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Exploring Students Discipline in Primary and Secondary Schools: Teachers' Perspective

4   *Maintaining discipline in schools remains a challenge towards academic*
5   *performance of students. The purpose of this study was to explore students'*
6   *disciplinary problems in schools. A qualitative research method is used to*
7   *address the primary objective of this study. In-depth interviews were*
8   *conducted with gather teaching staff to gather the primary data. The data*
9   *was analysed through the use of content analysis method with the aid of*
10   *Atlas.ti software package version 25. The findings of this study uncovered*
11   *that students with poor family background tend to lack discipline in schools,*
12   *overcrowding and poor leadership were identified as contributing factors*
13   *towards poor. This study provide significant contribution by providing*
14   *possible solutions to poor discipline in schools and future research*
15   *directions regarding discipline in schools.*

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18   Introduction

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20   Den Brok (2015) states that maintaining school discipline is necessary for
21   creating a conducive learning and teaching environment. Absence of discipline
22   in school might prompt educational issues for teachers and students. Educators,
23   school administrators, and parents can maintain discipline without using
24   corporal punishment to create a positive learning and teaching environment at
25   the school. Den Brok (2015) says that disciplinary actions show students that
26   they are following the rules of the school to fix a lack of discipleship. At the
27   point when discipline is overseen in school, it prompts better student's
28   presentation in school. Discipline is essential for maintaining school discipline
29   and helps students perform well in school.
30   O'Hara (2008) claims that students who do not adhere to school
31   disciplinary procedures perform poorly compared to those who do. These
32   students' tendency is clear evidence that schools should always enforce
33   discipline. Students' performance in school may be affected by having a clear
34   understanding of disciplinary procedures. Discipline, in the words of Nunn
35   (2002), gives one a clear understanding of what is good and bad. Additionally,
36   he asserts that a number of students lack discipline for a variety of reasons,
37   including: the absence of parental association, parental joblessness, harmful
38   guardians and ill-equipped teachers. A bad teaching and learning environment
39   is created when students do not adhere to classroom discipline rules.
40   In order to help students who lack discipline develop and perform well in
41   the classroom, discipline should be maintained in schools. Teachers, guardians
42   and SGB ought to continuously energise keeping up with discipline in schools
43   (Nouton, 2015). The widespread belief that issues of discipline should be
44   addressed in schools can result in corporal punishment, which can be a
45   significant concern for the teacher in question. We are able to investigate what
46   causes discipline issues in students, how discipline can be maintained without

1 corporal punishment, and the advantages and disadvantages of employing a
2 variety of methods for maintaining discipline in schools without corporal
3 punishment now that we are aware of the problem.
4
5 **Background of the Research and Rationale**
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7   I have always been interested in studying students who lack discipline and
8 how to maintain discipline without using corporal punishment. Although few
9 people have attempted to alter their perception of how discipline is
10 administered, communities all over the world have developed students who
11 lack discipline, which has become a problem in schools (Duke, 2006). My
12 anxiety is that discipline is as of now an issue in schools. The teaching and
13 learning environment has been negatively impacted by these issues, with fewer
14 students performing well academically and more performing poorly. In light of
15 these disciplinary issues that students face, I came to the conclusion that more
16 research is needed to find out what will happen in a school and classroom
17 setting regarding maintaining discipline without corporal punishment. We must
18 examine discipline related situations in schools, classrooms, homes, and
19 communities in order to maintain discipline. This assisted with recognising the
20 reasons for the students' absence of discipline and manners by which discipline
21 can be kept up with without corporal punishment. The results of these studies
22 have implications for maintaining discipline without using corporal
23 punishment.
24   According to Den Brok (2014), students' discipline in schools has been
25 and continues to be valued as a fundamental component of education. After the
26 prohibition of corporal punishment, educators face difficulties when they hit
27 students as a form of discipline. I've always been interested in studying
28 discipline without using corporal punishment. Absence of students' discipline
29 is a serious test in the public eye and in schools all over the planet. According
30 to O'Hara (2008), my concern is that students who lack discipline will exhibit
31 disruptive behaviour in the classroom, resulting in a negative learning and
32 teaching environment. In light of these problems with discipline, and this
33 research will have suggestions for the potential reasons for disciplinary issues
34 and how discipline can be kept up with without corporal punishment.
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37 **Purpose of the Study**
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39   The purpose of this study was to explore students' disciplinary problems in
40 schools. in Mopani East's education system where corporal punishment is
41 abolished. To address the research purpose, the following question was asked;
42 What are the underlying causes of students' disciplinary issues at school?
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Literature Review

Over the years, previous studies have sought to identify the characteristics of effective teachers and teaching methods. However, it should be noted that teaching and achieve desired out are complicated tasks since what works in certain situations does not work in other circumstances or settings. Teaching is also dependent of the discipline, behaviour and attitude of learners in schools. As per Cowley (2002), there are various explanations behind disciplinary issues. According to Fontana (2006), it can be difficult for an educator to direct and instruct a large number of students in a classroom, which can result in disruptive behaviour.

Maintaining discipline in a classroom with a large number of students becomes extremely challenging. In my experience, maintaining discipline in a classroom with a large number of students is difficult. Students have the opportunity to cause trouble in the classroom in a school with no disciplinary policy (Duke, 2005). In schools, having disciplinary policies is essential. Cowley (2002) states that classroom tension can result in disciplinary issues. Some students in the classroom have a propensity to tell jokes just to make other students laugh. Rogers (2001) concurs with Cowley regarding the influence of peer pressure on leaner behaviour. Rogers (2001) says that insufficient parental care, a lack of food at home, and excessive alcohol consumption can sometimes make students problematic.

Wragg (2002) says that there are many ways to keep school discipline up. The several methods for maintaining discipline without using corporal punishment. According to Alexander and Darla (2013), a small group of students in a classroom fosters positive learning behaviour. In order to maintain discipline, Chaplain (2004) suggests that a set of classroom rules should be established for each student to follow. I agree that the rules help foster a positive school environment and strong relationships between students and teachers. The Ministry of Education's laws should serve as the foundation for the disciplinary policy. A code of conduct should be established by the school administration in accordance with the SA Schools Act of 1996 (Department of Education, 2001).

Munn (2002) claims that involving parents in the school can lessen the severity of disciplinary issues. I looked at this information and weighed the benefits of parental involvement in school as one of alternatives for maintaining school discipline without corporal punishment. Giving students detention as an alternative punishment for not being disciplined after school hours, according to Wragg (2002), requires the educator in question to spend more time managing students. Algozzine and Lay (2013) claim that suspension gives students a chance to bank lessons, which they value. Docking (2007) states that ignoring students' disruptive behaviour when they are aware that their teacher has noticed it can help maintain discipline. Codes of conduct encourage classroom discipline to be maintained.. The majority of students lack the discipline that society instills in them as a result of past events. I decided to include teachers' and principals' perspectives on disciplining

1   students for better understanding. My eighth-grade classmates were disruptive,
2   making the learning and teaching process challenging. My English teacher
3   expelled disruptive students from the classroom in the tenth grade.

4   Discipline issues, which are prevalent in the education sector, confront
5   educators. Most teachers seem to think that what used to be a way to correct
6   bad behaviour is now illegal and can't be used as a way to get students to
7   behave better. Many educators are unsure of alternatives to corporal
8   punishment when students are disruptive. Hence, this study aimed to explore
9   by identifying underlying causes of lack of discipline in school, and how
10   teachers and principals deal with keeping discipline in schools after corporal
11   punishment is banned conditions were used.

12   According to Mouton (2016), in the absence of corporal punishment,
13   teachers and principals can consider alternative methods for maintaining
14   discipline in schools. These imply that teachers should not look outside of
15   themselves when dealing with issues related to school discipline. Educators
16   shouldn't simply zero in on principal as the ones accountable for school
17   discipline. The points of view of the educators and principals were gotten from
18   their encounters in keeping up with school discipline.

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21   **Theoretical Framework**
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23   Maree (2015) characterises a calculated structure as a fragmented
24   clarification of occasions where ideas are connected and a hypothetical system
25   as a current hypothesis in setting used to help the investigation of your
26   exploration. I involved a hypothetical system in my exploration since it applies
27   to the possibility of educator conduct. The theoretical foundation of my study
28   was the teacher behaviour theory. I have looked into how educators keep
29   discipline up without using corporal punishment. Ryan (1963) explains teacher
30   behaviour theory that the teacher may be considered an information-processing
31   system that functions for the purpose of aiding the pupil/learner in acquiring an
32   appropriate behavior repertoire. This implies that teacher behaviour theory is
33   based on what a teacher is and how he should behave in a school environment.
34   This theory is relevant in this study because it addresses teachers
35   characteristics as Instructors that impacts on the learners'behaviour. Ryans
36   (1963) argue that teachers are data handlers that help student's way of
37   behaving. In this study, teachers in the study are asked about how they see the
38   causes of poor discipline and how to keep discipline without using corporal
39   punishment.

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42   **Research Methodology**
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44   Exploratory qualitative research was adopted in this study to address the
45   research objective. In order to keep students disciplined, the underlying causes
46   of ill-discipline by students in secondary schools were explored. Teaching staff

1 from a secondary school in Mopani District in Limpopo province, South Africa
2 were interviewed. Non-probability sampling was utilised. According to Maree
3 (2015), non-sampling is used in qualitative research not to generalise results
4 but rather to create a detailed description. Mannion and Marrison (2018) states
5 that in some instances of qualitative research, non-probability sampling is
6 utilised. A purposive sampling method was used to select principals and
7 teachers in schools to address the research objective of this study. According to
8 Maree (2016), purposive sampling is utilised in exceptional circumstances
9 where sampling is carried out for a specific purpose. This was done to figure
10 out what was really making students behave badly in school environment. The
11 purposeful sampling of participants for the study involved selecting
12 respondents based on the characteristics they bring to the study. Deliberately
13 chosen from three schools in the Mopani East region were two participants are
14 selected. Individuals from the three schools secondary, a primary, and two
15 secondary schools were chosen based on their involvement in the daily
16 teaching of school discipline. Participants were required to meet the Mopani
17 East district of Limpopo teachers as a sampling criterion. There were two
18 instructors (principal and educator) from each school who were evaluated
19 about how discipline can be kept up with without corporal punishment. They
20 are chosen for their contributions to and involvement in resolving disciplinary
21 issues in their schools, as well as their prior experience with dealing with
22 disciplinary actions. The interviews were audio-recorded and transcribed for
23 data analysis to be carried-out. The primary data was analysed using content
24 analysis method with the aid of Atlas.ti version 25.
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27   **Findings**
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29 **Description of the Sample**
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31   Interviews were conducted to realise the research objective of the study.
32 The study focused on two secondary schools and one elementary school in the
33 Mopani area, Limpopo province. A teacher and a principal were selected from
34 each school. The research gathered data by asking questions during interviews
35 at each school. The principals and teachers who took part in the study were
36 carefully chosen because of their connection to the disciplinary issues at the
37 two schools. Additionally, the participants were drawn from the community
38 that was in close proximity to the three schools.
39

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Description of the sample	SCHOOL	GENDER	AGE GROUP	SUBJECTS TAUGHT (GRADE)	TOTAL TEACHING EXPERIENCE IN YEARS
PRINCIPAL A	SCHOOL A	MALE	31-50	L.O (12)	20
TEACHER A		FEMALE	31-40	MATHS (10-12)	5
PRINCIPAL B	SCHOOL B	FEMALE	43-50	SEPEDI (7) L.O (6)	25
TEACHER B		MALE	30-42	N.S (7) MATHS (7)	8
PRINCIPAL C	SCHOOL C	MALE	39-48	ENGLISH (11)	30
TEACHER C		FEMALE	35-47	PHYSICAL SCIENCES (10-12)	12

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3   When conducting the interviews, two themes that emerged from the data
4 analysis were taken into consideration. The information are given and
5 examined in understanding the subjects got from the exploration inquiries to
6 show the thought about discoveries. The following three themes are the focus
7 of the research: The underlying causes of lack of discipline in schools, role of
8 principals and teachers to maintain discipline in schools using other ways in the
9 absence of corporal punishment, and the advantages of implementing methods
10 to maintain discipline in schools.

11

12 **The Underlying Causes of Lack of Discipline in Schools**

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14   Principal A demonstrated that students with poor educational backgrounds
15 may lack discipline as a result of alcohol abuse and parental absence. He also
16 insisted that learning difficulties could be caused by a negative attitude toward
17 school and a lack of enthusiasm for learning. Principal B also agrees that a lack
18 of discipline is caused by a variety of factors, including depression,
19 unemployment, and the absence of parents. According to Principal C, the root
20 causes of a lack of discipline are classroom overcrowding and a lack of school
21 leadership. Teacher A stated that the school's disciplinary issues are the result
22 of the principal's lack of leadership, disciplinary policies, and conduct codes.
23 She went on to say that teachers lack management skills and are ill-prepared
24 for classroom situations. Teachers B and C both agreed with Teacher A and
25 went on to explain that disciplinary issues hinder learning and teaching when
26 students interfere. Discipline issues should be dealt with in an appropriate
27 manner without resorting to physical punishment in order to maintain a
28 positive learning and teaching environment.

29

30 **Multiple Ways for Keeping Discipline in Schools without Corporal**
31 **Punishment**

32

33   According to Principal A, two methods for maintaining school discipline
34 are receiving detentions and practicing good management skills in the

classroom. He added that a school's disciplinary strategy can help with settling disciplinary issues without turning to corporal punishment. Additionally, Principal B stated that adhering to the school's code of conduct can assist students in maintaining appropriate behaviour. Principal C is of the opinion that reducing the large number of students present can assist in maintaining classroom discipline. Teacher A replied that maintaining discipline can be accomplished through suspensions and enforcing the school's code of conduct. Both teacher B and principal C agree that classrooms shouldn't be overcrowded. Teacher C added that deprivation of privilege, the creation of disciplinary measures, suspensions, and imprisonment are some of the methods that can be used to maintain discipline in schools without using corporal punishment. Schools can keep discipline up without using corporal punishment.

The Advantage of Implementing Methods for Maintaining School Discipline in the Absence of Corporal Punishment

Detention is a good way to keep discipline in the absence of corporal punishment, according to Principal A. Teacher A, responded that suspension is advantageous because it ensures the smooth operation of the teaching and learning process. The response from Principal B was that limiting the size of a classroom can help manage disciplinary issues at the school. According to Teacher B, parents can help maintain school discipline by participating in their children's education. Teacher C said that manual work is good because students will get tired and learn a lesson, and Principal C said that suspension can keep discipline in the classroom.

Discussion of Findings

The study's objective is to research how principals and educators in Mopani East can maintain student discipline without resorting to corporal punishment. The goal is to determine whether or not teachers and school principals are aware of their roles in controlling school discipline without the use of corporal punishment. Findings were discussed based on:

- ❖ The roles that principals and teachers play in controlling school discipline without corporal punishment.
- ❖ To lay out disciplinary issues experienced by principals and teachers in school.
- ❖ In the absence of corporal punishment, to provide a description of several strategies for dealing with school discipline issues.
- ❖ To discuss the benefits and drawbacks of implementing methods for maintaining school discipline without the use of corporal punishment.

1   The following themes from my findings were deconstructed and compared
2   to what known is based on the preceding.

The Roles that Principals and Teachers Play in Controlling School
Discipline without Corporal Punishment

6   Principals and educators in the study claim that it is their responsibility to
7   maintain discipline even in the absence of physical punishment in order to
8   ensure that appropriate instruction and learning are provided. Several
9   researchers claim that educators are responsible for maintaining school
10   discipline. According to Bless and Cigson-Smith (2003), educators and school
11   principals must always uphold discipline. According to Fontana (2006),
12   educators and school principals are also accountable for students' moral
13   development and growth into law abiding citizens. This suggests that, in
14   addition to breaking school rules, school leaders and teachers are expected to
15   control bad behavior like theft, bullying, and vandalism that has a moral
16   connection.

Disciplinary Issues experienced by Principals and Teachers in School

20   Discipline issues emerge when learners appear to deliberately endeavor to
21   keep teachers from following through with the responsibility for which they
22   were recruited, as indicated by Cowley (2012). They accomplish this by not
23   paying attention, disrupting, disobeying, being inconsiderate, and threatening
24   to take over the situation rather than the educators. Before educators face the
25   challenge of maintaining discipline in classrooms and schools, it is essential to
26   consider the factors that contribute to student misbehavior. Educators and
27   school principals will be able to address disciplinary issues more effectively
28   with this assistance.
29   Principal A demonstrated that students with poor educational backgrounds
30   may lack discipline as a result of alcohol abuse and parental absence. He also
31   insisted that learning difficulties could be caused by a negative attitude toward
32   school and a lack of enthusiasm for learning. According to Den Brok (2015)
33   and Mouton, indiscipline is common in many schools in South Africa, and
34   parental involvement is low. According to Wragg (2002) and Rogers (2001), a
35   lot of parents don't want to cooperate with their children's teachers and school
36   administrators when it comes to discipline. Many of them appear to delegate
37   their duties to the schools, requiring them to resolve all disciplinary issues.
38   When parents participate in school activities, children will feel more secure,
39   perform better, and behave more appropriately. Principal B also agrees that a
40   lack of discipline is caused by a variety of factors, including depression,
41   unemployment, and the absence of parents.
42   According to Principal C, the root causes of a lack of discipline are
43   classroom overcrowding and a lack of school leadership. Munn (2003) says
44   that school leaders should avoid using too much control, dominance, and
45   coercive power because doing so hurts students' sense of freedom. It is
46   expected of teachers and school principals to communicate effectively with

1　their students in order to avoid behavioural issues. Effective communication in
2　schools, according to Bertram and Thristiansen (2006), prevents issues.
3　Teacher A stated that the school's disciplinary issues are the result of the
4　principal's lack of leadership, disciplinary policies, and conduct codes. She
5　went on to say that teachers lack management skills and are ill prepared for
6　classroom situations. Teachers B and C both agreed with Teacher A and went
7　on to explain that disciplinary issues hinder learning and teaching when
8　students interfere. According to Docking (2007), students can become irritated
9　and engage in disruptive behavior when their teacher or lesson is dull, lifeless,
10　or irrelevant. Mannion and Marrison (2017) say that in a classroom where the
11　teacher talks all the time and doesn't let students explore and learn for
12　themselves, students are forced to listen passively. Out of boredom, some
13　students look for ways to distract themselves at the expense of the teacher.
14　Discipline issues should be handled appropriately without using corporal
15　punishment to maintain a positive teaching and learning environment.
16

In the Absence of Corporal Punishment, Description of Several Strategies for Dealing with School Discipline Issues

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20　Fontana (2006) says that disruptive students in the classroom have been a
21　problem for a long time. Fontana discusses classroom behaviour management
22　strategies in her writing. According to Principal A, two methods for
23　maintaining school discipline are receiving detentions and practicing good
24　management skills in the classroom. According to Cowley (2012), the majority
25　of students dislike after school detentions due to their isolation from the rest of
26　the class. In addition, Principal A stated that the school's disciplinary policy
27　could help resolve disciplinary issues without resorting to corporal punishment.
28　According to Fontana (2006), a well-written code of conduct can aid in
29　effective school discipline. Additionally, Principal B stated that adhering to the
30　school's code of conduct can assist students in maintaining appropriate
31　behavior. Principal C is of the opinion that reducing the large number of
32　students present can assist in maintaining classroom discipline. Alexander and
33　Daria (2013) claim that students behave better in smaller classes. Teacher A
34　replied that maintaining discipline can be accomplished through suspensions
35　and enforcing the school's code of conduct. Both teacher B and principal C
36　agree that classrooms shouldn't be overcrowded. Teacher C added that
37　deprivation of privilege, the creation of disciplinary measures, suspensions, and
38　imprisonment are some of the methods that can be used to maintain discipline
39　in schools without using corporal punishment. According to Lankshear and
40　Knobe (2013), beating students is less enlightening and constructive than after
41　school detention and privilege suspension. Schools can keep discipline up
42　without using corporal punishment. Rewarding good behaviour in the
43　classroom, according to Docking (2007), "maintains appropriate behaviour"
44　and reduces behavioural issues. He advises against praising good behaviour
45　while criticizing bad behaviour. To support the idea of praising good

behaviour, Wragg (2002) suggests that teachers and principals should reward or acknowledge good behaviour.

The Benefits of Implementing Methods for Maintaining School Discipline without the Use of Corporal Punishment

Principal A says that detentions are beneficial because they are carried out after school hours. Students who are detained can attend all classes. Teacher A responded that a suspension is advantageous because the process of teaching and learning will not be disrupted. According to Teacher C, doing manual labor is beneficial because it both exhausts students and teaches them a lesson.

Recommendations to Stakeholders

After conducting research at three schools in Mopani East, the findings and recommendations regarding how to instill discipline in schools after corporal punishment were implemented were derived. According to the literature reviewed, school discipline is a concern, particularly since legislation outlawed corporal punishment as a form of discipline. Discipline issues in schools should be traced back to poorly equipped classrooms, unprofessional principals and a lack of qualified counselors, according to literature. Discipline issues at school can arise from students who aren't adjusting to the school environment, are in need of attention, or want to improve their personal status.

This study has contributed to knowledge as a result and based on its findings, it is recommended that:

- ❖ Parents should be encouraged to work with teachers to improve discipline at schools with the aim of strengthening better relationships between schools and communities.
- ❖ Teachers should acquaint themselves and learn to know learner home - backgrounds in order to understand learners they are dealing with.
- ❖ Co-operation or teamwork in the execution of school rules and codes of conduct should be promoted at each school.
- ❖ Teachers and schools management team should be developed and empowered through workshops with specialised managerial skills.
- ❖ Special schools for learners with special needs or specialised training for teachers are to be put in place if such learners are to be included in ordinary public schools.
- ❖ The Department should find ways to limit class size, since bigger classes are difficult to control.
- ❖ Good lesson preparation under the supervision of heads of departments could play an important role in improving the discipline situation, especially with reference to under qualified and inexperienced teachers.

1 **Future Research Directions**
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3   A qualitative research approached was adopted in this study using small
4 sample served as a limitation focusing in one region. Therefore, future research
5 should include quantitative research approach investigate disciple in schools to
6 cover larger sample. In addition, future research should in other regions,
7 provinces and even in other parts of the world could yield different results.
8
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