Sciences.* 4(9).

Sullivan, A. M., Johnson, B., Owens, L., and Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education.* doi.org/10.14221/ajte.2014v39n6.6.

Sun, R.F. and Shek, D.L. (2012). *Student Classroom Misbehavior: An Exploratory study Based on Teachers' Perceptions.* The Scientific World.

Sunday, J. (2017). Systems Theory: *An approach to Mass- Damper Spring and Mass – Non-damper – Spring Systems. General Letters in Mathematics, Vol 3, No 3.* 169-176. *Sustainability, Technology and Education.*

Sutton, J. and Austin, Z. (2015). Qualitative Research: Data Collection, Analysis and Management. *The Canadian Journal of Hospital Pharmacy*. Vol 68 (1).

Taber, K. S. (2014). Methodological issues in science education research: a perspective from the philosophy of science. In M. R. Matthews (Ed.), *International Handbook of Research in History, Philosophy and Science Teaching* (Vol. 3, pp. 1839-1893). Dordrecht: Springer Netherland.

Taole, M. J. (2016). *Learners' Self-reports of Exposure to Violence in South African Schools: A Gendered Reflection*. *African Safety Promotion Journal*. Vol. 14(1), 42-61.

Tausch, A, P. and Menold, N. (2016). *Methodological Aspects of Focus Groups in Health Research. Results of Qualitative Interviews with Focus Group Moderators*. *Global Qualitative Nursing Research*. Vol, 3.

Taylor, N. (2019). Inequalities in Teacher Knowledge in South Africa. In: Spaull, N., Jansen, J. (eds) *South African Schooling: The Enigma of Inequality. Policy Implications of Research in Education*, vol 10. Springer, Cham. https://doi.org/10.1007/978-3-030-18811-5_14.

Temitayo, O. Nayaya, M. A. and. Lukman, A, A. (2013). Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus. *Global Journal of Human Social Science Linguistics and Education*. 13 (14).

Thamage, T. (2013). *Burning issue: Phuza kids*, *Daily Sun*. Retrieved March 13, 2014, from <http://www.thedailysun.co.za>.

Thanh. C. and Thanh, T. L. (2015). The interconnection Between Interpretivist Paradigm and Qualitative Methods in Education. *American Journal of Educational Science*. 1(2), 24-27.

Theron, L. and Dalzell, C. (2006). The specific Life Orientation needs of Grade 9 learners in the Vaal Triangle region. *South African Journal of Education*. 26(3), 397-412.

Tshikalange, S. (2024, August 16, 15:15). *Pupils involved in shootings at two Eldorado Park schools suspended*. Timeslive.

Uaskli, H. (2018). Behavioral Tendencies of Single Parent Students. *Education and Educational Research*. Vol 1: 1-2.

United Nations Committee. (2007). *Convention on the Rights of the Child*. Committee on the Rights of the Child. Geneva. General Comment no. 8 (2006).

Vaismoradi, M. and Snelgrove, S. (2019). Themes in Qualitative Content Analysis and Thematic Analysis. *Forum Qualitative Social Research*. 20: 3.

Vakil, C. 2017, May 8. *Eldorado Park Protests: Government doesn't want to build us houses*. Mail and Guardian.

Van Breda, M. (2014). School Truancy: Poor School Attenders' Perceptions of the Impact Regarding Dysfunctional Teacher-Learner Relationships on Truant Behaviour. *Mediterranean Journal of Social Sciences*, 5(23).

Van Nieuwenhuizen, P. (2018, November 20). *Violence against teachers is escalating, and not just in SA*. City Press.

Van Wyk, B. (2012). *Research design and Methods Part II, Postgraduate and Through*. University of Western Cape.

Venketsamy, R. (2024). Teachers' experiences of violence in South African schools: A Gauteng case study. *Perspectives in Education*, 42(1), 162-176.

Veriava, P. and Power, T. (2017). *Chapter 19 Corporal Punishment*. Basic Human Rights

and Education Rights in South Africa.

Victoria State Government. (2019). *Challenging behaviour influences and triggers*. Education and Training.

Von Bertalanffy, L. (1972). *The History and Status of General Systems Theory*. Center for Theoretical Biology, State University of New York at Buffalo

Walton, K. Avanent, J and Schalkwyk, I. (2016). Educators' experiences of their relationships with adolescents involved in drug use. *South African Journal of Education*. 36. 1-10.

Watson,S. (2020, January 21). *How to Help an Attention-Seeking Child in the Classroom*. ThoughtCo.

Webster-Stratton, C. and Bywater, T. (2015). Incredible partnerships: Parents and teachers working together to enhance outcomes for children through a multi-modal evidence-based programme. *Journal of Children's Services*. 10. 202-217.

West, J. and Meier, C. (2018). Overcrowded classrooms – The Achilles heel of South African education? *South African Journal of Childhood Education*.

White Swan Foundation. (2015, January 24,1:26 am). *Learning Disability in Children*. White Swan Foundation.

Wigfall, C. (2019, February 17). *Teachers report increase in student behavioural issues*. Educatedteachersmn.com.

Willens, M. (2013). *Ninth Grade: The Most Important Year in High School*. The Atlanta.

Wilson, V. Malcolm, H. Edward, S. and Davidson, J. (2013). *Bunking off: The impact of*

truancy on learners and teachers. *British Educational Research Journal*. 34 (1): 1-17. <https://bera-journals.onlinelibrary.wiley.com/journal/14693518>.

Wittenberg, M. (2005). *The school day in South Africa*. Working Paper 113, Southern African Labour and Development Research Unit, University of Cape Town.

Wolf, P. Meissner, J. Nolan, T. Lemon, M., John, R., Baralou, E. and Seemann, S. (2010). Methods for Qualitative Management Research in the Context of Social Systems Thinking. *Qualitative Social Research*. 36.

Wolhuter, C. C. and Russo, C. (2013). Dealing with incidents of serious disciplinary problems amongst learners: A Comparative study between South Africa and selected countries. *Koers*. 78(3).

Wolhuter, C. X. and Van der Walt, J. L. (2020). Indiscipline in South African Schools: The Parental / Community Perspective. *Koers*, 85(1), 1-11. <https://dx.doi.org/10.19108/koers.85.1.2436>.

World Health Organisation (WHO). (2018, March 13). *Mental health: strengthening our response*. World Health Organisation Newsroom.

Yazan, B. (2015). Three approaches to Case Study Methods in Education. *The Qualitative Report*. 20 (2).

Yin, R.K. (1999). Enhancing the Quality of Case Studies in Health Services Research. *Health Service Res*. 34 (5).

APPENDICES

APPENDIX A: UNISA CEDU ETHICAL CLEARANCE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/11/09

Ref: **2022/11/09/47671122/09/AM**

Name: Ms P Mhimha

Student No.:47671122

Dear Ms P Mhimha

Decision: Ethics Approval from
2022/11/09 to 2025/11/09

Researcher(s): Name: Ms P Mhimha
E-mail address: 47671122@mylife.unisa.ac.za
Telephone: 0787451567

Supervisor(s): Name: Dr S.M Danke
E-mail address: dankesme@unisa.ac.za
Telephone: 0124298808

Title of research:

Learners' Challenging Behaviour in Schools: A Case Study of a High School in Eldorado Park, Johannesburg Central District

Qualification: MEd Comparative Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2022/11/09 to 2025/11/09.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2022/11/09 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2025/11/09**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2022/11/09/47671122/09/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

APPENDIX: B GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	09 March 2023
Validity of Research Approval:	08 February 2023– 30 September 2023 2023/90
Name of Researcher:	Mhimha P
Address of Researcher:	82 Violet Street Rosettenville Johannesburg
Telephone Number:	0787451567
Email address:	pmhimha@gmail.com
Research Topic:	Learners' Challenging behaviour in schools: A case study of a high school in Eldorado Park, Johannesburg Central District.
Type of qualification	Masters
Number and type of schools:	1 Secondary School
District/s/HO	Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below are met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

1

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

EDITING & CRITICAL READING SERVICES

Tuesday, October 8, 24

864 Justice Mohamet St
Brooklyn 0181

To whom it may concern

This is to confirm that I have edited the following M Ed **CHALLENGING BEHAVIOUR IN SCHOOLS: A CASE OF A HIGH SCHOOL IN ELDORADO PARK, JOHANNESBURG** by **PATIENCE MHIMHA** for language use. The page layout of the document remains the responsibility of the author.



Eleanor M Lemmer (Professor Emeritus, UNISA) D Ed (Comparative Education), UNISA

South African ID 510711 0118 088

CONTACT

864 JUSTICE MOHAMET ST, BROOKLYN MOBILE (084) 7004676

LEMMEEM@ICLOUD.COM

APPENDIX C: INTERVIEW AND FOCUS GROUP QUESTIONS (FOR BOTH TEACHERS AND LEARNERS)

1. How do you define learners' challenging behaviour at your school ?
2. What are some of the examples of learners' challenging behaviour in your school or in your class?
3. What triggers these challenging behaviours amongst learners in school?
4. Who is the likely to cause of learners' challenging behaviour in the classroom? Explain.
5. What are the school related issues that cause learners' challenging behaviours?
6. Is there a relationship between home challenges and learners' challenging behaviour
7. What influence does the community at large have on learners' challenging behaviour that are experienced in your school?
8. How are learners in schools dealing with these learners' challenging behaviours?
9. How do teachers deal with learners' challenging behaviour in classes?
10. What type of assistance are the parents and the community giving the school to deal with learners' challenging behaviour issues?
11. Does your school have programmes to assist with learners' challenging behaviour?
12. How is learners' challenging behaviour affecting teaching and learning?
13. What is the successful way to build a disciplined community of learners in a classroom or school?

**APPENDIX D: REQUEST LETTER TO PRINCIPAL
REQUESTING PERMISSION TO CONDUCT RESEARCH**

Request for permission to conduct research at _____ Secondary School

**Research topic: LEARNERS' CHALLENGING BEHAVIOUR IN SCHOOLS AND ITS
IMPACT ON TEACHING AND LEARNING: A CASE STUDY OF A HIGH SCHOOL IN
ELDORADO PARK, JOHANNESBURG CENTRAL DISTRICT**

The Principal
Secondary School
P.O Box
EXT
Eldorado Park
Johannesburg
21 September

Dear Sir/ Madam

I, Patience Mhimha am doing research under supervision of Dr S. M Danke, a Senior lecturer in the Department of Educational Foundations towards a MEd at the University of South Africa. We are inviting you to participate in a study entitled **Learners' Challenging Behaviour in Schools and its Impact on Teaching and Learning: a Case Study of a High School in Eldorado Park, Johannesburg Central District**

The aim of the study is to establish the perceptions of learners' challenging behaviour in high schools, to identify the possible causes of learners' challenging learner in high schools in South Africa, to explore the impact of learners' challenging behaviour on the moral of teachers and to explore the possible ways of dealing with learners' challenging behaviour in high schools in South Africa.

Your school has been selected because it is a township school, it is in Eldorado Park a community that has been affected by use of drugs and gangsterism. Recently a teacher was murdered at one of the secondary schools in the community. The study is necessary to find out if community challenges are also influencing challenging behaviour of learners in school and particularly high school learners.

The study will be done in three forms. That is **one-to-one** interviews of learners and teachers, focus group made up of some members of (RCL) and analysing some discipline incident reports. All activities will be done after school hours. The researcher will make prior arrangements with the school, teachers, learners and parents of the learners.

The study may be crucial to the South African education system because the findings may benefit policy makers, practising teachers and student teachers as the information

provided will be coming from teachers, learners and school management .Furthermore, the findings of the study will benefit the researcher to get a deeper understanding of the challenging learner behaviour and its manifestation in schools. The understanding of this phenomenon will contribute towards improving the level of learner discipline and the subsequent quality of education in South African schools. The researcher will provide the needed information to the learners she teaches as well as trainee teachers that she will be mentoring. This study may also act a baseline study to future studies of other forms of challenging learner behaviour.

The potential risks are that learners may talk about sensitive issues that may be happening at home that may lead to learners' challenging behaviour at school. The topic might affect them emotionally. Also, discussions about bullying might affect victims of bullying emotionally

There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail giving individual feedback and group feedback for focus group. The researcher may give you of the school general feedback of the study especially results from document analysis.

Yours sincerely

Patience Mhimha

Researcher

APPENDIX E: CONSENT LETTER TO ADULT PARTICIPANTS (PRINCIPAL AND TEACHERS)

Date 21 September 2022

Dear Sir/ Madam

My name is Patience Mhimha and I am doing research under the supervision of Dr S.M Danke, a senior lecturer in the Department of Educational Foundations towards M Ed at the University of South Africa. We are inviting you to participate in a study entitled. ***Learners' Challenging Behaviour in Schools and its Impact on Teaching and Learning: a Case Study of a High School in Eldorado Park, Johannesburg Central District***

The study may be crucial to the South African education system because the findings may benefit policy makers, practising teachers and student teachers as the information provided will be coming from teachers, learners and school management .Furthermore, the findings of the study will benefit the researcher to get a deeper understanding of the challenging learner behaviour and its manifestation in schools. The understanding of this phenomenon will contribute towards improving the level of learner discipline and the subsequent quality of education in South African schools. The researcher will provide the needed information to the learners she teaches as well as trainee teachers that she will be mentoring. This study may also act a baseline study to future studies of other forms of challenging learner behaviour.

You are invited because you are a teacher or principal with more than five years teaching experience at your current school. You encounter learners' challenging behaviour every day at school and you know are familiar with the community

I obtained your contact details from you when I was a teacher at this school five years ago. Approximately 14 people will participate in this study- 9 Learners, 3 teachers, deputy principal and your principal.

The study involves semi-structured interviews, focus group and document analysis. For **one-to-one** interviews I plan to spend about 30 minutes with each participant after school. Will also, audio record the interviews. The role of the participants is to answer or give information on learners' challenging behaviour at school. All the questions are based on learners' challenging behaviour at school, your understanding of learners' challenging behaviour, the influence of community on learners' challenging behaviour and how you

deal with learners' challenging behaviour in classroom and school at large. For focus group made of RCL members, I am expecting to spend about an hour with the group and will ask the same questions as one-to-one interview.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

This study will not benefit the individual participant but rather the study may be crucial to the South African education system because the findings may benefit policy makers, practising teachers and student teachers as the information provided will be coming from teachers, learners and school management. Furthermore, the findings of the study will benefit the researcher to get a deeper understanding of the learners' challenging behaviour and its manifestation in schools. The understanding of this phenomenon will contribute towards improving the level of learner discipline and the subsequent quality of education in South African schools. The researcher will provide the needed information to the learners she teaches as well as trainee teachers that she will be mentoring. This study may also act a baseline study to future studies of other forms of challenging learner behaviour.

There is no physical harm that can arise from the study. But for sensitive people who have been affected by learners' challenging behaviour they can be affected emotionally or the topic may bring bad memories. If in any way you feel uncomfortable will rephrase the question or take a break or if it is serious then we can recommend you for counselling.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research **OR** Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard filing cabinet at her home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Eventually hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software program.

This study is voluntary and you will not receive any incentive for the research study. This study has received written approval from the Research Ethics Review Committee of College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings, please contact Patience Mhimha on 0787451567 or email pmhimha@gmail.com .The findings are accessible for 5 years.

Should you have concerns about the way in which the research has been conducted, you may contact Dr S.M Danke on 012 429 8808, email danksm@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you

Patience Mhimha

APPENDIX F: CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the _____ (insert specific data collection method).

I have received a signed copy of the informed consent agreement.

Participant Name and Surname (please print)

Participant Signature

Date

Researcher's Name and Surname PATIENCE MHIMHA

Researcher's Signature

Date 21 September 2022

APPENDIX G: CONSENT LETTER TO PARENTS

A LETTER REQUESTING PARENTAL CONSENT FOR MINORS TO PARTICIPATE IN A RESEARCH PROJECT

Dear Parent

Your (son/ daughter) is invited to participate in a study entitled **Learners' Challenging Behaviour in Schools and its Impact on Teaching and Learning: a Case Study of a High School in Eldorado Park, Johannesburg Central District**

I am undertaking this study as part of my master's research at the University of South Africa (Unisa). The purpose of the study is to find the causes of learners' challenging behaviour at school, the effects of learners' challenging behaviour at school and ways to address the problem in schools and the possible benefits of the study are the improvement of education and to minimize violence in schools. I am asking permission to include your child in this study because I need information on how your child knows what challenging behaviour is and how he or she copes with such issues at school. I expect to have 8 other children participating in the study.

If you allow your child to participate, I shall request him/her to

- Take part in an interview. The interview will happen after school for about 30 minutes at school in one of the classes. Will ask your child questions on learners' challenging behaviour at school. Your child should explain what learners' challenging behaviour is, will give examples of learners' challenging behaviour, will explain how these behaviours affect teaching and learning. Your child will give the influences of home, school and community on learners' challenging behaviour. The interview will be audio recorded.
- Take part in a group interview. 5 members of RCL including your child will assemble in one of the classes after school. They will be asked questions on learners' challenging behaviour and the impact it has on teaching and learning. Answers will be given as a group and recorded as an audio. This activity will take place after school for approximately one hour.

I do request your permission to use the audio recording during the interviews because it assists me in collecting all the answers accurately.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or the school's name in any

written or verbal report based on this study. Such a report will be used for research purposes only. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education are understanding causes of challenging behaviour in schools, minimize violence in schools and avoid disruptions during teaching and learning. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during after school for minutes with the prior approval of the school and your child's teacher. In addition to your permission, your child must agree to participate in the study and you and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

This study will not benefit the individual participant but rather the study may be crucial to the South African education system because the findings may benefit policy makers, practising teachers and student teachers as the information provided will be coming from teachers, learners and school management. Furthermore, the findings of the study will benefit the researcher to get a deeper understanding of the challenging learner behaviour and its manifestation in schools. The understanding of this phenomenon will contribute towards improving the level of learner discipline and the subsequent quality of education in South African schools. The researcher will provide the needed information to the learners she teaches as well as trainee teachers that she will be mentoring. This study may also act a baseline study to future studies of other forms of challenging learner behaviour.

There are no foreseeable physical risks to your child by participating in the study however the topic of challenging behaviour might stress your child if he or she had suffered from incidents such as bullying at school. I need to ensure you that if they are any sign of distress during the study will postpone or terminate the interview and if it is serious will refer your child for counselling.

There will be no reimbursement or any incentives for participation in the research.

If you have questions about this study, please ask me or my study supervisor, Dr S. M Danke, Department of Educational Foundations, College of Education, University of South Africa. My contact number is 0787451567 and my e-mail is pmhimha@gmail.com. The e-mail of my supervisor is danksm@unisa.ac.za. Permission for the study has already been given by DBE, the principal and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child:

Sincerely

Parent/guardian's name (print)

Parent/guardian's signature:

Date:

PATIENCE MHIMHA

21 September 2022

Researcher's name (print)

Researcher's signature

Date:

APPENDIX H :ASSENT LETTER TO SECONDARY SCHOOL PARTICIPANT

A LETTER REQUESTING ASSENT FROM LEARNERS IN A SECONDARY SCHOOL TO PARTICIPATE IN A RESEARCH PROJECT

Title of your research: ***Learners' Challenging Behaviour in Schools and its Impact on Teaching and Learning: a Case Study of a High School in Eldorado Park, Johannesburg Central District***

Dear (Name of learner)

Date 21 September 2022

I am doing a study on learners' challenging behaviour as part of my studies at the University of South Africa (Unisa). Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways that your teachers can use to improve the discipline issues at school. This may help you and many other learners of your age in different schools.

This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

I would like to ask you questions individually or in a group about what you already understand about learners' challenging behaviour at school. You should also give me examples of incidents that you might think is learners' challenging behaviour. You should tell me what you think causes challenging behaviour at school. You should tell me how challenging behaviour affects teaching and learning. You can give me ways that teachers, learners and parents can use to improve challenging behaviour at school. If you are going to participate alone the interview will take about 30 minutes and will do it after school. If you are going to participate in a group, the interview will take about an hour and the group will be made up of 5 learners who are members of the RCL from your school.

I will write a report on the study, but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary and you do not have to be part of this study if you don't want to take part. If you choose to be in the study, you

may stop taking part at any time without penalty. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

This study will not benefit the individual participant but rather the study may be crucial to the South African education system because the findings may benefit policy makers, practising teachers and student teachers as the information provided will be coming from teachers, learners and school management. Furthermore, the findings of the study will benefit the researcher to get a deeper understanding of the challenging learner behaviour and its manifestation in schools. The understanding of this phenomenon will contribute towards improving the level of learner discipline and the subsequent quality of education in South African schools. The researcher will provide the needed information to the learners' she teaches as well as trainee teachers that she will be mentoring. This study may also act a baseline study to future studies of other forms of challenging learner behaviour

This study will not physically harm you however the topic might be sensitive and might bring back bad memories or might remind you of bad experiences. Will make sure you are comfortable all the time and can reschedule the interview if I feel that you are being distressed. We can also refer you for counselling if we see that the topic really affects you.

You will not be reimbursed or receive any incentives for your participation in the research. If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at 0787451567 .Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Patience Mhimha Phone number: 0787451567

APPENDIX I: WRITTEN ASSENT FOR LEARNERS

Do not sign the written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study, and I know what I will be asked to do. I am willing to be in the study.

Learner's name (print): _____ Learner's signature: _____ Date: _____

Witness's name (print) _____ Witness's signature _____ Date: _____

(The witness is over 18 years old and present when signed.)

Parent/guardian's name (print) _____ Parent/guardian's signature: _____ Date: _____

PATIENCE MHIMHA _____ 21 September 2022

Researcher's name (print) _____ Researcher's signature: _____ Date: _____

APPENDIX J: CONFIDENTIALITY AGREEMENT

FOCUS GROUP ASSENT AND CONFIDENTIALITY AGREEMENT

I _____ grant consent/assent that the information I share during the focus group may be used by Patience Mhimha for research purposes. I am aware that the group discussions will be digitally recorded and grant assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher's Name: (Please print): PATIENCE MHIMHA

Researcher's Signature: _____

PAPER NAME

FINAL DESSERTATION.docx

AUTHOR

PATIENCE MHIMHA

WORD COUNT

69125 Words

CHARACTER COUNT

383724 Characters

PAGE COUNT

255 Pages

FILE SIZE

1.8MB

SUBMISSION DATE

Nov 13, 2024 12:20 AM GMT

REPORT DATE

Nov 13, 2024 12:25 AM GMT

● **25% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 19% Internet database
- 14% Publications database
- Crossref database
- Crossref Posted Content database
- 18% Submitted Works database

● **Excluded from Similarity Report**

- Manually excluded sources