

**Application of Choice Theory in managing and influencing
challenging learner behaviour in schools in the Ngaka Modiri
Molema District**

BY

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DECLARATION

I, Bechuke Andre Leke-Ateh, hereby declare that this thesis for a doctor of philosophy degree in Educational Management in the Faculty of Education at the North-West University Mafikeng Campus is my original work and has never been submitted before. All the sources used or quoted have been indicated and acknowledged by means of complete references.

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Date:

DEDICATION

This work is dedicated to my father Ndi Nkemnkeng Emmanuel Bechuke, my mother Lucia A. Bechuke (all of blessed memories) and my son Andy-Romnie Aminateh Bechuke. My success in life rest on their inspiration.

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ABSTRACT

It is generally known that school discipline is gradually collapsing in South African schools. Learners seem uncontrollable thus posing a challenge to effective teaching and learning. To address the situation, educators use diverse punitive strategies instead of considering individual situations. Against this backdrop, this study is moved by the idea that schools must rethink their disciplinary policies and seek new ways to address today's unprecedented learner behaviour problems. Putting theory to practice, this study set out to explore how Choice Theory can be applied in managing and influencing learner behaviours in schools in the Ngaka Modiri Molema District. The study and its findings are of significance to all stakeholders in the South African school system. Because of its novelty, the study adds more depth to existing knowledge on managing school discipline without relying solely on punishment and unnecessary rewards.

This study was undertaken from a qualitative research approach. This gave room for the researcher to study the key issues without being constrained by pre-determined categories of analysis. The theoretical framework of the research was based on Choice Theory, Critical Emancipatory Theory and Management Theories. Considering the qualitative depth of the study, a case study strategy was deemed necessary since the quality of the study is oriented to the richness of the information obtained. The general population of the study is educators and learners of secondary and high schools within the Ngaka Modiri Molema District (NMMD). A common characteristic of this population is their involvement in learner discipline. Using a simple random sampling approach, five schools, (two secondary, two high and one combined schools) in the NMMD were selected from a total number of 510 schools in the district. One school was selected from each of the five Areas Offices in the district. Using the purposive sampling approach, five learners and five educators with five years teaching experience and membership to the disciplinary committee were chosen from each school to participate in the study. This made a total of ten participants from each school and a grand total of fifty participants for the entire study. Data was collected through literature study, document analysis, observation and field notes, and interviews. Collected data was analysed through the open coding strategy. The process involved multiple levels of analysis in a linear, hierarchical approach building from bottom to top. Truthfulness, fairness and honesty were established through internal and external validation.

Based on the data from the empirical research and literature reviewed, the result of the study revealed that educators and learners are not knowledgeable about Choice Theory and its use in managing learner behaviour. As such, the embodiment of the theory is not practiced in South African schools although there are clear avenues for its application in managing learners' behaviour. The study also revealed that punishment is executed in schools without follow-up strategies to influence modification of learners' behaviour. The nature and structure of disciplinary policies in most schools is just to ensure that challenging learner behaviour stops in an occasion. No tools have been established to check if the behaviour has ceased temporarily, or has changed environment and not stopped. The study further revealed that educators punish misbehaving learners partly with the intention to inflict pain although not physically, so that for fear of pain the learner will change the behaviour. In this context, punishment involves the intent to hurt the learner who displayed the behaviour. Above all these, educators punish learners and not their misbehaviour, and at times both the learner and the misbehaviour with the excuse that it is impossible to separate the two.

From these findings, the study therefore suggests a model for applying Choice Theory in managing and influencing learners' behaviour in South African schools in order to address the emergent problems identified in the findings of the study. Moreover, the study recommends that programs for quality education must meet students' needs by providing an engaging curriculum and influencing students to make good choices about learning and responsible conduct without using coercion. Finally, since the research design was explorative and qualitative in nature, the researcher recommends that further research be conducted using both qualitative and quantitative research paradigms to ensure that the weaknesses inherent in one approach are strengthened by the strong points that characterise the other.

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LIST OF ACRONYMS

ABA	Applied Behaviour Analysis
CBC	Competency-Based Classroom
CT	Choice Theory
DFE	Department for Education
DoE	Department of Education
EC	Encouragement System
IS	Incentive system
NGO	Non-Governmental Organisation
NIMH	National Institute of Mental Health
NMMD	Ngaka Modiri Molema District
NMMDM	Ngaka Modiri Molema District Municipality
RSA	Republic of South Africa
RIDP	Reviewed Integrated Development Plan
SASA	South Africa School Act
SMTs	School Management Teams

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CHAPTER ONE

GENERAL ORIENTATION

1.1 INTRODUCTION

Classroom management according to Barbette, Patricia, Norona, Kathleen, Leong, Bicard & David (2005:32) refers to the prevention of disruptive behaviour. The term is often used by educators to describe the process of ensuring that classroom lessons run smoothly despite misbehaviour by learners. This expression implies that classroom management is not only focused on managing misbehaviour but also ensuring the prevention of the misbehaviour (Oliver, Wehby, & Daniel, 2011:4). Therefore, learner behaviour management, a broader concept than classroom management will involve the management of learners' behaviour within the classroom and outside the classroom. This is possibly one of the most difficult aspects of teaching for many educators in South Africa. Shechtman & Leichtentritt (2004:324) indicate that one of the greatest challenges for an educator is to maintain order in the classroom so as to achieve academic objectives thus creating an optimal work environment. As such, discipline which ensures the safety of educators and learners and create an environment conducive to teaching and learning is of great necessity in schools today and requires attention.

Sousa (2009:1) clarifies that educators today face many challenges. Not only must they present curriculum content in a meaningful way, but they are also expected to be drug, family, and guidance counselors, health care workers, as well as technology users and monitors. At the same time they must check for weapons, maintain a safe and positive classroom climate, and deal with learners' misbehaviour. Dealing with misbehaviour is demanding a greater portion of educator time at the expense of instruction time as the number of students with consistent behavioural problems appears to be growing (Oliver et al. 2011:4). However, the number of disciplinary actions taken by schools in response to less serious behavioural offences has increased over time. Whether this increase is the result of more behavioural problems or just more vigilant enforcement of stricter school policies is not clear. What is clear is that educators report more incidents of disruptive classroom behaviour than in the past (Dinkes et al. in Sousa, 2009:1).

Trying to find out what is happening in the brains of learners with behavioural challenges can be frustrating and exhausting. Until recently, science could tell us little about the causes of inappropriate behaviours and even less about ways to address them successfully (Samia, 2011:4).

In terms of section 8(1) of the South African Schools Act (SASA) (RSA, 1996a:8), discipline must be maintained in schools so that the culture of teaching and learning should run smoothly without any disruptive behaviour. In maintaining discipline in schools that will serve a long term purpose, educators have to devise and implement disciplinary strategies that are non-coercive, yet assertive and non-confrontational and which will strive to increase classroom time available for teaching and learning and at the same time respond to students' behaviour in a manner that decreases disruption, improves classroom atmosphere and relieves educator stress and fatigue. In achieving this effectively such that discipline is managed alongside motivating or influencing learners' behaviours, there is a dire need to understand learners' behaviour and the reasons behind varying acts of learner misconduct. It is therefore the opinion of this researcher that it is important for educators to understand and apply Choice Theory in understanding learners' behaviours and actions so as to be able to manage and influence learners' behaviours in schools effectively. A critical analysis of Choice Theory reveals a contradiction between existing disciplinary strategies used in schools and the guiding principles suggested by Choice Theory. As such, this study is moved by Naong's (2007: 297) suggestion that schools must rethink their discipline policies and seek new ways to address today's unprecedented learners' behaviour problems. One possible way is looking at the use of Choice Theory in managing discipline in schools.

1.2 RATIONALE FOR THE RESEARCH

The study is motivated by the general view of the researcher that school and classroom discipline is gradually collapsing in South African schools. Learners seem to be uncontrollable which negatively affects the quality of teaching and learning. This ultimately results in poor results at the end of the academic year. Today, corporal punishment as a disciplinary tool is outlawed (RSA, 1996a: 5-6). The outlawing of corporal punishment has had some negative consequences on classroom discipline. Thus, to improve the situation, sometimes educators risk setting very rigid classroom rules instead of considering each individual situation. According to

Tiwane (2010:1), managing learner behaviour has become one of the most problematic and contested areas in schools since the banning of corporal punishment.

Educators are discouraged and demoralized by the way learners behave, as they are accountable for learners' academic performance and achievement. In the midst of educators' demoralization, they apply punishment strategies which are mostly aimed at managing learners' behaviour and little or nothing is aimed at influencing or modifying the behaviour. At times even the punishment aimed at managing learners' behaviour also is not effective. Educators who are unfamiliar with the technical definition of 'punishment' may believe that the use of punishment in behaviour modification is wrong and dangerous. It is unfortunate that Skinner adopted the term 'punishment', a concept that had an existing meaning and many negative connotations. Educators as enforcers of punishment need to understand the fully contextualised technical definition of punishment in behaviour modification and realise that it is very different from the layman's view of punishment in society. Punishment cannot be defined by whether the consequence appears unfavourable or aversive. A particular consequence is concluded to be punishing, only if the behaviour decreases in future (Miltenberger, 2008:120). As such, when we define punishment according to whether the behaviour decreases (or increases) in future as a result of the consequences of the punishment, we are therefore, adopting a contextualised or functional definition.

Some educators and even parents at home continue to scold, spank or use other punitive strategies on their learners and children because it puts an immediate stop to the problem behaviour, even though it does not make the learner's problem behaviour less likely to occur in the future. Educators believe they use punishment as a means of modifying behaviour. However, if such behaviour is repeated in the future, the scolding, spanking and other punitive measures do not function as punishers and may actually function as forms of reinforcements.

1.3 BACKGROUND OF THE STUDY

Educators do not generally want to give control of the discipline of their class to their learners. Educators perceive that the mark of a good educator is an educator who is in control of the class (Tassel, 2005:1). The amount of control that educators have in the class is often seen by the

administrators as a measurement of the quality of an educator. Administrators are usually happy if an educator never sends a student to the principal's office and interpret this as proof that the educator is in control and must be doing a good job. The culture of keeping absolute control of the classroom by educators is problematic in the general sense of managing discipline in schools or classroom as it deprive learners of their freedom.

Discipline is gradually collapsing in schools worldwide and this is affecting the culture of learning. According to Barbette et al. (2005), one of the primary responsibilities of educators is to help students learn. It is difficult for learning to take place in chaotic school environments. Thus, educators are challenged daily with the responsibility to create and maintain a positive, productive classroom atmosphere conducive to learning and managing the learning process. In attempting to address this challenge which appears to be too cumbersome and complicated, educators find themselves making common classroom behaviour management mistakes.

Historically, educators in South African schools have always been trying to make sure that learners behave in a manner in which they consider "disciplined" and view this as the proper way a classroom should be. In order for educators to attain this, they use punishment (coercion) and reward on their students to persuade them to behave in a manner they see as appropriate, that is, to respect and act according to specified rules and regulations guiding classroom behaviours. According to Glasser (2009a:2), there is a more effective way to manage learner behaviour and deal effectively with discipline problems without necessarily using rewards of praise or punishment following specific rules. This is through the use of what is referred to as *Choice Theory*. It should be recognized that learners present unique problems and challenges or misconduct. Therefore, there is hardly any "right" way to deal with discipline problems following specific rules.

Choice Theory according to Glasser (2009b:1) involves bringing learners to an awareness of their responsibility to make their own decisions about their learning and behaviour in the classroom. This philosophy is based on Glasser's "Choice Theory" which posits that learners must have a choice to choose their curriculum and decide on the rules in the classroom. If they are privileged to help in this decision, they will then have ownership of their learning, have pride in their participation, will have higher self-esteem and will exhibit greater levels of self-

confidence and higher levels of cognition. This approach to classroom management creates a safe classroom for learners to learn as it is considered as their space. The learners will have ownership of the classroom and will decide the rules. When this sense of ownership is established, learners will come to class willingly and with enthusiasm because they want to be challenged.

A key component of Glasser's Theory is that the basic need of personal competence is an inner drive that is self-initiating and is unrelated to the need for extrinsic rewards of praise or grades. Glasser (2009a:2) suggests that when dealing with problems, educators should have two goals: first, to stop the unwanted or disruptive behaviour; second, and more importantly, to teach students how to control their own behaviour. Glasser (2009b:3) indicates that there is a distinct difference between "Teaching Students Responsible Behaviour" and the behaviour improvement programs offered by other organisations.

According to Chris (2007: 35), Choice Theory clarifies reasons for human behaviour and also seems to explain from a biblical perspective how and why people behave as they do. Only by understanding what drives an action or behaviour can educators be able to deal with or manage the behaviour effectively. In Choice Theory, people or learners behave based on what they want, compared to what they see and know. This necessitates the power of choice. Linked to every choice is a natural consequence which produces responsibility and accountability. Against this background, the following four important points that informs the problem statement to this study are raised;

- Teachers still control learners with the hope that the more stringent a teacher's control policy is, the better the teacher. This control is absolutely done through the use of punishment or rewards.
- Choice Theory indicate that learner behaviour can be managed without the use of punishments and unnecessary rewards
- Choice Theory suggests the need for teachers to provide opportunity to learners to be part of the decision in maintaining classroom discipline and not the use of absolute control.
- As teachers strive to stop disruptive learners' behaviour, they should also teach learners how to control their behaviour.

The controversial nature of the points above serves as a point of departure to explore how the Choice Theory can be applied in the management of challenging learner behaviour in schools in the Ngaka Modiri Molema District (NMMD).

1.4 STATEMENT OF THE PROBLEM

It is generally alleged that there is a lack of proper classroom management in South African schools especially in the domain of maintaining discipline and managing learners' behaviour. This consequently affects teaching-learning and the general performance of both educators and learners (Lewis, 2005:11). This lack of proper classroom management is usually motivated by some educators who are easy on discipline. They do this for various reasons. Educators often start out the year with a lax discipline plan or, even worse, no plan at all. Inexperienced educators often fall into the trap of wanting their students to like them above all else. However, when they do this, they damage their ability to manage discipline in the classroom, which in turn compromises the children's education (Lewis, 2005:11).

Tom (in Malone, 2010:2) is of the opinion that classroom disruptions play a critical role in the success or failure of learners and their educators. Meyers (in Malone, 2010:2) further mentions that classroom disruption contributes to further educator stress, fatigue, discontent and eventual burnout. This expresses the extent to which lack of classroom control can be damaging to both learners and educators and therefore gives reasons why attention should be focused on how to maintain discipline in schools and classrooms. Rossouw (2007:419) points out that the extent and seriousness of learners' misconduct in South Africa should not be underestimated. He is of the opinion that some South African schools are increasingly beginning to resemble war zones. It has become clear that not all educators are free to teach and not all pupils are free to learn.

The abolition of corporal punishment, which has in the past been somewhat successful for managing classroom discipline, without equivalent alternative strategies has plunged classrooms into chaos. Masitsa (2007:3) puts it that:

From the time learners realised that corporal punishment was abolished, their misbehaviour increased, and lately they appear to be out of control. In many schools especially in the Mahikeng area, learners' misbehaviour is so serious that numerous educators consider that the use of corporal punishment should be permitted in schools once more, since its abolition has left them with no effective methods of enforcing discipline.

Conversely to this claim in the Mafikeng area, several other schools in other areas of South Africa have well discipline learners although not using corporal punishment. This indicates the use and effectiveness of alternative disciplinary strategies in other areas and the lack of such in the Mahikeng area. According to Oosthuizen (2007:1), abolition of corporal punishment left a definite vacuum in methods of dealing with learner misconduct. The existence of a vacuum in the abolition of corporal punishment is a further indication of lack of knowledge of alternative strategies to foster discipline. Educators still see the need to use punishment on students as the only way of eradicating challenging learners' behaviours. The danger of using corporal punishment in managing discipline is that it is only geared towards temporarily stopping an unwanted behaviour and does not help to modify it. The postulation that the abolition of corporal punishment created a vacuum in the methods of dealing with challenging learner behaviour by educators, and also the fact that learners appear to be out of control lately in the Mahikeng area, indicates lack of knowledge of alternative strategies to manage discipline and challenging learner behaviours in schools around this area. Supporting this contention, Tassel (2005:1) indicates that educators do not know of alternative discipline methods which allow for increased student autonomy. They also do not know what alternative methods of discipline have to offer to them as educators as they strive to manage and modify learners' behaviour.

Tassel (2005:1) further indicates that educators are not trained in the use of effective discipline methods. There are many stories of how discipline used incorrectly can have lasting negative effects on the lives of learners. Learners need to be provided with education in an environment which does not destroy their self-esteem. Many students do not know how to manage their behaviour. It is a common theme for parents to be frustrated by teenagers' lack of ability to manage their own behaviour. Learners themselves are frustrated with their lack of ability to cope with the problems they see in life and in school. Although there are many avenues for disciplinary problems to be generated in the classroom outside the competencies of the educator, in most cases it is a matter of relationships in the classroom which are mostly mild and can be contained within the level of the classroom. What is of essence is the skill of the educator to manage the incidents when they surface. Stressing the importance of discipline management skills by educators, Kayikci (2009: 57) and Bush (2007:297) indicates that the majority of disciplinary incidents that take place in the classroom originate from insufficient classroom

management skills. According to Bush (2007: 300), educators have been delegated authority as classroom managers to manage classroom discipline but they lack classroom management skills, support and professional development from the Department of Education.

Lack of knowledge about alternative strategies to manage challenging learner behaviours in schools and continuous reliance on corporal punishment exposes educators to the danger of spending more teaching-learning time on solving disciplinary problems. Glasser (2009a:2) mentions that discipline problems decrease the time available for educators to do what they are trained to do, that is, to teach.

When all these problems become critical, those involved (educators) become desperate and look for a quick solution to their plight. It would appear that the solution for education's discipline problem is simply to find better ways to control students' behaviour. Glasser (2009a: 3) mentions that there are many authoritative models of classroom management designed to stop unwanted behaviour, but the problem is that, stopping students' misbehaviour does nothing in teaching them how to behave more responsibly. In the midst of this problem, this study therefore explores the application of Choice Theory in managing and influencing learner behaviour in secondary schools in the NMMD.

Proper strategies in managing learner misbehaviours define the influence on learner behaviour and the nature of the classroom environment. As such, educators have to apply proper strategies in managing learner behaviour. Lewis (2005:14) indicates that when educators are attempting to change learner misbehaviour, they often describe it only by how it appears (e.g., calling out, manual work, hitting, getting out of seat) which is not appropriate. Defining misbehaviour by how it appears only provides us with an incomplete picture of the behaviour; it tells us little about why it occurred and doesn't help much in our behaviour-change efforts.

Learners are taught that coercion has no place in the civilized world. To be consistent, coercion should have no place in education. Students cannot be coerced to learn, nor can they be forced to behave in a certain manner. The choice of how to behave is just what Glasser (2009: 3) refers to as making better choices. In order to ensure that learners in South African schools make better choices, this study therefore explores the applicability of the Choice Theory to classroom

discipline; explores the opportunities and challenges' in using Choice Theory to manage and modify learner behaviour; the effectiveness of Choice Theory in managing learner behaviour; explores how Choice Theory can be used to effectively manage and modify learner behaviour in order to struck a balance between teaching-learning time and time for solving disciplinary problems in schools.

In the light and nature of the problem statement, the main question of this study is therefore: How can Choice Theory be applied in managing and influencing learner behaviour in South African schools?

1.5 RESEARCH QUESTIONS

1.5.1 Main Question

The main research question which guided the study was:

How can Choice Theory be applied in managing and influencing learner behaviour in schools in the Ngaka Modiri Molema District?

In other words, how can discipline be managed in a non-coercive, assertive, yet non-confrontational way to modify learners' behaviour and provide a balance between time spent in teaching and learning and time spent in solving disciplinary problems?

1.5.2 Sub-Questions

In addition, the following sub-questions provided the basis to further explore the main question in order to address the purpose of the study.

- How applicable is the Choice Theory to classroom discipline?
- What are the opportunities and challenges in using Choice Theory to manage and influence learner behaviour?
- How effective is Choice Theory in managing learner behaviours?
- How can the Choice Theory be used to effectively manage and influence learner behaviour in order to strike a balance between teaching-learning time and time for solving disciplinary problems?

1.6 AIMS AND OBJECTIVES OF THE STUDY

1.6.1 Main aim

In the light and nature of the above mentioned problem statement, the main aim of this study was to:

- Explore how Choice Theory can be applied in managing and influencing learner behaviours in schools in the Ngaka Modiri Molema District.

1.6.2 Objectives

The following objectives provided the basis to further explore the main aim of the study.

- To examine the applicability of the Choice Theory to classroom discipline.
- To suggest the opportunities and challenges in using Choice Theory in managing and influencing learner behaviour.
- To explore how the Choice Theory can be used effectively to manage and modify learner behaviour in order to strike a balance between teaching-learning time and time for solving disciplinary problems.
- To suggest a model on how the Choice Theory can be applied in schools in the Ngaka Modiri Molema District to manage and modify learners' behaviours.

In achieving the above mentioned sub-aims and objectives, the study will reveal the weaknesses of existing strategies of managing learner misbehaviour in schools by uncovering educators' perceptions, interpretation and understanding of the concept 'punishment' in order to justify why and how they apply the concept in schools.

1.7 SIGNIFICANCE OF THE STUDY

This study is of significance to these groups of people: researchers interested in the management of discipline and behaviour modification of learners in schools, the Department of Education, educators and learners.

1.7.1 Significance to researchers with interest in managing discipline in schools

This study will add more depth to the existing body of knowledge on managing discipline in schools. Specifically, new ground on the possibilities of managing discipline without using punishments and unnecessary rewards will be developed. Moreover, for the critics of Choice Theory on the grounds of its lack of practicality when it was first introduced in America, this study will provide valuable new information on experimentation with the theory in schools in South Africa and the possible outcomes which might support the criticisms, or provide proof to the contrary.

1.7.2 Significance to the Department of Education (DoE)

This study will hopefully provide a remedy to the plight of educators who lack alternative disciplinary strategies. The Department of Education would be able to provide a better strategy for managing and modifying learner behaviours in schools without the use of punishment and unnecessary rewards since the abolition of corporal punishment. With the modification of learners' behaviours, the culture of learning can run smoothly in an environment free of violence. As such, the critical and developmental outcomes of education in South African can be achieved. More importantly, it is also believed that one of the Critical Outcomes of education in South Africa (DoE 2010:11), '*...showing critical responsibility towards the environment and the health of others,*' and the Developmental Outcome of; '*drilling learners to be able to demonstrate an understanding of the interrelationships between science and technology, society and the environment,*' can easily be achieved with the application of Choice Theory in schools as since the realization of these outcomes requires the culture of accountability and responsibility which are the core of Choice Theory.

1.7.3 Significance to educators

This study will provide an alternative strategy for managing classroom discipline which is less time consuming thus, providing more time for teaching and learning instead of wasting time in enforcing punishment and wasting resources in using rewards to maintain discipline. Knowledge of the use of Choice Theory which is non-coercive, yet assertive and non-confrontational to manage discipline will relieve educators of the stress, fatigue and burnout which is normally

caused by using the unsuccessful strategy of punishment to maintain discipline. The concept of punishment, rightly perceived and interpreted in a school environment, justifies its application and will yield the expected outcome with the likelihood that the misconduct to which the punishment was applied will be discontinued in future. Changing the mental and psychological perception of punishment in schools automatically shapes the application of the concept and the finite outcome will be a relative reduction of misconduct in schools.

1.7.4 Significance to learners

This study will hopefully expose learners to a strategy which will not only strives to stop their misbehaviour, but also teach them how to behave appropriately. Accountability and responsibility for one's behaviour and actions is sorely needed for future citizens of South Africa and the world. This will become a part of everyday life for the learners.

1.7.5 Significance to researchers in educational theories

Because of its novelty in managing and modifying learners' behaviour in South Africa, this theory will add to the existing store of knowledge of educational theories pertaining to the management of classroom behaviour in South Africa.

1.8 DELIMITATION AND LIMITATIONS OF THE STUDY

The delimitation and limitations of the study are as follow:

1.8.1 Delimitation

The study was delimited only to five schools in the Ngaka Modiri Molema District of the North-West Province (South Africa). The focus was on how to apply Choice Theory in managing and influencing learner behaviour. This focus was captured by examining the applicability of the Choice Theory to classroom discipline in schools, to suggest the opportunities and challenges in using Choice Theory in managing and modifying learner behaviour and to explore how Choice Theory can be used effectively to manage and modify learner behaviour. The approach employed in managing learners' behaviour was constructed specifically along the lines of Choice Theory, behaviour modification philosophy and leadership

or management theories. The field of study is education management. The philosophical framework underpinning the study is Choice Theory and behaviour modification.

1.8.2 Limitations

The study has the following limitations:

Because of time constraints, just three qualitatively orientated types of data collection instruments were used, but these were used as extensively and accurately as needed, i.e. interviews (focus group interviews and individual in-depth interviews) captured with a tape recorder, observation interlinked with the use of a reflective journal, and document analysis.

Due to financial constraints, the research was restricted to five schools in the Ngaka Modiri Molema District. Lack of finances emerged as a challenge for the researcher to travel to many schools within the NMMD in order to organize interviews and conduct investigative observation sessions. This limitation was mediated through financial support from the financial aid office of the university to reduce the intensity of the problem.

Language difficulties also emerged as another setback for communication in this study. Most of the holders of information (participants) wanted to use Setswana to respond to questions during interviews, whereas the researcher was fluent only in English. The use of a translator would have remediated this limitation but the researcher did not have the financial power to recruit a translator. As such, participants were encouraged to try and respond in the English language.

The study was confined to the Ngaka Modiri Molema District of the North-West Province. Therefore, it is possible that different findings may exist at the provincial level if the study is extended to other districts and area offices in the province, or to other provinces of the Republic of South Africa (RSA). In order to curb this limitation, the study recommended other studies to be conducted in other areas to find out if related findings will be achieved to aid generalization of the findings.

Due to the capricious nature of human beings, the participants might have decided to answer the questions partially, or to give fake information. Thus, there is a need for similar research to be

repeated with participants in similar social contexts but in different districts in order to determine whether similar outcomes would be obtained. Moreover, participants were briefed on the need to provide valid information to the best of their knowledge and ability and they were encouraged to sign a consent agreement which was binding.

1.9 DEFINITION OF CONCEPTS

A preliminary literature review revealed the following which are the meanings of the concepts as applied to this study:

Choice Theory: According to Donna, Bodine & Robert (1994:50), Choice Theory is based on the assumption that all behaviour represents the individual's constant attempt to satisfy one or more of five basic inborn needs. In other words, no behaviour is caused by any situation or person outside of the individual. Accepting this idea requires a paradigm shift on the part of those who view life according to the stimulus-response theory. Glasser, (2007:4) also confirms that Choice Theory posits that behaviour is central to our existence and is driven by five genetically driven needs. Glasser (2009:2) further defines Choice Theory as an explanation of human behaviour based on internal motivation.

In this study, Choice Theory involves bringing learners to an awareness of their responsibility to make their own decisions about their learning and behaviour in the classroom. This philosophy is based on Glasser's "Choice Theory" which posits that students must have a choice, and that if they help choose their curriculum and decide on the rules in the classroom, they will then have ownership of their learning, have pride in their participation, will have higher self-esteem and will exhibit greater levels of self-confidence and higher levels of cognition.

Challenging learner behaviour: According to Bruveris, (2006:1), challenging behaviour encompasses behaviour that interferes with the pupil's own and/or other pupils' learning, disrupts the day-to-day functioning of the school, jeopardizes the right of staff and pupils to a safe and orderly environment, has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate, and is less likely to be responsive to the usual range of interventions used by the school to address pupil behaviour. Burden (2010:9) highlights that behaviour in this category manifest in the classroom in a number of ways as indicated below:

needless talk, annoying others, moving around the room, non-compliance, disruption, aggressive actions, and defiance of authority.

In this study, challenging learner behaviour includes behaviours that interfere with teaching, interfere with the rights of others to learn, is psychologically or physically unsafe, or destruction of property.

Managing discipline: According to Kiggundu (2009:44), managing discipline refers to a process to ensure that rules and standards of behaviour are applied in a fair, consistent and systematic manner. The procedure also recognises that each case must be treated on its merits taking into account individual circumstances. Mokhele (2006:4) supports that the management of discipline calls on educators to make learners feel emotionally comfortable and physically safe so that learners can develop self-discipline (intrinsic discipline) and accountability in their actions. Clovin (2009:12) is of the opinion that managing discipline involves how discipline problems are handled in a manner that minimises current consequences and provide strategies to avoid further occurrences. Specifically, managing discipline includes enforcing methods to prevent or respond to behaviour problems so they do not occur in the future (Slavin, 2009).

In this study, discipline is the practice of respect and care for others and self, and managing discipline is about safe-guarding the rights of people (learners) who are exposed to uncooperative, aggressive or blocking responses by others.

Influencing behaviour: According to Collier, Cotterill, Everett, Muckle, Pike, & Vastone (2010:3), influencing behaviour is not just about change, it is also about consolidating and re-enforcing the “good” (towards a desired direction and sustained over time) as well as addressing the “bad”. Milstein & Henry (2008:4) considers an inclusive approach which views a range of interventions as “behaviour change tools” and illustrate a systematic and evidence-based approach (grounded in theory) to decide what form of intervention works best for each target and over what timeframe.

In this study, influencing behaviour is referred to as helping students to shape their behaviour in a manner that is considered acceptable according to the norms of the school and the society at large.

Behaviour Modification: According to Smith (2002:1), behaviour modification is one of the many different methods and philosophies of dealing with “inappropriate,” “abnormal,” or “undesirable” behaviour. It is different from other methods and philosophies in that it focuses only on observable, describable, and measurable behaviours, as opposed to, for example, psychoanalytic theory which focuses on finding the underlying cause (i.e., childhood trauma) of behaviour. Agreeing, Miltenburger (2008:67) concur that behaviour modification as a field in psychology is concerned with analyzing and modifying human behaviour. Analyzing means identifying the functional relationship between environmental events and particular behaviour, to understand the reasons for behaviour or determine why a person behaved as he or she did. Modifying means developing and implementing procedures to help change an unwanted behaviour.

In this study, behaviour modification refers to the application of the techniques of experimental psychology to applied problems. It is an attempt to bring the precise data collection methods of the laboratory behaviour scientist to bear or to deal with learners’ behaviour problems.

1.10 CHAPTER DIVISION

The study consists of six chapters divided as follows:

CHAPTER ONE: ORIENTATION

In this chapter, the background, statement of the problem, aims and objectives, research questions, significance of the study, research design and methods, ethical consideration of the study and definition of concepts that are relevant are discussed.

CHAPTER TWO: LITERATURE REVIEW

Central to any research project is the literature review. In this chapter, a review of existing literature related to the key concepts of the study is undertaken.

CHAPTER THREE: RESEARCH DESIGN AND METHODS

In this chapter, a detailed explanation of the research procedure in terms of the research design to be used, research strategy, data collection tools and analysis method, ethical consideration are elicited.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

In this chapter, data collected through the literature study and the empirical study are presented and analysed using the open coding system and the findings from the analysis are presented in a descriptive and interpretive form with insights.

CHAPTER FIVE: DISCUSSION OF FINDINGS AND CONCLUSION

This chapter critically discusses the findings from the analysis covered in the previous chapters. Within this chapter, the findings from both the literature and empirical study are compared to find out if there are any similarities. A conclusion to the study is drawn from the findings, and recommendations are made in relation to the outcomes of the study.

CHAPTER SIX: SUGGESTED MODEL AND SUGGESTION FOR FURTHER RESEARCH

This chapter suggests a model on how choice theory can be applied in South African schools in managing and modifying learner behaviour in order to curb the constant rise of behavioural problems. It further makes other recommendations that need attention.

1.11 CHAPTER SUMMARY

This chapter presented an introduction to the characteristic and nature of the study and suggested why the research was conducted and the need for the research to be conducted in the following sub-topics; the rationale for the research; background of the study which focused on the use of Choice Theory in managing and modifying learners' behaviours. The chapter further presented the statement of the problem for the study; main research question and sub-questions; aim and objectives of the study; significance of the study and delimitation and limitation of the study. All this was done with the intention of giving the reader a holistic picture of the entire study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The concepts Choice Theory, Learner behaviour and behaviour management are not new concepts in South Africa and the world at large. These concepts have been instituted for years in South Africa and are undergoing constant revision for perfection. This therefore implies that other researchers and academics have written much in relation to these concepts or something similar. This chapter therefore aims at formulating a theoretical and conceptual framework for the study. In doing so, this chapter presents a detailed but critical review of related literature on existing theories and concepts on what has been established by others on the Choice Theory that constitute the core to formulating the theoretical and conceptual framework. This is done in order to revise other views and see what to make of it in this study. A comprehensive understanding of Choice Theory and other related theories, and theories of leadership and management are of great importance in understanding and influencing learner behaviour. As such, the following serve as the basis of the literature in this study: Understanding Choice Theory, Making Choices, Glasser Model of Discipline through Rational Choices, Criticism of Choice Theory, Rational Choice explanations, Understanding behaviour and misbehaviour, Challenging learners' behaviour, managing learner behaviours in school, assertive and non-confrontational models of discipline, strategies in managing behaviour and behaviour modification.

2.2 THEORETICAL FRAMEWORK

Choice Theory as applied in this study involves bringing learners to an awareness of their responsibility to make their own decisions about their learning and behaviour in the classroom and school environment. This philosophy is based on Glasser's "Choice Theory" which posits that students must have a choice, and that if they help choose their curriculum and decide on the rules in the classroom, they will then have ownership of their learning, have pride in their participation, will have higher self-esteem and will exhibit greater levels of self-confidence and higher levels of cognition.

The theoretical framework that underpinned this research is structured on critical emancipatory theory, phenomenology and critical theory in qualitative research, and leadership and management theories. These theories have their flaws but their application in this study is on the basis that they serve to provide a rationale for decision making (Bush & Coleman, 2009:19). Managerial activity is enhanced by an explicit awareness of the theoretical framework underpinning practice in educational institutions. Therefore the flaws of one theory are strengthened by the strengths of the others which is why more than one theory is used in this study.

For the change advocated and empowered by the critical emancipatory theory in this study to be practical, there is a need for good leadership in the schools that support its application. As such, the leadership and management theories constitute part of the theoretical framework of the study. Conforming to these theories, this research goes beyond interpretation and offers more than just giving an understanding of educational practices, values and understanding which provide a framework for their actions. By critical emancipatory theory, this research is based on self-reflections. The relevance of this theory in this research is the fact that it has an essence of educational reform that is participatory and collaborative. It undertakes education as a form of critical analysis directed at the transformation of educational practices, educational understandings and those involved in the educational process and social and institutional structures which provide frameworks in their actions (Carr & Kimmis, 1986:156).

2.2.1 Critical emancipatory theory

The overarching aim of critical emancipatory research in education is the transformation of educational practice. Therefore, this study recognises the agency of all individuals to give expression and effect to their need and aspirations; as such it embraces the principle of participatory democracy (Small & Fataar, 2002:14). By this connotation, critical emancipatory research stands for the realization of learners and educators needs towards autonomy, loving relationships and productive work: the urge towards freedom, creativity and self-recreation. The researcher evaluates this as a departure from the traditional and dictates habits of managing challenging learner behaviours in school which inhibit educators and learners from satisfying these needs. This theory relates to the glimpse of Choice theory which situates a learner in a position of making choice about his behaviour based on his needs (Burden, 2010:29). By using

critical emancipatory theory in this research, knowledge is considered as never absolute and infallible. Subjectivity is, therefore, accepted as a necessary element of critical research while there is a concerted effort to eliminate prejudice and dogma that prevent common sense thinking.

In this study, participants make utterances and reveal their attitudes, views, perceptions and experiences on the application of Choice Theory in managing and modifying challenging learners' behaviours. McNiff & Whitehead (2002:17) posit that critical emancipatory researchers make judgments and critique their practice, recognizing what is good and building on strengths, as well as understanding what needs attention and taking action to improve it. As such, this study involves commitment to the idea that the challenging behaviour of learners can only be changed permanently if educators apply the dictates of Choice Theory and complement it with behaviour modification approaches in managing discipline in schools. The researcher's role was solely to interpret participants' utterances to construct meaning and finally recommend what ought to be done to improve the situation. Thus, this study is also based on empowerment constructivism which deals with the construction of meaning in a social setting.

2.2.2 Critical theory

The critical theory underpinning this study is geared to benefit learners with challenging learner behaviours and their educators who are marginalized in the school society due to the unjust way in which the current school society is organised. Along these lines, critical theorists agree that research should “empower the powerless and transform existing social inequalities and injustice” (McLaren, 1994:168). This study is influenced by critical theory as it is interested in how social values and organization get reproduced in schools and how learners produce their choices and actions in the society. According to Bogdan & Biklen (2003:21), critical theory focuses on studies whose emphasis is on reproduction to examine how educational institutions sort, select, favour, disenfranchise, silence or privilege particular groups of students or people. This view acquiesce to Choice Theory which advocates that the old system of teachers trying to control learners to yield to what they consider as right, puts learners in an underprivileged position (Glasser, 2004:16). As such schools must do away with such an unjust system of controlling learner behaviour as a means of managing behaviour. In line with this view, this study is interested in how learners with challenging behaviours act as agents of change in their own lives, sometimes resisting discrimination, sometimes setting up oppositional cultures.

2.2.3 Phenomenological theory

The phenomenological theoretical framework of this study is anchored on the attempt of the study to examine the applicability of the Choice Theory to classroom discipline in schools, to suggest the opportunities and challenges in using Choice Theory in managing and modifying learner behaviour and to explore how Choice Theory can be used effectively to manage and modify learner behaviour. By phenomenology, the study does not assume to know what things mean to the participants in the study. Rather, the study is concerned with trying to understand what it is like from the point of view of the participants, to take their side. In order to emphasise the subjective aspects of people's behaviour as a phenomenologist would do, the researcher attempts to gain entry into the conceptual world of the participants in order to understand how and what meaning they construct around the enforced strategies they apply in managing learners' behaviour in their daily school routines. Phenomenologists believe that multiple ways of interpreting experiences are available to each of us through interacting with other, and that it is the meaning of our experiences that constitute reality (Bogdan & Biklen, 2003:21).

The study's ethnographical base focused on the intention of the study to interpret current strategies used in managing challenging learners' behaviour and the perception of the use of Choice Theory based on the experience from educators' understanding and application of the behaviour management strategies. This can be thought of as capturing the essence of an understanding based on experience of the concepts 'Choice Theory' and behaviour modification as perceived by the educators. The basis of this phenomenology is that there are multiple ways of interpreting the same experience and understanding and that the meaning of the understanding for each educator is what constitutes reality in practice (McMillan & Schumacher, 2010:346).

To ensure that the use of the phenomenological strategy in this study is not flawed, the researcher used other theories to further strengthen it and he also suspended any preconceived ideas about the concept punishment in order to elicit and better understand the meanings given by the educators. In doing this, the researcher tried not to allow his personal experience to influence his judgments and methods in the study. Focus was on the strengths and gaps of reviewed literature and on logically defensible methods.

2.2.4 Leadership and management theories

By the use of leadership and management theories as a theoretical framework in this study, it is noted that effective leadership is fundamental to successful schools and education systems. Educational management as a field of study and practice was derived from management principles first applied in industry and commerce, mainly in the United States (Bush, 2006:13). Development of the theory largely involved the application of industrial models to educational settings (Bush, 2006:13). As management theories became established as an academic discipline in its own right, its theorists and practitioners began to develop alternative models based on observation and experiences in schools. In the same chronological development, Choice Theory is not a new concept in the commercial discipline. But its application to educational settings is based on the researcher's observation of behaviour management in schools and still needs to be embraced.

While there is a an emerging consensus about the main constituents of leadership, there is less clarity about which behaviours are most likely to produce the most favourable outcomes (Bush, 2008:9). As such, awareness of alternative approaches to leadership and management is essential in order to inform the design and development of programmes for aspiring and practicing leaders of schools. In encouraging school leaders to acquaint themselves with the leadership and management theories in admitting and implementing the emancipatory views of this study, this study acknowledges the views of Bush (2003:8) which advocate that there is no single all-embracing theory of educational leadership. In part this reflects the astonishing diversity of educational institutions, ranging from small rural primary schools to very large universities and colleges, and across widely different international contexts. It relates also to the varied nature of the problems encountered in schools and colleges which require different approaches. Therefore, in applying Choice Theory in schools, school leaders must take into consideration the contexts and nature of the school.

Leadership and management need to be given equal prominence if schools and colleges are to operate effectively and achieve their objectives (Bush 2006:8). While a clear vision may be essential to establish the nature and direction of change, it is equally important to ensure that innovations are implemented efficiently and that schools' residual functions are carried out effectively while certain elements as proposed by this study are undergoing change. The various

theories of educational leadership and management reflect very different ways of understanding and interpreting events and behaviours in schools and colleges. They also represent what are often ideologically based and certainly divergent views about how an educational institution ought to be managed. As such, in applying Choice Theory in managing and influencing learner behaviour in schools, this study advocates that school leaders, when reflecting on the nature and context of their schools have to embrace the idea depending on the different educational leadership theory that suits the events and behaviours of their schools. Below are some different leadership theories that worth considering following the nature and context of the school in applying Choice Theory in managing and influencing learner behaviour.

- ***Managerial leadership***

Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and that if these functions are carried out competently the work of others in the organization will be facilitated (Bush, 2008:11). Applying this system of leadership in the application of Choice Theory in schools is very important. Managerial leadership focuses on tasks and behaviours which are the necessary ingredients for learners, educators and parents to effectively apply Choice Theory. All stakeholders have to undertake particular tasks which require them to demonstrate certain behaviours in order to influence the behaviour of learners. Most approaches to managerial leadership also assume that the behaviour of organisational members is largely rational.

It is also significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models and also a vital component in the application of Choice Theory. Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for a school such as the introduction of Choice Theory in managing and influencing learner behaviours. This approach is very suitable for school leaders working in centralised systems as it prioritises the efficient implementation of external imperatives. Managerial leadership has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of educators (Bush, 2003:46).

- *Transformational leadership*

Transformational leadership is often mentioned as one of the three models of collegial management. Transformational leadership is consistent with the collegial model in that it assumes that leaders and staff have shared values and common values. Bush (2003:12) links three leadership models to his collegial management model. The first of these is transformational leadership. This leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Leithwood (1994:500) conceptualises transformational leadership along eight dimensions:

- Building school vision
- Establishing school goals
- Providing intellectual stimulation
- Offering individual support
- Modeling best practices and important organizational values
- Demonstrating high performance expectations
- Creating a productive school culture
- Developing structures to foster participation in school decisions.

In order to successfully apply Choice Theory in schools, transformational leadership is essential. It is the vision of every school to influence learners' behaviour positively in order to create and sustain a useful learning environment. Choice Theory advocates violence-free schools where learners are capable of controlling their own behaviour and making right decisions. This is a goal for every school. In order to achieve this goal, school leaders need to support learners and fellow educators and parents, and, in so doing, foster stakeholders in schools to actively participate in decision making regarding their behaviours. These are the key dimensions of transformational leadership.

According to Bush (2008:13), transformational leadership is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature and direction of those outcomes. However, Chirichello (1999:87) argues that transformational leadership serves as a vehicle for control over educators and is more likely to be accepted by the leader than the led. Transformational leadership also has the potential to become despotic because of its strong, heroic and charismatic features (Allix, 2000:41). The contemporary policy climate within which

schools have to operate also raises questions about the validity of the transformational model, despite its popularity in the literature.

- ***Participative leadership***

According to Leithwood, Jantzi, & Steinbach (1999:12), participative leadership assumes that the decision-making process of the group ought to be the central focus of the group. This model of leadership is of prime importance in the application of Choice Theory in managing and influencing learner behaviours. Choice Theory advocates learners, as part of the group that constitutes the stakeholders in a school, to be active in deciding how they want to behave and face the consequences of their behaviour. It further insists that educators must not force their decision on what they believe constitute ‘good behaviour’ on learners as that will in a way be trying to control learner behaviour. This therefore assumes that all stakeholders in the school should be part of the decision making process. In this light, for Choice theory to be successfully applied in schools, principals need to be knowledgeable and practice participative leadership.

This model is underpinned by three assumptions:

- Participation will increase school effectiveness.
- Participation is justified by democratic principles.
- In the context of site-based management, leadership is potentially available to any legitimate stakeholder.

- ***Contingency Theory***

Contingency theorists argue that effective leadership style depends on situational contingencies, such as the specific nature of the task (Lorsch, 2010:40). Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation (Early & Weinding, 2004:10). The contingency theory perceives leadership as the conjunction of person and situation and gives consideration to the power of the leader and the structure of the task. The strength of the contingency theory is that an undesirable activity or behaviour is more likely to reoccur if it is

followed by some kind of positive reinforcement or reward each time it occurs. Positive reinforcements or rewards are more effective than punishment in changing behaviour, they can be used even when an individual's behaviour is out of control because it teaches self-control and, lastly, it generalizes well, which means that it can be used in a variety of settings, such as home or school.

The contingency theory seems to be the one most suited to this study. The contingency theory talks about linking the task with the situation. Therefore, in preparing to implement the Choice Theory in managing and influencing learner behaviour, school leaders need to take cognisance of the context that they will be operating in. Hallinger (2003:329) also acknowledges the concept of situational or contingent leadership in the field of school leadership, whereby it is quite meaningless to study the leadership behaviours of principals without reference to the wider school context in which they operate. Hallinger (2003:335) mentions that contextual variables may include student background, community type, organisational structure, school culture, educator experience and competence, financial resources, school size, and bureaucratic and labour organisation, as all these have a bearing on whether the vision of each school is realised or not.

2.2.5 Learner behaviour theories that guides the implementation of Choice Theory

Choice theory emphasis the need for teachers to understand and constantly monitor aspects of the school environment that affects and determine the way learners behave (Glasser 2003:6). As a teacher, instead of using punishment to control learners' behaviour, educators should rather control the environmental factors that initiate the behaviour. For educators to be able to regulate the environmental aspects that determine learners' behaviour, they need knowledge of the things that determine the way a child behaves. In order to do this, other theorists argue that as much as schools can set up strategies to teach or transfer discipline besides the learning environment, there are various things that determine the way that a child behaves, such as:

2.2.5.1 Applied Behaviour Analysis (ABA)

Potter (2007:8) argue that according to Applied Behaviour Analysis, behaviour continues because it works for students and it earns students something that they want and if the educators

want the behaviour to cease, then they must stop it from working. You can do this either by rewarding an alternative behaviour, or by punishing the target behaviour. Wolfgang (2005:22) recommends two kinds of systems that can encourage learners to behave in a disciplined way. One is the Incentive System (IS) which maintains, increases, and speeds up desired behaviours to motivates students to increase the speed of their work and to acquire new behaviours not already in their repertoires. The other is the Encouragement System (ES) which is an individualized, targeted system to deal with a very discouraged and difficult student, and it entails reorganization of objects and students to maintain desired behaviour, e.g. use of technology, design of classroom objects, furniture and materials, arrangement of students into groups, large/small/one-to-one, teaching and creation of rules.

Wolfgang (2005:22) emphasizes that it is important for educators to alternate their disciplinary practices to suit a particular problem. This means that the educators need to work on their “response predictability” or explore some other alternatives in order to change the behaviour and get the desired behaviour, that is, if the learner knows that if she behaves in this manner, then she will get this sanction, this sanction may no longer act as a deterrent to the learner so the educator’s response must change at times. An example is that if corporal punishment is used continuously, learners tend to get used to it, and, as a way of retaliating, may vow not to show any emotion when the educator is beating her, as showing an emotion is sometimes seen as a sign of weakness, especially as far as boys are concerned. This suggests that the use of a variety of sanctions would probably prove more effective in the long run. This approach also highlights the importance of considering all the other aspects that could have a contributory effect on how learners behave, e.g. factors such as the classroom environment, and teaching and learning methods. In addition, this approach undermines the perception that learners misbehave solely because they are undisciplined.

2.2.5.2 Cognitive-Behaviourism Theory

Potter (2007:8) shares the theory of Applied Behaviour Analysis and also regards human cognitive functioning (Cognitive-behaviourism) as a determinant. By this theory, he believes the complex interaction of genetic and psychological factors determine the way a child behaves, including emotional state, self-esteem, motivation, social setting and developmental level. When

dealing with indiscipline, educators intentionally or unintentionally ignore this part and would rather use an easy way out without seeking to understand the causative factors of indiscipline. One of the reasons why educators avoid digging deep into problems is that in some schools the percentage of learners coming from challenged socio-economic backgrounds is very high so trying to ‘tamper’ would be like opening a can of worms. An educator can end up rendering counseling services and even going to the extent of financially supporting the learners and this could have a detrimental effect on her core duties, more especially if the educator has a high workload.

2.2.5.3 Neo-Adlerian Theory

According to Louw & Edwards (1995:25), the Neo-Adlerian Theory of Alfred Adler says that to understand someone we must understand her conscious thoughts, beliefs and plans. Adler believes that mature people act unselfishly out of care for what their communities would feel in relation to their actions. Adler notes that students become disruptive when they get discouraged and advises that educators need to build cooperative relationships and diagnose which of the four goals, that is, attention, power, revenge or withdrawal, is motivating learner behaviour (Louw & Edwards, 1995:25 & Potter, 2007:8). The education system in South Africa does not have room for individual preferences with regard to the learner’s conscious thoughts, beliefs and plans since schools have a prescribed and uniform curriculum that the school must follow. Very few schools have a wide curriculum and programmes (remedial/counseling) that are able to accommodate children who are interested in other disciplines, e.g. the arts, and where they are available; they are in most cases very expensive. Children who lack interest in their school work, who are faster or slower learners when compared with their peers, do get very frustrated and bored and this leads to misbehaviour.

2.2.5.4 Humanist Theory

Potter (2007:9) and Louw & Edwards (1995:617) explain the Humanist Theory as emphasizing constructivism in education. This means children actively construct their understanding of the world. When students learn what meets their intellectual, social and emotional needs with the educator acting as a facilitator who helps them to learn what is of interests and what they need to

know, few disruptions will result. Humanists believe that learners have a great measure of freedom to shape their own circumstances. When a learner's behaviour violates the rights of other learners, educators should solve the problem by listening, being assertive and collaborate with the learners to resolve the issue. This approach looks for a solution rather than punishing a culprit. Solving the problem by listening, being assertive and collaborating with students in resolving issues indicates that the Humanist theory is consultative in the sense that there is a discussion and a collective agreement in terms of what will work for the learner.

Although South Africa seem to be promoting human rights, by contrast, the education system shows very little or no similarity to the Humanist Theory because in terms of the South African education system, the interests of the learner are to a large extent disregarded, e.g. there is usually a very limited choice of subjects and sporting services for learners and, secondly, the schools or classrooms in certain areas of the settlements, e.g. townships, are usually overcrowded, making it very difficult or even impossible for the educators to give learners individual attention or make provision for their interests. There is very little chance that a learner can be given the opportunity to concentrate on what is of interest to her.

2.2.5.5 System Theory

When tackling real world problems Checkland (2000: 318) recommends an approach termed System Theory. This theory focuses on students' relationships rather than on them as individuals. General systems theory emphasises that a system can only be understood as an integrated whole and not as a set of discrete elements, since elements do not necessarily behave individually as they would in a specific context. Therefore the complex relationships between elements in a system are keys to understanding the system. Families, schools and society are regarded as social systems that interact with each other, are dependent on and influenced by each other (Laszlo, 1972:48). Sergiovanni (2001:84) defines the systems world as giving mandates and setting rules. Discipline is monitored in terms of extrinsic control, meaning the regulation of discipline is mainly external. The child is policed and inspected to see if she is behaving in an expected manner; if not, punishment is given. Although this assertion is fairly obvious, its recommendations on how to change situations may seem unorthodox to new initiates. The theory notes that students get stuck in repetitive behaviour not because of their personal flaws, but

because of how students relate to each other. When a disruption occurs, therefore, an educator can change troublesome behaviour by changing these students' interactions.

2.2.5.6 The Limit-Setting Theory

The limit-setting theory incorporates Canter and Canter's (1992) "assertive discipline" and Frederick Jones's (2009) "positive discipline", which claim that children need to be controlled to behave properly through non-verbal cues, and parents and administrators can use these to gain control over student behaviour (Locke & Lathan:2006:1). The theory states that educators have a right to impose order on students and students "need" adults to make it clear what we expect of them. Positive and negative consequences for individuals and the group as a whole will ensure that students comply with educators' expectations. Potter (2007:7) and Wolfgang (2005:23) explain the premise of the assertive model as the right of the educator to expect students to obey, with the full support of parents and administrators if needed. The educator gives warnings, and then, if necessary, follows up with pre-established corrective actions, making it clear that the misbehaving student has chosen this negative corrective action by his or her own behaviour.

Limit-setting stops misbehaviour. To put it simply, it is a request that says, "Stop what you are doing and do what I am telling you to do." It is necessary to know how much power is appropriate to use in a given situation (Wolfgang, 2005:22). This theory sounds punitive and autocratic in the sense that it emphasizes the imposition and instructions that must not be questioned and it is educator centered in the sense that the learner must meet the educator's expectations and the challenge with this approach is that it can make the learners rebellious. The theory doesn't clearly explain at what stage these limitations must be set, before or after consultations and collective agreements or must there be no consultations and agreements whatsoever. The limit-setting approach is not totally wrong in the sense that if there are agreed principles, then it is the educator's prerogative to ensure that all the principles are respected so that the bigger objective can be realized, that is, teaching and learning, and if any action hinders that from happening, the educator need to be assertive and draw a line.

This discussion on the theoretical framework of this study serves as the engine that moves this piece of research work. It acts as the explanatory mechanism that enables the researcher to

understand as well as to explain the verbal and non-verbal interactional dynamics among the participants in this study. The theoretical framework guides the research process by determining what things the researcher must measure as well as what statistical relationships the researcher must seek to establish (Okeke, 2014:5).

2.3 UNDERSTANDING CHOICE THEORY

The Rational Choice Theory, also known as Choice Theory or rational action theory is a theory for understanding and often modeling social and economic as well as individual behaviour (Ogu, 2013:1). The term Choice Theory is an explanation of the work of William Glasser which posits that behaviour is central to our existence and is driven by five genetically driven needs, similar to those of Abraham Maslow (Olver, 2006:1). Choice Theory further depicts the existence of a “quality world” which represents a person’s total outlook and understanding of the world around them as it relates to people, possessions, beliefs, etc. As such, humans behave to achieve the best they can in the real world experience consistent with the quality world (Charles, 2008:66).

Dr. William Glasser's work (Epstein, 2004:1) is based upon the psychological philosophy of "Choice Theory" formerly called "Control Theory". To Glasser, Choice Theory explains that, “for all practical purposes, each of us chooses everything we do, including the misery we feel. Other people can neither make us miserable nor make us happy. All we can get from them or give to them is information. The desire for many humans to force others to choose something different- this belief in "external control"- and resistance to that force is by far, the greatest source of human misery.” As depicted from this phrase, the ultimate goal of Choice Theory is to accept personal responsibility for everything in one's life.

According to Glasser (2004:2), implementing "Choice Theory" in the classroom changes the dynamics of interaction between student and educator so much that the need for classroom management or discipline becomes unnecessary. As with most of life, focusing too much on a problem tends to make it worse. Choice Theory instead promotes faith; to diminish negative classroom behaviour, one must completely forget discipline and work only on improving one's self and the world or in this case, classroom. A well-managed classroom based on choice theory, uses reality therapy as the mode of communication for problem solving, teaches only higher thinking, and implements the concept of the "Competency-Based Classroom" (CBC). It requires

Choice Theory to become an integral part of the educator's life, in and out of the classroom. Choice Theory is taught directly to students and indirectly to parents. This theory therefore constitutes the focus for the realization of the purpose of this research.

2.3.1 Foundational Assertions of Choice Theory

Non-coercive discipline-William Glasser

Glasser (1998:43, Glasser 2005:6) holds that we cannot “make” students do anything, but we can influence them to do things that lead to better behaviour and increased success. It is up to educators to make school adequately interesting and otherwise satisfying to students’ needs

William Glaser, a psychiatrist, received national attention with the publication of *Reality Therapy* (1965), in which he proposed that treating behavioural problem should focus on present circumstances rather than antecedents of the inappropriate behaviour. Glasser noted that successful social relationships are basic human needs. By this, Glasser maintains that students have a responsibility for making good choices about their behaviours and that they must live with their choices (Burden, 2010:29).

It is clear from the above opinion that, when using reality therapy, educators and students need to jointly establish classroom rules, and the educator is to enforce the rules consistently without accepting excuses. When misbehaviour occurs, the educator should ask the student, “What are you doing? Is it helping you or the class? What could you do that would help?” The student is asked to make value judgements about the behaviour, and the educator can suggest suitable alternatives. Together, they create a plan to eliminate the problem behaviour. When necessary, the educator needs to invoke appropriate consequences.

Over time, Glasser expanded reality therapy concepts. With the development of control theory (Glasser, 1986:52), he added the needs of belonging and love, control, freedom, and fun. Without attention to these needs, students are bound to fail. Glasser maintained that discipline problem should be viewed as total behaviours, meaning that the entire context of the situation needs to be examined in an effort to seek a solution. For example, physical inactivity may contribute to student misbehaviour, whereas this element might be overlooked if the situation were examined in a more confined way. With control theory, one needs to recognize that students want to have

their needs met. Students feel pleasure when these needs are met and frustration when they are not (Glasser, 2003:5). As an educator, one needs to create the condition in which students feel a sense of belonging, have some power and control, have some freedom in the learning and schooling process, and have fun. Thus, students will not be frustrated and discipline problems should be limited.

In *The Quality School* (1998), Glasser describes how to manage students without coercion. Glasser asserts that the nature of school management must be changed in order to meet students' needs and promote effective learning. In fact, he criticizes current school managers for accepting low-quality work (Glasser, 2000:199).

2.3.2 Major Concepts in Glasser's Non-coercive Discipline

According to Wubbolding (2007:37), the following are major assumptions which are of significance in Glasser's non-coercive discipline. These assumptions express nature and characteristics of Choice Theory in managing discipline in schools.

- All human behaviour is purposeful.
- We are responsible for our own behaviour.
- All of our behaviour is our best attempt to meet five basic needs.
- Students feel pleasure when their basic needs are met and frustration when they are not.
- At least half of today's students will not commit themselves to learning if they find their school experience boring, frustrating, or otherwise dissatisfying.
- Few students in today's schools do their best work.
- If today's schools are to be successful, they must create quality conditions that greatly reduce student and educator frustration.
- What schools require is a new commitment to quality education.
- The school curriculum should be limited to learning that is useful or otherwise relevant to students' lives.
- Students should be allowed to acquire in-depth information about topics they consider useful or interesting.
- Quality learning is evident when students become able to demonstrate or explain how, why, and where their learning are valuable.
- Instead of scolding, coercing, or punishing, educators should try to befriend their students, provide encouragement and stimulation, and show unending willingness to help.
- Educators who dictate procedures, order students to work, and berate them when they do not are increasingly ineffective with today's students (Glasser calls these educators *boss educators*).

- Educators who provide a stimulating learning environment, encourage students, and help them as much as possible are most effective with today’s learners (Glasser calls these educators *lead educators*).
- Motivation is the key ingredient in learning.

An understanding of the above mentioned assumptions further provide guidelines to the study on how Choice Theory can be used effectively to manage and influence learner behaviour in schools. In order for this study to design and suggest a model for the application of Choice Theory in managing and influencing learners’ behaviour, effort needs to be made to ensure that the model addresses the assumptions. As such, it is of vital importance to the study.

2.3.3 Components of Choice Theory

There are basically five components of this theory – the basic human needs, the quality world, the perceived world, the comparing place and total behaviour (Olver, 2006:1).



Figure 2.1 Components of Choice Theory

- **The Basic Human Needs**

Humans are born with five basic human needs- survival, love & belonging, power, freedom and fun. Although all humans are born with these needs, they experience them to varying degrees. One person might have a high love & belonging need, while another person is high in freedom. Humans are born with these needs and are biologically driven to have them met in the best way available to them (Olver, 2006:1).

The same applies to learners in school. Every learner within a school environment or a classroom has varying degrees of needs they desire to fulfill or to be fulfilled. What is of interest in school scenarios is that most learners look up to the educators for the fulfillment of their desired needs. And if those needs are not met, that is the genesis of frustration and behaviour problems. That is why Glasser suggests that educators must endeavor to meet the needs of learners in schools and classrooms and they will have little to worry about in managing discipline.

- **The Quality World**

This is a place that exists inside all humans where they store pictures of things that have satisfied one or more of their basic needs in the past or things they think may satisfy them in the future. These things do not have to meet society's definition of quality. Alcohol is in the quality world of an alcoholic, stealing cars in the quality world of a car thief, and domestic violence is in the quality world of a batterer. The only two requirements for entry into the quality world are that it meets one or more of our needs and it feels good (Olver, 2006:1). There is a need for educators to understand the quality world of learners in order to be able to meet the needs in the quality world of learners and make them feel good, or to be able to design a plan for changing the quality world of the learners. Since the nature of the quality world shapes the desired need of the learners, an orientation of the quality world into the desired behaviour of the educators automatically changes the behaviour of learners without having to wait for a misbehaviour to occur before struggling with disciplinary strategies.

- **The Perceived World**

Every individual has their own perception of the world. Our sensory system takes in information through sight, touch, sound and scent; however we all have unique ways of processing that information based on our life experiences, our culture, and our values. One thing which remains certain about the perceived world is that if one encounters others whose perceived world doesn't match his/hers, it doesn't mean either of them is wrong. It simply means they are different (Olver, 2006:1).

- **The Comparing Place**

The comparing place is where we weigh what we want from our quality world against our perceptions of what we believe we are actually getting. When these two concepts match, all is well. However, when our perceptions and our quality world don't line up, in other words we perceive we are not in possession of the things we want; then we are driven to action to get those things we are thinking about. People generally don't make a lot of progress or change the things they are currently doing unless they are in some degree of discomfort- the greater the pain the greater the motivation to try something different (Olver, 2006:1).

- **Total Behaviour**

There are two main things about behaviour. One is that all behaviour is purposeful and the other is that all behaviour is total. Looking at the idea that all behaviour is total, there are four inseparable components of behaviour- action, thinking, feeling and physiology. These all exist simultaneously during any given behaviour in which we engage. The first two components- acting and thinking- are the only two components over which we can have direct control. This means that if we want to change how we are feeling or something that is happening in our bodies (physiology), then we must first consciously change what we are doing or how we are thinking.

As for all behaviour being purposeful, all behaviour is our best attempt to get something we want. We are never acting in response to some external stimulus. We are always acting proactively to get something we want. This means that when a father yells at his son to clean his

room after asking him nicely several times, he isn't yelling because the son made him mad but because he is still using his best attempt to get him to do what he wanted, which is to clean the room (Olver, 2006:2).

2.3.4 Biblical perspective of Choice Theory

The book of Genesis (3, 4, 5:1-32) gives a glimpse of God's style of governance for humankind, which emphasizes the power of choice. God provided the option for humans to choose to listen to Him or not. When Adam and Eve decided to disobey, they had to face the natural consequence of that choice. It was a tough situation for God who loved Adam and Eve and wanted only the best for them. But instead of immediately rescuing the pair, God allowed the natural consequence to occur. However, in His infinite love, He provided redemption through His son Jesus if they chose to accept it (Chris, 2007:35).

The literature assessed on understanding Choice Theory enriches this chapter with vital information to achieve objective one of the study, which is aimed at providing the nature and characteristics of Choice Theory. In order to be able to apply Choice Theory in managing and influencing learner behaviour properly, it is necessary to be abreast of the nature of the theory.

2.4 THE GLASSER MODEL OF DISCIPLINE THROUGH RATIONAL CHOICES

Glasser's work in the field of school discipline has two main focuses (Andrius, 2009:1). The first is to provide a classroom environment and curriculum which motivates students to reduce inappropriate behaviour by meeting students' basic needs for belonging, power, fun, and freedom. The second focus is on helping students make appropriate behavioural choices that lead ultimately to personal success. This perception is inherent in Glasser's pre- 1985 key ideas.

2.4.1 Glasser's pre-1985 Key Ideas

Andrius (2009:2) indicates the key ideas of Glasser as follows:

- Students are rational beings who can control their own behaviour. They choose to act the way they do.

- Good choices produce good behaviour and bad choices produce bad behaviour. As such, educators must always try to help students make good choices.
- Educators who truly care about their students accept no excuses for bad behaviour.
- Reasonable consequences should always follow student behaviour, whether it is good or bad.
- Class rules are essential and they must be enforced.
- Classroom meetings are effective vehicles for attending to matters concerning class rules, behaviours and discipline.

Psychologists and educators often delve into students' backgrounds for underlying causes of challenging behaviour or misbehaviour. One often hear comments like, "*what can you expect, Lebo comes from a broken home*", or, "*Thabo was an abused child*", or, "*Nathan's family lives in poverty*", to justify reasons for misbehaviours. Glasser's choice theory neither denies that such conditions exist nor that they influence behaviour. What is simply stressed here is that humans (students) have rational minds and can make rational choices irrespective of their backgrounds (Glasser, 1990:66).

Students are capable of understanding what is generally regarded as acceptable school behaviour and can choose to behave in acceptable ways (Andrius, 2007:2). However, in order to make good choices, students must see the result of these choices as desirable. If bad behaviour gets them what they want, then they will make bad choices. This is where the educator can be influential in helping students become aware that they choose their own actions. Educators in this regard are expected to ensure that learners acknowledge their behaviour and make value judgments about it. This can be done by educators refusing to accept excuses for bad behaviour and instead always directing students' attention to alternative, more acceptable behaviour. As such, then the essence of discipline lies in helping students makes good choices.

2.4.1.1 Helping students make good choices

Glasser (1990:4) firmly believes that educators hold the key to good discipline. He concludes that both educators and students have important roles to play in maintaining effective discipline, but today he puts much greater responsibility on the shoulders of educators than he formerly did. He has maintained that the following actions are the educators' responsibility.

- ***Stress student responsibility***

Since good behaviour comes from good choices and since students ultimately must live with the choices they make, their responsibility for their own behaviour is always kept in the forefront. Discussions in which this responsibility is explored and clarified occur in classroom meetings. These meetings occur as regular parts of the curriculum. Students sit in a tight circle with the educator and discuss matters that concern the class.

- ***Establish rules that lead to success***

Glasser considers class rules to be essential. Many examples of programs and classes that have attempted to operate without rules, in the mistaken belief that rules stifle initiative, responsibility, and self-direction has failed. Glasser emphasised that rules are essential, especially for students who have done poorly in school. Permissiveness for those students tends to be destructive. It fosters antagonism, ridicule, and lack of respect for educators and others. Rules should be established by educators and students together, and should facilitate personal and group achievement. Rules should be adapted to the age, ability, and other realities of the students. One thing is essential: rules must reinforce the basic idea that students are in school to study and learn.

Furthermore, rules should constantly be evaluated to see whether they are useful. When no longer useful, they should be discarded or changed. So long as they are retained, however, they must be enforced.

- ***Accept no excuses***

For discipline to be successful, educators must accept no excuses. Glasser uses this “no excuse” dictum in two areas. The first has to do with conditions outside the school. What goes on there does not excuse bad behaviour in school. Those conditions may, indeed, cause bad behaviour, but that does not make it acceptable. The educator must never say “*we can excuse Leke’s behaviour today because he has trouble at home. It is okay if he yells and hits.*” The second area in which Glasser says educators should accept no excuses concern student commitment. Once a student has decided on a course of good behaviour and has made a commitment to it, the

educator must never accept excuses for the student's failing to live up to that commitment. Glasser (1978:22, Glasser 2005:11) indicates that an educator who accepts excuse says, in effect, that it is acceptable to break commitment and that it is acceptable for students to harm themselves. As such, educators who care, Glasser says, accept no excuses.

- *Call for value judgment*

When students exhibit inappropriate behaviours, educators should have them make value judgments about it.

In view of Glasser's earlier work, it is evident that he cast the school in quite a positive light. While acknowledging that problems existed for some students, he steadfastly maintained that schools afforded students the best-often the only- opportunity to associate with quality adults who genuinely cared about them. Schools therefore offered students the best opportunity many would ever have for finding belonging, success, and positive self-identity. In order to take advantage of this crucial opportunity, students were continually asked to make value judgments about their misbehaviour, urged to make good choices and plans that improved their chances for good choices, and confronted with the consequences of their good and bad choices.

As will be explained subsequently, in Glasser's post 1985 key ideas, it will be observed that Glasser's choice theory places greater onus on the schools. He maintained that schools should be refocused in terms of student needs and the meeting of those needs, rather than molding students to deal with the conditions that they encounter in schools.

2.4.2 Glasser's post-1985 Key Ideas

Andrius (2009:2) indicated Glasser's post-1985 key ideas as follows:

- All of our behaviour is our best attempt to control ourselves to meet our needs
- We always choose to do what is most satisfying to us at the time.
- All of us have inborn needs that we continually attempt to satisfy. Included among those inborn needs are:
 - To belong
 - To gain power
 - To be free

- To have fun
- We feel pleasure when these needs are met and frustration when they are not.
- We feel a continual urge to act when any need is unsatisfied.
- If schools are to have good discipline, they must create classes in which fewer students and educators are frustrated.
- Only a discipline program that is concerned with classroom satisfaction will work.

Glasser's post-1985 choice theory maintains that most schools do not meet student's needs to a level sufficient to keep more than half of them involved with curriculum (Glasser, 1985:3-6, Glasser 2005: 11). As such, he suggests a number of needs that are normally not being met. Glasser emphasizes four needs which he contends are genetically inborn and cannot be denied even by students who would try.

- The need to belong, to feel accepted, to be a member of a group or class.
- The need for power, not so much power over others as power to control part of one's life and power to do things competently.
- The need for freedom, to feel at least partly in control of self, self-reliant, without constant direction from others.
- The need for fun, for enjoyment, for pleasure, for satisfaction.

Glasser (2009:4) posits that to guide humans in the life making effort of experiencing a "good life", humans have a built-in set of basic needs that require continuous fulfillment. To understand the good life process and its impact on education, one must understand the basic human needs and examine how the brain seeks to fulfill them. Therefore, Choice theory is advocating that with these ever present needs, students and educators go about the work of living. They choose to work, play, eat, rest, talk, run, sleep and do countless other things that make up the daily flow of life. As they engage in each activity, they take in the scene around them by collecting information with their eyes, ears, nose, and skin- their sensory system. They use this input to help them determine if what is going on around them meets their needs.

All children come to school with similar pictures in their minds. They want to belong and be liked. They want to gain power, to learn and have status. They want to have fun, to be recognized and be happy. They want to be free, to be their own person and make their own choices. In short, they want to fulfill their basic needs through school activities. However, for many children, these good life pictures do not match reality. As a result, these distressed students have no choice but

to change their pictures of a good life. Instead of belonging, they see themselves with students who are not accepted; to gain power, they adopt roles such as the clown, the rule-breaker or the enforcer; to have fun, they excel at keeping other people, especially educators, off-balance by their unpredictable behaviour; and to be free, they become increasingly independent and hard to control (challenging behaviours).

Glasser's post 1985 choice theory would have schools recognize these four fundamental needs that play powerful roles in student behaviour, recognize that students cannot deny those needs and must try to fulfill them, and recognize that schooling can and should be reconstructed in such a manner that it will meet those needs for students. Confirming this assertion, Glasser put forth a possible utterance in his belief that unsatisfying classrooms can be made better almost at once, by educators moving from a traditional structure to having students work together in small learning teams (Glasser, 1990, Glasser 2003:33). Learning teams are advocated because they better meet students' needs and therefore increase work output while reducing discipline problems. However, research is accumulating quite rapidly that shows that cooperative learning produces significantly better educational results overall than does individual learning.

It would be reasonable to conclude that Glasser's choice theory would have educators' beginning by organising their classes so as to meet students' need to the greatest extent possible. But he concedes that probably about 25% of secondary students will still be unproductive (Glasser 2010c:3, Glasser 2005:12). And of course even productive students often present discipline problems. Once the class is better organised to meet student needs, then Glasser's earlier suggestions on how to deal with misbehaving students are still appropriate. Simple improvement in meeting student needs, while tremendously important, does not do away with all misbehaviour. Students therefore should still be helped to see that good behaviour choices lead to better results. Students should still be urged to show responsibility for their actions and to be considerate of others. Thus, Glasser's model of discipline can now be seen in this expanded form- first organise the class to meet the needs as much as possible, then continue to use other intervention strategies for controlling and improving behaviour.

2.4.3 Implications of Choice Theory

Choice Theory pretty much rids us of the idea that learners are “misbehaving” or anyone is making their best attempt to get something they want. Of course in the process, they may break laws, disregard rules and hurt others but those are really side effects of doing the best they know how to get their needs met. Every learner is doing their best; some might simply have better tools, resources and behaviours at their disposal than others. As educators, if we embrace Choice Theory’s concepts, then our function should be more to educate and help learners self-evaluate the effectiveness of their own behaviour, knowing that often they will continue to do things exactly as they have because it is familiar and because what they are doing really is getting them something they want. It is not our job to stop them, nor is it our job to rescue them from the consequences of their own behaviour.

Educators can only make their best attempt to help learners evaluate the effectiveness of their behaviour and to choose a different way that perhaps is not against the rules or doesn’t hurt the person or someone else. Then they need to get out of the way and let the situation play out. This may seem hard to do like you are not doing your job as a parent, educator, counselor, or supervisor. However, the question is what is the alternative? When an educator attempt to force or coerce or bribe a learner to do things he doesn’t want to do, she may be successful. She may be able to find the right reward or create a painful enough consequence to get the learner to do what she wants but in so doing the educator is breeding resentment and contempt. The educator’s relationship with the student will suffer. As a matter of fact, one thing remains; that in a teaching-learning situation relationship is the root of all influence, and as such the educator is losing the ability to influence learners by using external control.

2.4.4 Choice Theory in classroom management

Glasser’s Choice Theory is the theory proposes that all humans choose how to behave at any time, and in doing so, also proposes that they cannot control anyone’s behaviour but their own. When applied to school classrooms, there is the need for classroom meetings to be held for communication purposes and solving problems. According to Charles (2008:67), in the classroom, it will be important for educators to help students envision a quality existence in

school and plan the choices that lead to it. As part of the process, students need to explain why certain behaviour is valuable to their life and decide for themselves how to nourish such behaviour. In such situations, students of all ages determine how they want to behave, as well as when, how, and where they will do it.

This behavioural freedom is at the heart of the school and it belongs to the students as a right not to be violated. The fundamental premises of the school are: that all people are curious by nature; that the most efficient, long-lasting, and profound learning takes place when started and pursued by the learner; that all people are creative if they are allowed to develop their unique talents; that age-mixing among students promotes growth in all members of the group; and that freedom is essential to the development of personal responsibility. In practice this means that students initiate all their own activities and create their own environments. The physical plant, the staff, and the equipment are there for the students to use as the need arises. The school provides a setting in which students are independent, are trusted, and are treated as responsible people; and a community in which students are exposed to the complexities of life in the framework of a participatory democracy.

2.4.5 Glasser Choice Theory quality classroom

Quality should be defined in non-mathematical terms. It is not the score on a test which defines student success. The goal in classrooms should be that the students want to learn more and feel good about what they do in the classroom (Glasser, 1993:64, Ogu 2013:4). In this respect, it is not what is taught, but how it is taught that is significant. As transformational leaders are concerned about the form of the future, educators should be concerned about a wider view of education than a 'Dow Jones Index for Education' (Guthrie, 1993:66).

Beyond the details of choice theory and reality therapy, Glasser (2004:8) suggests that a Quality Classroom has the following four characteristics:

- ***Choice theory is practiced***

Choice theory is practiced in the educator's own life and in the classroom, and is taught directly to students and indirectly to their parents.

- *Connecting replaces discipline*

“No student has the right to remain in class if he behaves in a way that is harmful to others or disrupts the teaching. But as long as a student is not in any way disruptive, the student should not be removed even if he or she makes no attempt to learn. It is up to the educators to reach them and teach them” (Glasser, 2004:151). Seemingly once the educator, school, classmates, and school work are established in a student’s quality world, discipline “incidents” may occur, but discipline “problems” are non-existent. Rather than putting energy into coercive discipline programs, energy is daily put into emotionally connecting with students. Glasser does not imply that connecting is possible with every student. It is implied that even the best traditional coercive discipline systems are less successful than continually-failing attempts to connect with that student. Students are taught to help solve their own problems by using reality therapy.

This discussion on Glasser’s model of discipline through rational choices enriches this chapter with vital information on how to achieve objective two of the study which is aimed at suggesting the opportunities and challenges in using Choice Theory in managing and modifying learner behaviour. In order to be able to apply Choice Theory in managing and influencing learner behaviour properly, it is necessary to be abreast of the opportunities of the theory.

2.5 UNDERSTANDING AND MAKING CHOICES

In order to understand and make appropriate choices, there is a need to understand and apply reality therapy in decision making.

2.5.1 Reality Therapy

Reality Therapy according to Tassel (2005:5) is a series of steps to help children understand the choices they are making. An educator first tries to help the student identify the inappropriate behaviour of the student. Then the educator helps the student identify the consequences of that behaviour. No attempt is made to come up with new or artificial consequences that the educator might impose. It is important that the student, not the educator, identify the consequences. Then the student needs to create a plan to eliminate inappropriate behaviour. The educator helps the student with successful implementation of the plan or allows the consequences to occur.

Specifically, reality therapy is the use of Choice Theory in a psychological setting. More generally, it is a form of communication used to diagnose and solve problems. It is often led by an individual (psychologist or educator) or may be a mutual effort (a married couple or group of students). Reality therapy “*focuses on improving present relationships, almost always disregards past relationships, and depends for its success*” on getting the leader into the “client’s” quality world (Glasser, 2004:5). All staff, including educators are required to participate in two to three weeks of training in reality therapy. This training is the same for educators and psychologists; there is no training specifically tailored for educators or for the classroom (Hermance, 2004:223).

Since Choice Theory is not limited to managing learner behaviour but also gears on how to influence that behaviour, information on reality therapy is of vital importance to this study as it enriches the study with ideas to explore how Choice Theory can be used effectively to not only manage but influence learner behaviour (objective 3). In the same light, the discussions on reality therapy provide guidelines and clues on how to manage discipline without impinging on the teaching and learning time (objective 4).

2.5.2 Techniques and guidelines for successful implementation of reality therapy

Glasser (2004:12) suggests the following guidelines for the implementation of reality therapy. Each technique presented here relates to keeping focused on the problem, promoting personal responsibility, and making the client (student) feel safe. These guidelines apply not only to educators and learners, but also to counselors, psychologists and their clients. Since this study focuses is on educators and learners, the use of the theory for counsellors, psychologist and clients as in the original literature would be irrelevant and educators and learners brought to the fore.

- **Realize almost all behaviour problems are with present relationships, or lack thereof**

Educators must avoid discussing the past and non-relationship issues. Unsuccessful past relationships, particularly dysfunctional childhoods do affect the present. Discussing them is likely to function more as a distraction to solving the problem of the current relationship, than to

teaching the learner anything new. Most difficult past relationships are well remembered and can be considered as “evidence.” The only way to learn from that evidence and get resolution on a painful past is to stop focusing on it directly and to feel success in a similar relationship in the present or future (Glasser, 2004:12).

- **Do not take the bait of misery or infinite confusion**

Focusing on the problem behaviour is the ultimate form of distraction from the problem at hand. Do not deny or diminish suffering, but do quickly move the conversation back to solving the problem. Do not discuss food or physical image with an anorexic or overweight learner. Do not discuss cutting with a self-mutilator. Do not discuss “how hard it is” with a student who whines or complains. For learners who are too comfortable with dwelling on negatives – and therefore not ready to deal with the problem - this can prove difficult (Glasser, 2004:18).

- **Frame all behaviour in terms of personal choice**

Learner: “I just get so tired; I can’t get out of bed to do the assignment.”

Educator: “So you choose to stay in bed and not do the assignment, rather than face the problem. That makes no sense to me.”

Learner: “I’m so depressed.”

Educator: “Why are you choosing to be depressed?” (Glasser, 2004:21).

- **Be respectful when given irrelevant information, and guide quickly back to relevancy**

Learner: “My father doesn’t think I’m performing well with examinations.”

Educator: “Well, you’re here now, and I’m kind of interested in what you think.”

Learner: “I used to work hard.”

Educator: “That’s what you used to do, and it’s interesting to know that. What is it that you enjoy now, in the present?” (Glasser, 2004:7).

- **Create a safe atmosphere in which to discuss fearful subjects**

Educator: “What if you left your father, what would you want to do? Of course, this is a big deal, and may very well be impossible. But it’s just you and me here in this room, so there’s no reason we can’t just talk about it, just the two of us.”

This discussion on understanding and making choices enriches this chapter with vital information to achieving objective three of the study which is aimed at exploring how Choice Theory can be used effectively to manage and modify learner behaviour. In order to be able to apply Choice Theory in managing and influencing learner behaviour properly, it is necessary to be aware of how to use the theory effectively for such a purpose.

2.6 THEORIES THAT COMPLIMENTS THE CHOICE THEORY

Choice Theory approaches are based on the philosophical belief that development comes from a combination of innate and outer forces (Burden, 2010:25) and it is geared at promoting learners autonomy. Thus, control approaches of educators should always recognise these innate and outer forces in operation and must yield to achieving learners’ autonomy. In contrast to this goal, Tassel (2005:15) holds strongly that existing classroom discipline methods are not immune to this examination. As such, new and old theories alike need to be evaluated in light of their dependence on the Newtonian paradigm. These evaluations can lead to greater success and understanding in determining what will be effective in the management of learners’ behaviour in classrooms. Based on this platform, there is need to understand a number of medium and low educator control approaches which share in the vision of a combination of forces in development and further intends to achieve learners’ autonomy. Logical consequences, Cooperative Discipline, Positive Discipline, Discipline with dignity, Win-Win Discipline, Behaviourism, Transactional analysis, Ginott-model, Kay-model, and Jones-model are examples of organizational behaviour theories of the post-industrial model which promote student autonomy as suggested by Choice Theory. These theories therefore inform the Choice Theory as they are assertive and non-confrontational in approach.

2.6.1 Medium educator control theories

Based on Choice Theory and the medium educator control approaches to managing learners' behaviour, the control of student behaviour is a joint responsibility of the student and educator. Medium control educators accept the student-centered psychology that is reflected in the low control philosophy, but they also recognize that learning takes place in a group context. Therefore, the educator promotes individual student control over behaviour whenever possible. The student's thoughts, feelings, ideas, and preferences are taken into account when dealing with instruction, classroom management, and discipline, but ultimately the educator's primary focus is on behaviour and meeting the academic needs of the group. Students are given opportunities to control their behaviour in an effort to develop the ability to make appropriate decisions, yet they may not initially recognize that some of their behaviour might be a hindrance to their own growth and development.

2.6.1.1 Logical consequences: Rudolf Dreikurs

Logical consequences refer to the actions or responses that are implemented following a child's inappropriate behaviour that serve to discourage the child from engaging in the behaviour again (Fox, & Langhans, 2005:1). Logical consequences are used as an alternative to punishment strategies such as reprimands or scolding. They are used to help guide children in the right direction by guiding them to face the results of their behaviour. Rudolf Dreikurs (Dreikurs, Grunwald, & Pepper, 1998) based his strategies on the belief that students are motivated to get recognition and to belong with others. Students seek social acceptance from conforming to the group and making useful contributions to it. This approach is viewed as democratic in that educators and students together decide on the rules and consequences, and they have joint responsibility for maintaining a positive classroom climate (Malmgren, Trezek, & Paul, 2005:14). This encourages students to become more responsibly self-governing. To Dreikurs, discipline is not punishment; it is teaching students to impose limits on themselves. With this approach, students are responsible for their own actions, have respect for themselves and others, have the responsibility to influence others to behave appropriately, and are responsible for knowing the classroom rules and consequences.

2.6.1.1.1 Techniques for helping misbehaving students behave appropriately without reliance on punishment

Based on Dreikurs' ideas (Burden, 2010:27), there are several techniques that can be used to help misbehaving students behave appropriately without reliance on punishment.

First, identify the goal of the behaviour. Examine the key signs of the misbehaviour and also consider your feelings and reactions as a means to tentatively identify the goal of the student's misbehaviour. The student goal may be to gain attention, to seek power, to seek revenge, or to display inadequacy. Then disclose this goal to the student in a private session as a means to confirm the goal. This is a positive means of confronting a misbehaving student. Its purpose is to heighten the student's awareness of the motive for the misbehaviour.

Second, alter your reactions to the misbehaviour. Once the goal of misbehaviour has been identified, first control your immediate reaction to the misbehaviour so that your response does not reinforce the misbehaviour. For example, if the student's goal is to seek attention, never give immediate attention, but try to ignore the behaviour whenever possible. Then have a discussion with the student to identify a number of alternatives for changing the behaviour.

Third, provide more encouragement statements to students. Encouragements consist of words or actions that acknowledge student work and express confidence in them. Encouragement statements help students see what they did to lead to a positive result and also help students feel confident about their own abilities. For example, you might say, "I see that your extra studying for the test paid off because you did so well." The focus is on what the student did that led to the result obtained. This study therefore investigated the influence of these stated techniques on learner behaviour.

2.6.1.2 Cooperative Discipline: Linder Albert

Based on the philosophy and psychology of Alfred Adler and Rudolf Dreikurs, Albert (2003:23) developed a classroom management and discipline plan called cooperative discipline. Similar to Dreikurs' ideas, cooperative discipline is founded on three concepts of behaviour: (a) students choose their behaviour; (b) the ultimate goal of student behaviour is to fulfil the need to belong;

and (c) students misbehave to achieve one of the four immediate goals (attention, power, revenge, and avoidance of failure).

The main focus of this theory is on helping educators meet student needs so that students choose to cooperate with the educator and with each other. Cooperative learning includes five action steps: pinpoint and describe the students' behaviour, identify the goal of the misbehaviour, choose intervention techniques for the moment of misbehaviour, select encouragement techniques to build self-esteem, and involve parents as partners.

2.6.1.3 Positive Discipline: Jane Nelsen, Lynn Lott, and Stephen Glenn

Jane Nelson also adapted Rudolf Dreikurs' concept into a program called positive discipline. In positive discipline, Nelsen (2006:46) identified kindness, respect, firmness, and encouragement as the main ingredients of this program for parents and educators. They are other several key elements to Nelsen's approach: (1) use natural and logical consequences as a means to inspire a positive atmosphere for winning children over rather than winning over children. (2) Understand that children have four goals of misbehaviour (attention, power, revenge, and assumed inadequacy). (3) Kindness and firmness need to be used at the same time when addressing misbehaviour. (4) Adults and children must have mutual respect. (5) Family and class meetings can be effectively used to address misbehaviour. (6) Use encouragement as a means of inspiring self-evaluation and focusing on the actions of the child.

Nelsen describes how positive discipline principles can be applied to the classroom through the use of classroom meetings. In positive discipline in the classroom, Nelsen, Lott, & Glen, (2000:146) provide detailed description for ways to conduct effective classroom meetings. In addition to eliminating discipline problems, classroom meetings help students develop social, academic, and life skills, and help them feel that they are personally capable, significant, and can influence their own lives. With positive discipline, educators demonstrate caring by showing personal interest, talking with students, offering encouragement, and providing opportunities to nurture important life skills. Nelsen, et al. (2000:148) cautioned that it is easy to misuse logical consequences because they are often simply punishments. Instead, they maintain that educators think in terms of solutions rather than consequences. In order for educators to do this, it is

imperative for them to involve students in solutions to problems, focus on the future rather than on the present, planning solutions carefully in advance, and making connections between opportunity, responsibility, and consequences.

2.6.1.4 Discipline with dignity: R. Curwin, A. Mendler, and B. Mendler

In discipline with dignity, Curwin, Mendler, & Mendler (2008:43) point out that discipline problems may be caused by student boredom, feelings of powerlessness, unclear limits, a lack of acceptable outlets for feelings, and attacks on dignity.

To deal with these causes and to create an effective learning environment, Curwin et al. (2008:45) developed a three-dimensional discipline plan: (1) the *prevention dimension* focuses on what an educator can do to actively prevent discipline problems and how to deal with the stress associated with classroom disruptions; (2) the *action dimension* deals with actions that educators can take when misbehaviour occurs; and (3) the *resolution dimension* addresses ways educators can resolve problems with chronic rule breakers and, more extreme, out of control students.

The discipline with dignity model involves working with the students to develop the discipline plan. It requires educators to give up some of their power to involve some of the students in decision making. The main goal of the responsibility model is to teach students to make responsible choices, and students are expected to learn from outcomes of these decisions. This model fosters critical thinking and promotes shared decision making. As such, students feel affirmed even though they don't always get their way. They understand that they have some control over the events that happen to them and they get a chance to learn that educators also have rights, power, knowledge, and leadership.

There are four principles of discipline plans that use discipline as a learning process rather than a system of retribution. (1) Dealing with student behaviour is part of the job. (2) Always treat students with dignity. (3) Discipline works best when integrated with effective teaching practices. (4) Acting out is sometimes an act of sanity.

2.6.1.4.1 Designing a social contract

A social contract is a basic tool for discipline planning between the educator and students about the rules and consequences for classroom behaviour. Curwin et al. (2008:52) identify the following important aspects of designing the contract; involve students in the process; ensure that the rules are clear; develop consequences, not punishment; develop predictable consequences; allow the contract to change with class needs; have safeguards to protect the dignity of all students, increase communication among educators, students, administrators, and parents; and integrate discipline methodology with the teaching content.

2.6.1.4.2 Principles when delivering consequences

Curwin, et al. (2008:56) identifies nine principles when delivering consequences: (1) Always implement a consequence when needed. (2) Simply state the rule and consequence. (3) Be physically close to the students when implementing the consequence. (4) Make a direct eye contact when delivering a consequence. (5) Use a soft voice. (6) Be firm and anger-free when delivering a consequence. (7) Don't embarrass a student in front of his peers. (8) Catch a student being good. (9) Do not accept excuses, bargaining, or whining.

2.6.1.5 Win-Win Discipline: Spencer Kagen

The two main purposes of a win-win discipline are to help students meet their needs through responsible, non-disruptive behaviour and to develop long-term life skills. As such, to be on the same side in establishing good discipline, educators and students need to treat discipline as a joint responsibility.

Kegan, Kyle, & Scott (2004:87) identify three pillars to win-win discipline: (1) Same side: The educator, student, and parents work together rather than at odds with each other towards building responsible behaviour (2) Collaboration: Educators and students co-create immediate and long-term solutions to behaviour problems, and (3) Learned Responsibility: Educators help students make responsible choices in how they conduct themselves. Any disruptive behaviour that interrupts the learning process can become an important learning opportunity.

Win-win classrooms enable educators to work with students so that needs that might otherwise prompt disruptive behaviour can be identified and satisfied in non-disruptive ways. Heavy emphasis is placed on preventing disruptive behaviour through attention to curriculum, instruction, and management. Kegan et al. (2004:91) indicate that students do not disrupt when engaged in a curriculum that is interesting and adequately challenging.

2.6.1.6 Behaviourism

Much of the movement that is seen in education today stems from the desire to be scientific according to Newton. Behaviour Modification by Skinner is a theory of moulding all children to conform by use of standard punishments and rewards. Prediction is an important part of Skinner's work. Behaviour Modification techniques suggest that specific rewards and punishments will yield predictable results in the behaviour of children (Smith, 2002:3). Behaviourism suggests a system that will modify children's behaviour to comply with prescribed norms. Compliance with these prescribed norms restricts student autonomy. As would be expected in the Newtonian paradigm, the theory is to predict results by detailing correct initial conditions, and equations that prescribe action based upon those initial conditions. In the case of Skinner behaviourism, the initial conditions are individuals and the equations are those behaviouristic techniques set out to modify the individuals.

It is true that when the behavioural sciences have gone beyond the collection of facts to recommend courses of action and have done so by predicting consequences, they have not been too helpful. Applied psychology is usually a mixture of science and common sense. From the very beginning the application of an experimental analysis of behaviour was different. It was doubly concerned with consequences (Skinner in Tassel, 2005:10).

Canter describes Assertive Discipline as teaching students the natural consequences of their actions. In this approach, students choose consequences. Assertive educators do not punish students. Learners are taught to accept the consequences of their own actions (Canter, 1988: 24). The Newtonian model that standard conditions give predictable results is apparent. Bracey (1994: 494) affirms by indicating that 15 years of research have confirmed that offering a reward for an enjoyable behaviour can decrease the likelihood that the behaviour will be performed

under subsequent non-rewarded conditions. In the name of being scientific like Newton, educators impose Assertive Discipline on children. Skinner's behaviourism and Canter's Assertive Discipline are attempts by one of the social sciences, psychology, to imitate the Newtonian paradigm.

Classroom management techniques are an important focus point. Educators need to develop a vision for their classroom based on modern principles. Too many educators substitute the management of the Newtonian paradigm for the leadership of the post-Newtonian paradigm. A vision of a perfect classroom has less room for managers, but lots of room for leaders. The objective of leadership is to provide vision to students, as opposed to managers who demand compliance (Bennis, 1992:223).

2.6.1.7 Transactional analysis

Transactional analysis studies the interactions of behaviour between educators and students. Harris (1967:181) suggests three stages of development called ego-states. These ego-states are called Child, Parent, and Adult. In order for educators to be successful in transactional analysis, they need to remain in the Adult ego-state and be able to recognize the ego-state of students around them. Educators can then recognize the games that students may play in a Child ego-state and teach students to behave in an Adult ego-state. The strengths of this approach are that students are encouraged to monitor their own communication and behaviour. The disadvantage of this system is that it may be too difficult for students and cause them to disrespect each other (Edwards, 1993:87).

2.6.1.8 Ginott-model

The Ginott Model concentrates on the communication between educator and student. This approach concentrates on avoiding criticism and trying to understand the student's feelings. Educators are encouraged to foster student autonomy and try to help students take responsibility for their actions. These goals are accomplished by establishing communication with the students and by reasoning with the student (Edwards, 1993:64).

2.6.1.9 Kay-model

The Kay Model views the character of children as built upon internalised standards. People

constantly judge their actions by these internal standards. By teaching and building upon these internal standards, children can be taught to be self-governing and responsible for their own actions. Students are intrinsically motivated to behave properly if they are taught how to do it. Students are responsible for their own motivation and for monitoring their own behaviour. Educators should not lift these responsibilities off of the students' shoulders. The role of the educator is to teach students how to monitor themselves (Kay & Kay, 1994:112)

2.6.1.10 Jones-model

According to Jones, to build positive classroom discipline, educators should model appropriate behaviour, and use appropriate classroom management methods. Educators must convey dignity and cooperation. If students feel they are respected as individuals, they will want to act with similar behaviours. Likewise, when educators act maturely and competently, students will see them as role models after whom they pattern their own behaviour.

Not only do good educators tell students how to act, they demonstrate appropriate behaviour in all their daily routines and interactions. Fredric H. Jones developed a model of classroom discipline which stressed the physical presence of the educator. The basic assumptions of the Positive Discipline Model are that children need to be controlled and that educators can achieve this control through body language, administration, and parental support. His model is based on extensive observation of classroom educators and student behaviour.

Jones believes that discipline problems occur because of mismanaging various routines and procedures in the classroom. Rules may be misunderstood. Seating arrangements may prevent easy access to students. Thus it will be difficult to monitor their behaviours. Moreover, interactions between the educators and the students may promote misbehaviour.

Jones' model of classroom discipline accentuates the physical presence of the educator. The basic assumptions of the Jones Model are that children need to be controlled and that educators can achieve this control through body language, administration, and parental support. A educator needs to understand stage presence. The ripple effects of the educator's presence will go out and affect each student if the educator is adequately forceful. Stopping instruction, staring, sitting

close to the student are all powerful intimidation techniques which should stop students from misbehaving (Edwards, 1993:66).

This discussion on theories related to Choice Theory enriches this chapter with vital information to achieving objective one of the study which is aimed at exploring the nature and characteristics of the Choice Theory in managing discipline in schools. In order to be able to apply Choice Theory in managing and influencing learner behaviour properly, it is necessary to be aware of different theories that relate to the Choice Theory or share common idea in order to find common ground. The information in this discussion further relates to objective five of the study which aimed at suggesting a model for applying Choice Theory in South African schools. In order to be able to suggest a comprehensive model which is applicable and which will go a long way to address its purpose, there is need for a review of other theories and their models of implementation.

2.6.2 Low educator control theories

As advocated by the Choice Theory, low educator control approaches are based on the philosophical belief that students have primary responsibility for controlling their own behaviour and that they have the capability to make these decisions (Manning & Bucher, 2007:37). Children are seen in this approach to have an inner potentials, and opportunities to make decisions to enable personal growth. The child's thoughts, feelings, ideas, and preferences are taken into account when dealing with instruction, classroom management, and discipline. The educator has the responsibility for structuring the classroom environment to facilitate the students' control over their own behaviour. When determining classroom rules, for example, educators guide the discussion and help students recognize appropriate behaviour and select related rules and consequences. When misbehaviour occurs, the educator helps students see the problem and guides students in making an appropriate decision to resolve the problem. With this non-directive educator action, low educator control approaches fall into the guiding model of discipline. With this philosophical belief, students have a high degree of autonomy while the educators exert a low degree of control. This does not mean that the classroom is a chaotic place for learning. There are standards that the students will help develop, and the educator is ultimately responsible for enforcing the standards to enable learning to take place.

Low control educators might use several types of non-directive approaches to create a supportive learning environment and to guide behaviour. To illustrate these non-directive, low educator control approaches, the discipline models from five representative authors as cited by Edwards (2008) and Manning & Bucher (2007:37) are discussed below.

2.6.2.1 Congruent communication (Haim Ginot)

Haim Ginot (1922-1973) was a professor of psychology at New York University and at Adelphi University. He focused on how adults can build the self-concept of children; especially emphasising that adult should avoid attacks on the child's character and instead focus on the situation or actions. He later proposed that educators should maintain a secure, humanitarian, and productive classroom through the use of congruent communications and appropriate use of praise.

Burden (2010:20) refers to congruent communication as a harmonious and authentic way of talking in which educators' messages to students match the student's feelings about the situation and about themselves. In this way, educators can avoid insulting and intimidating their students and instead express an attitude of helpfulness and acceptance while showing increased sensitivity to their needs and desires.

There are several ways that educators can express congruent communication, all directed at protecting or building students' self-esteem. To do this, Ginot (2003:46) suggests that educators need to deliver sane messages which address situations rather than the student, express anger appropriately, invite cooperation, accept and acknowledge the student's feelings, avoid labeling the student, use direction as a means of correction, avoid harmful questions, accept students' comments, do not use sarcasm, avoid rushing to help, and be brief when dealing with minor mishaps.

2.6.2.2 Discipline as self-control (Thomas Gordon)

Thomas Gordon, a clinical psychologist, known for his pioneering of teaching communication skills and conflict resolution to educators, parents, youth, and business leaders, maintains that effective discipline cannot be achieved through rewards and punishment, but rather through

techniques to promote students' own self-control (Burden, 2010:21). He proposed approaches to help students make positive decisions, become self-reliant, and control their own behaviour. In order to help students make positive decisions, however, educators must give up their controlling power. All educators need to do is to guide and influence students and also take action to create an environment where students can make decisions about their behaviour. Gordon's concept incorporates several principles which are essential in emphasizing discipline as self-control. Below are a number of the prominent concepts:

- ***Identify who owns the problem:*** Gordon used a device called the behaviour window to determine who owns the problem. The student's behaviour may cause a problem for a educator or for the student, or there may be no problem. The person feeling the negative consequences of the behaviour is said to own the problem, and this person is the one to take steps to solve the problem.
- ***Use confronting skills when educators own the problem:*** Educators can modify the environment, recognize and respond to students' feelings, word statements so they do not trigger the student's coping mechanism, shift gears, and use a no-lose method of conflict resolution. All these approaches are intended to help guide and influence the student into effective interactions in the classroom.
- ***Use helping mechanisms when a student owns the problem:*** When a student owns the problem, the student needs to take steps to solve it. Educators can provide assistance through the use of helping skills. This can be done by using listening skills and by avoiding communication roadblocks.
- ***Use preventive skills when neither the student nor educator has a problem with the behaviour:*** As a means to avoid problems from occurring, educators can use techniques such as collaborative setting of rules and using participative problem solving and decision making.

2.6.2.3 Teaching with love and logic (Jim Fay and David Funk)

In teaching with Love and logic, Jim Fay and David Funk describe how to create a classroom environment in which students can develop their own self-discipline and independent problem solving skills. Love and logic is an approach to working with students that teaches students to

think for themselves, raises the level of student responsibility, and prepares students to function effectively in society (Fay & Funk, 1995: 196-198).

There are four basic principles of love and logic: (1) maintain the student's self-concept, (2) share control with students, (3) balance the consequence with empathy, (4) share the thinking by asking questions and modeling. With these four principles as the foundation of the discipline plan, Fay and Funk selected three basic rules for their love program: (1) use enforceable limits, (2) provide choices within the limits, and (3) apply consequences with empathy.

In describing teaching styles that stress the realization of teaching with love and logic, Fay and Funk describe educators using the love and logic approach as consultants. As consultants, such educators undertake the following;

- Set enforceable limits through statements
- Provide messages of personal worth, dignity, and strength through choices.
- Provide consequences with empathy rather than punishment.
- Demonstrate how to take good care of themselves and be responsible.
- Share feelings about their performance and responsibilities.
- Help people solve problems by exploring alternatives while allowing them to make their own decisions.
- Provide latitude within reasonable limits for students to complete responsibilities.
- Induce thinking through questions.
- Use more actions rather than words to convey values.
- Allow students to experience life's natural consequences, allow time to think through a problem, encourage shared thinking and shared control, and let them be educators as well as students.

The love and logic approach gives students considerable credit for having the ability to solve their own problems, and educators create an environment where students have the opportunity to make such decisions.

2.6.2.4 Inner discipline (Babara Coloroso)

Coloroso's (2002:79) inner discipline emphasizes guiding students to make their own decisions and to take responsibility for their choices. To have good discipline, educators must do three things: (1) treat students with respect and dignity; (2) give them a sense of power in their lives; and (3) give them opportunities to make decisions, take responsibility for their actions, and learn

from their successes and mistakes. Dealing with problems and accepting the consequences help students take charge of their lives.

Through these approaches, Coloroso believes that students will develop inner discipline. These views are humanistic and focus on promoting students' self-worth and dignity. With the guidance from educators (adults), students can grow to like themselves and think for themselves. As such, to enable students to develop inner discipline, educators need to provide the appropriate degree of structure and support for students.

2.6.2.5 From Discipline to Community: (Alfie Kohn)

Kohn (2006:67) challenges traditional thinking by suggesting that our first question about learners as educators should not be, "how can we make them do what we want?" but rather, "what do they require in order to flourish, and how can we provide those things?" After reviewing a number of popular discipline programs, Kohn concludes that all are based on threat, reward, and punishment as the means to obtain student compliance.

Based on the aforementioned conclusion, Kohn suggest that educators should focus on developing caring, supportive classrooms where students participate fully in solving problems, including problems with behaviour. As such educators need to develop a sense of community in their classrooms where students feel safe and are continually brought into making decisions, expressing their opinions, and working cooperatively toward solutions that benefit the class. Classroom meetings are seen by Kohn (2006:82) as valuable tools to create a community and to address classroom problems and issues. Classroom meetings bring social and ethical benefits, foster intellectual development, motivate students to be more effective leaders, and greatly cut down on the need to deal with discipline problems. Classroom meetings have four focal points which are of essence; (1) sharing, such as talking about interesting events; (2) deciding about issues that affect the class, such as procedures for working on projects; (3) planning for various curricular or instructional issues; and (4) reflecting about issues such as what has been learnt, what might have worked better, or what changes might improve the class.

This discussion on assertive and non-confrontational models of discipline is of vital importance in this chapter as it provides information that addresses the main aim of the study which is to

explore how Choice Theory can be applied in managing and influencing learner behaviours in schools. It also relate to objective four of the study which is geared at striking a balance between teaching-learning time and time for solving disciplinary problems.

2.7 CRITICISMS OF CHOICE THEORY

Glasser's theories and teachings have not gone without criticism especially in the clinical and psychiatric profession. Clay (2005:44) indicates that in Glasser's postulation that everything contained in the Diagnostic and Statistical Manual of Mental Disorders (DM-IV-TR) is a result of an individual's brain creatively expressing its unhappiness, he demonizes the entire clinical and psychiatrist profession as charlatans who have been brainwashed by their predecessors or who simply misrepresent many psychiatric illnesses to patients as having a biological basis. Despite claiming to have an appendix full of references demonstrating that there is no evidence that medications have a role in curing mental illness, the book simply relies on a core group of anti-establishment authors. However, what is noticeably absent from the book is a set of randomized clinical trials demonstrating the success of his teachings.

In the field of education, others question the assumptions that Glasser makes in devising his theory. Bourbon had two criticisms about the assumptions: First, the educator or school is responsible for creating an environment that meets the needs of the students. However, if a student chooses his behaviour based on his own needs, an educator may go to great lengths to promote a positive environment, but the student may not choose appropriate behaviour (Watson & Arzamarski, 2011:23). In Glasser's theory, when a student misbehaves, the educator is responsible if he fails to meet the needs of the student, although as stated in Choice Theory the students chooses his own "total behaviour (Bourbon 1994:40). Bourbon also argues that a paradox exists between the idea that a student chooses his own behaviour but does not use behaviour to control his own perceptions. He explains this using the "too hot, too cold, just right" exercise (Bourbon 1994:46). Imagine a room with an air conditioner and thermostat. A student can walk in and change the setting if too hot or too cold, until the room feels just right. But what happens when 29 other students have different perceptions of what is "just right" in the room? It is impossible Bourbon argues, to create a classroom that meets the needs of every individual

student simultaneously, because students have different perceptions of the same physical conditions.

This discussion on the criticisms of Choice Theory have enriched this chapter with vital information to achieving objective two of the study which is aimed at suggesting the opportunities and challenges in using Choice Theory in managing and modifying learner behaviour. In order to be able to apply Choice Theory in managing and influencing learner behaviour effectively, it is necessary to be aware on different existing criticisms or shortcomings of the Choice Theory so as to be able to improve on the weaknesses or criticisms and develop an improved theory or model to implement the theory.

2.8 RATIONAL CHOICE EXPLANATIONS

The myriad versions of Rational Choice Theory notwithstanding, most followers of the theory take on board the following key notions: the assumption of intentionality, the assumption of rationality, the distinction between ‘complete’ and ‘incomplete’ information, and, in the case of the latter, between ‘risk’ and ‘uncertainty’, and the distinction between ‘strategic’ and ‘inter-dependent’ action (Baert & Da Silva, 2010:127).

Rational Choice Theory assumes intentionality: Rational choice explanations are indeed a subset of so-called ‘intentional explanations’. Intentional explanations do not merely stipulate that individuals act intentionally; rather they account for social practices by referring to the beliefs and desires of the individuals involved. Intentional explanations are often accompanied by a search for the unintended (so-called ‘aggregation’) effects of people’s purposive action. Contrary to functionalist forms of explanations, the unintended effects of student behaviours are not employed to explain the persistence of the very same behaviour. According to Baert & Da Silva (2010:127), rational choice theorists pay particular attention to two types of negative unintended consequences or ‘social contradictions’: counter-finality and sub-optimality. Counter-finality refers to the ‘fallacy of composition’ which occurs whenever people act according to the mistaken assumption that what is optimal for any individual in particular circumstances is necessarily simultaneously optimal for all individuals in these circumstance. Suboptimal refers to individuals who, faced with interdependent choices, choose a particular

strategy, aware that the other individuals will do the same, and also aware that everybody could have obtained at least as much if another strategy had been adopted.

Rational Choice Theory assumes rationality: rational choice explanations are indeed a subset of intentional explanations, and they attribute, as the name suggests, rationality to social action. By rationality, it is meant, roughly speaking, that, while acting and interacting, an individual student has a coherent plan, and attempts to maximize the net satisfaction of his or her preference while minimizing the costs involved. Rationality thus implies ‘the assumption of connectness’, which postulates that the individual involved has a complete ‘preference ordering’ across the various options. From such preference ordering, social scientists may infer a ‘utility function’ which attributes a number to each option according to its rank within the preference ordering. Baert & Da Silver (2010:128) indicates that for a person to be rational, his/her preference ordering needs to fulfill certain requirements. The principle of transitivity is an obvious example of such a precondition: the preference of behaviour X over behaviour Y and Y over Z should imply the preference of X over Z. In case both connectedness and transitivity are met, rational choice theorists talk about ‘a weak ordering of preference’.

Rational choice explanations account for an individual’s behaviour by referring to the subjective beliefs and preference of that individual- not the objective condition and opportunities faced by that individual. So it is possible for a student to act rationally while relying upon false beliefs vis-a-vis what are the best means to achieve his goals or desires. However, for someone to be called rational, he is expected to gather, within the boundaries of what is possible, enough information such that his beliefs are sustainable.

There is a distinction between uncertainty and risk: It has so far been assumed that people know with certainty the consequences of their actions, but in reality people often possess only partial information regarding the relationship between particular actions and consequences (Baert & Da Silva, 2010:129). Some theoreticians even take the position that there are no real-life settings in which people are able to draw upon perfect information because, as Edmund Burke spelled out two centuries ago, ‘you can never plan the future by the past’. There is a distinction within ‘imperfect information’ between uncertainty and risk. Rational choice theory tends to treat choice under uncertainty as choice under risk. Faced with risk, learners are able to attribute

probabilities to various outcomes, whereas confronted with uncertainty they are unable to do this. Rational choice theorists tend to focus upon risk for one of two reasons: either because they argue that situations of uncertainty do not exist, or because they argue that, if they do exist, rational choice theory might be unhelpful in accounting for people's actions. Faced with risk, rational choice theory assumes that people are able to calculate the expected value for each action.

There is a distinction between strategic and parametric choices: According to Baert & Da Silva (2010:129), parametric choices refer to choices faced by individuals confronted with an environment independent of their choices. Sub-optimality and counter-finality are examples of strategic choices in that individuals need to take into account choices made by others before deciding on their own course of action. As part of rational choice theory, game theory deals with the formalization of interdependent or strategic choices. It constructs ideal-type models which anticipate the rational decision for each player in a game where other players also make choices and where each player needs to take into account the choice of the other.

This discussion on rational choice explanations enriches this chapter with vital information to achieve objective one of the study, which is aimed at exploring the nature and characteristics of the Choice Theory in managing discipline in schools. In order to be able to apply Choice Theory in managing and influencing learner behaviour effectively, it is necessary to be aware of nature and characteristics that are embedded in the theory.

2.9 UNDERSTANDING BEHAVIOUR AND MISBEHAVIOUR

Even with an effective management system in place, students may lose interest in the lesson and get off task. As such, educators must be prepared to respond with appropriate strategies to restore order. In order for an educator to provide a context for her decision making in this area, he or she must first understand behaviour, perspectives on behaviour, misbehaviour in context, the types and causes of misbehaviour, and the degree of severity that is exhibited. It is also important to recognize that the best way to deal with discipline problems is to avoid them in the first place.

2.9.1 Defining human behaviour

According to Miltenberger (2008:2), behaviour is what people do and say. Because behaviour involves a person's actions, it is described with action verbs. Behaviour is not a static characteristic of a person. If you say a person is angry, you have not identified the person's behaviour; you have simply described the behaviour. If you identify what the person says or does when angry, then you have identified behaviour.

Behaviour has one or more dimensions that can be measured. An educator can measure the frequency of the behaviour; that is, she can count the number of times the behaviour occurs. An educator can measure the duration of the behaviour, or the time from when an instance of the behaviour starts until it stops. Behaviour can also be measured by the intensity of the behaviour, or physical force involved in the behaviour. Because behaviour is an action, its occurrence can be observed. It can be seen when it occurs. Because it is observable, it can be described and its occurrence recorded (Miltenberger, 2008:2).

Behaviour has an impact on the environment, including the physical or the social environment (other people and ourselves). Because behaviour is an action that involves movement through space and time, the occurrence of behaviour has some effects on the environment in which it occurs. However, all human behaviour operates on the physical and social environment in some way, regardless of whether we are aware of its impact. The occurrence of behaviour is systematically influenced by environmental events. Miltenberger (2008:2) indicates that basic behavioural principles describe the functional relationships between our behaviour and environmental events. These principles describe how behaviour is influenced by, or occurs as a function of environmental events. These principles are the building blocks of behavioural modification procedures. Therefore, for educators to be able to change the behavioural misconducts of learners, they have to understand the environmental events that cause the misconduct behaviour to occur, so that they can change the events in the environment to alter the behaviour. For instance, when a learner receives high level of attention from the educator, his disruptive behaviour rarely occurs and when the same learner receives low levels of attention from the educator, his disruptive behaviour occurs more frequently. This is evidence that the disruptive behaviour is functionally related to the level of educator attention.

Behaviour may be overt or covert. According to Miltenberger (2008:3), an overt behaviour is an action that can be observed and recorded by a person other than the one engaging in the behaviour. Covert behaviour, also called *private events* are not so observable to others. For example, thinking is a covert behaviour; it cannot be observed and recorded by another person. Thinking can be observed only by the person engaging in the behaviour.

2.9.2 Behaviour and the brain

Students have more on their mind than just the content of subject areas or what they are going to do in class. The more stress going on in a learner's life, the more difficult it will be for him or her to learn, remember, retrieve stored information, or even "think straight". When a learner is under threat, whether real or imaginary, the brain releases certain hormones that are biologically ideal for mobilizing our flight, fight or freeze response. Some argue that these survival behaviours are far better suited to the wild than in schools and classroom; however, the brain doesn't distinguish between environments in which the stress response will or will not be convenient.

Bluestein (2008:19) indicates that many challenging learner behaviours we see in school; whether they involve blatant opposition to a reasonable request, distracting outbursts, bad attitudes, indifference, refusal to work, social conflict, the tendency to fade into the woodwork, or even compulsive overachieving, are simply reflections of patterns children develop, often before they ever came to school, to accommodate their basic need for things like safety, belonging, and survival.

2.9.3 Perspectives on behaviour

Ayers, Clarke & Murray (1997:6) identify four perspectives on behaviour; the behavioural, the cognitive, the ecosystemic and the psychodynamic. Educators understanding of these perspectives on behaviour help shape their interpretation as to why learners behave the way they do (Wellings et al. 2006:1). Knowledge of the perspectives on behaviour enables an educator to develop a structured approach to emotional and behavioural problems in schools and classrooms, drawing on one or more of the perspectives.

- The behavioural (or behaviourist) focuses on overt, observable and measurable behaviours and their reinforcement in accounting for behaviour.
- The cognitive (or cognitive-behavioural) which focuses on cognitive processes (beliefs, attitudes, expectations and attribution) in accounting for behaviour. This combines both the cognitive and the behavioural perspective.
- The ecosystemic which focuses on positive and negative interactions between systems in the school and those externally that affect the school. These interactions are seen as accounting for behaviour.
- The psychodynamic which focuses on unconscious conflicts arising in early childhood as accounting for current behaviour.

2.9.4 Misbehaviour in context (differentiating misbehaviour from being off task)

Burden (2010:4) indicates that students who are off task are not performing the planned instructional activity. They may be pausing to think about an issue, daydreaming, or doing other things that are non-disruptive but prohibit them from being engaged in the instructional activities. These students need to be addressed differently from students who are purposely misbehaving and interfering with the academic activities which may need intervention to stop the misbehaviour.

The key to understanding misbehaviour is to view what a student does in the context of the classroom structure. Not every infraction of a rule is necessarily misbehaviour (DFE, 2012: ii). Misbehaviour needs to be seen as “action in context” and requires interpretation based on what the educator knows about the likely configuration of events. Educators need to make reliable judgements about the probable consequences of students’ actions in different situations (Oliver, 2011:4). Supporting this contention, Burden (2010:9) mention that consistency in response does not mean that educators need to behave in the same way every time, rather that judgments are reliable and consistent.

This discussion on understanding behaviour and misbehaviour is very valuable to this chapter as it relates to the main aim of the study which is to explore how Choice Theory can be applied in managing and influencing learner behaviours in schools. In order to determine how behaviour of learners can be managed and influenced, there is a need to first understand what behaviour is and why certain behaviour is discouraged and needs to be influenced.

2.10 CHALLENGING LEARNER BEHAVIOUR

Challenging learner behaviours includes behaviour that interfere with the teaching, interferes with the rights of others to learn, is psychologically or physically unsafe, or destroys property (Bruveris, 2006:1). Burden (2010:9) highlights that behaviours of this category show in the classroom in a number of ways as indicated below:

- *Needless Talk*: Talks during instructional time about topics unrelated to the lesson or talks when should be silent.
- *Annoying others*: Teases, calls names, or bothers others.
- *Moving around the room*: Moving around the room without permission or going to areas where not permitted.
- *Non-compliance*: Does not do what is requested, breaks rules, argues, makes excuses, delays, and does the opposite of what is asked.
- *Disruption*: Talks or laugh inappropriately, hums or makes noises, gets into things, causes “accidents”.
- *Aggressive actions*: Shows hostility towards others, pushes or fights, verbally abuses, is cruel to others, damages property, and steals other’s property.
- *Defiance of authority*: Talks back to educator, is hostile to comply with the educator’s request.

2.10.1 Antisocial Behaviour defined

An understanding of antisocial behaviour can assist school personnel in coping with many problematic behaviour disorders. Recently, this invaluable knowledge base has been infused into educational practices and decision-making processes concerning at-risk students in only a limited fashion. The purpose of the inclusion of this literature in this study is to communicate and adapt this knowledge for effective use by educators who must cope with a rising tide of discipline problems, challenging student behaviours and antisocial students populating today’s schools.

According to Walker, Ramsey, & Gresham (2004:4), antisocial behaviour might entail hostility and aggression towards others, willingness to commit rule infractions, defiance of adult authority, and violation of social norms and more. This behaviour pattern thus involves

deviations from accepted rules and expected standards governing appropriate behaviour across a range of settings. The term ‘antisocial’ tends to elicit an impression of behaviour that is not only destructive but intractable, aversive, and difficult to tolerate. This behaviour can be demonstrated in the classrooms or playgrounds of school.

- *Antisocial classroom behaviour*

As a rule, antisocial students make a relatively poor adjustment to the demands of schooling and to instructional environments controlled by educators. They often put extreme pressure on the management and instructional skills of classroom educators and disrupt the instructional process for other students (Walker et al., 2004:15). Antisocial students are increasingly being placed outside the regular classroom in self-contained classes, day-treatment centers, and residential settings.

- *Antisocial playground behaviour*

Antisocial students have equally serious adjustment problems with peers on the playground as they do with educators in the classroom. In fact, the aggressive tendencies of antisocial students are more easily expressed in the less structured settings of the playground. Also the ratio of adults to students on the playground is much less favourable than in the classroom (Walker et al., 2004:15).

2.10.2 Behavioural characteristics that correlate with antisocial behaviour

Some students go through their lives without engaging in some form or type of antisocial behaviour on occasion. This is true of young children who, through the socialization efforts of parents and guardians, gradually reduce their levels of antisocial behaviour as they approach school age. Walker et al. (2004:15) identify a number of antisocial characteristics that correlates to antisocial behaviour. They are:

2.10.2.1 The problem of aggression

In a real sense, antisocial behaviour is about aggression-physical, gestural, and verbal; a typical feature of challenging learner behaviour in schools. The aggression that is characteristic of antisocial children and learners is directed at multiple targets, including social agents (peers,

siblings, parents, educators, other adults), property (vandalism, theft, arson), and self (drug and alcohol abuse, impulsive, high-risk behaviour). Hunt in Walker et al. (2004:15) identified and described five neurobiological patterns of aggression which are represented below:

2.10.2.1.1 Patterns of Neurobiological Aggression

An understanding by educators of the patterns of neurobiological aggression is needed to help them understand what drives a particular aggressive behaviour in learners and how such behaviour can be managed. Glasser (2009:35) indicates that it is preferable and suitable to manage challenging learner behaviour not by what it seems but by what drives that learner to that action.

Over-aroused aggression: This form of aggressive behaviour is due primarily to a state of over arousal, such as that seen in children and youths with attention deficit/hyperactivity disorder. Aggressive behaviour of this type is largely a side effect of heightened arousal and activity levels and is not characterized by intent to inflict pain or by attempts to use aggression for instrumental purpose.

Impulsive aggression: Aggression of this type occurs in a sudden burst, without any identifiable precursors or signs that it is coming. It is thought to be neurologically based and is often associated with irritability or long periods of passivity. Aggressive episodes are very brief in duration and subside as quickly as they emerged. Learners and children displaying this pattern of aggression are subject to frequent and intense mood swings.

Affective aggression: Aggression arising out of intense anger and rage, such as that seen among abused children, is characteristic of this pattern. It is emotionally charged and includes a range of affective states involving intense passion; it is sometimes motivated by vindictiveness or self-protectiveness. Violent episodes are typical of this pattern of aggression. It is highly destructive to both the perpetrators and the victims of the aggression.

Predatory aggression: This form of aggression is most prevalent among those at adolescent and adult levels of development. It is often associated with a thought disorder involving paranoia. Such youths have a conspiratorial view of social relations and tend to misinterpret neutral social

behaviours directed towards them as intentionally harmful. Most of their aggressive behaviour is revenge-based and thoughtfully planned. Often it is designed to ‘settle scores,’ real or imagined, and contains elements of the predator-prey relationship.

Instrumental aggression: This very common form of aggression is adopted by many learners and youths as a standard way of operating on the social environment (i.e., a modus operandi) and involves using aggressive tactics to maximize their advantage and to get their way. Instrumental aggression is used to intimidate, humiliate, and coerce others. There is a strong drive to achieve dominance and social control underlying this aggressive pattern. Such learners and youths often come from unstable homes, or chaotic family environments.

There is some degree of overlapping among the types of aggression and an aggressive individual rarely manifests the characteristics of only a single pattern of aggression. Still, these distinctions are seen increasingly in school and community settings.

Aggressive behaviour of learners is highly aversive to others and often leads to rejection and social avoidance from fellow students or peers. This already is a negative consequence of the action capable of impacting a lesson on the learner. Aggression also produces powerful short-term rewards, including getting one’s way, achieving social control over situations, and dominating and humiliating others. These at time are needs that learners want at a given time which are not provided in school and as such they become aggressive to meet these needs. However, children who adopt aggression as a characteristic behaviour pattern are likely to win battles but lose the larger war (Walker et al., 2004:15).

2.10.3 Necessary conditions for challenging learner behaviour

Before student behaviour can be labelled a challenging behaviour, certain conditions must be met. If these conditions are not met, the behaviour should not be called challenging behaviour. This does not mean that the behaviour is not a problem. Rather, it means that the strategies for managing and modifying the challenging behaviour may not be appropriate for addressing this behaviour. Colvin (2009:10) identifies the following conditions that necessitate challenging learner behaviours.

2.10.3.1 School Authority

For a student to exhibit a challenging behaviour, a direction must be given by a school authority. A person in authority refers to any member of the faculty, including administrators, certified and classified staff, substitute educators, and, in some cases, sanctioned volunteers. Some students are prone to treat staff members differently (Clovin, 2009:11). Similarly, it is well known that students are more likely to follow directions from the principal versus a noon-duty assistant. Often, students will be more compliant with the classroom educator compared with the classroom educational assistant. It is also well known that students treat substitute educators with less respect and cooperation than their regular educators.

2.10.3.2 Explicit and Implicit Directions

Compliance or non-compliance as a challenging learner behaviour in school refers to whether or not students follow the direction of instructions presented by a school authority (Colvin, 2009:11). The directions may be explicit or implicit. An explicit direction is unambiguous in its interpretation and directly delivered by school personnel. For example, the educator may present a direction to the class, “open your math book to page 54 please”. There is no question as to what book and page is needed and what the students are expected to do. Other directions are implicit. These usually include established routines, expectations, and rules in the classroom and school. For example, the educator may say, “Listen everyone, it is time for PE.” The directions implied in this announcement are for students to follow the routine of putting materials away, clearing their desk, pushing in their chair, and lining up at the door. In the hallways, there is the expectation (implicit direction) that the students are to keep moving to their next class.

It is particularly important when considering issues of challenging learner behaviour that the students clearly understand directions and know what is required of them. Shores, Gunter, & Jack (1993:43) in an eye-opening study report that less than 20% of educator directives to students, with and without disabilities, were preceded with information that would enable the students to respond correctly. As such, students’ response to directions cannot be assessed as challenging learner behaviour if they did not properly understand the directions.

2.10.3.3 Capacity to complete the direction

It is also important for the educator to have a solid basis of knowing if the direction or task required is something the student is capable of completing satisfactorily. The student must have the necessary skills to complete the task before a judgment can be made on whether or not the student is being non-compliant.

2.10.4 Causes of challenging learner behaviour/misbehaviour

One way to understand classroom control is to determine why students misbehave. In some cases, the reasons are complex and personal and perhaps beyond educators' comprehension and control.

Conduct disorder and antisocial behaviour are considered to be multiple determined; that is, a host of constitutional (genetic, neurobiological) and environmental (family, community) factors may influence the development of these behaviour patterns (Walker et al., 2004:23). In terms of causal factors, the family situations in which learners are embedded should be considered within a community context. Antisocial behaviour patterns are often the unfortunate result of learners' exposure to high level of risk in both family and community settings.

Burden (2010:9) however suggests a number of causes of misbehaviour which can be addressed by educators.

Health factors: Student behaviour problems may be related to health factors. Lack of sleep, an allergy, illness, or an inadequate diet may greatly affect the student's ability to complete assignments or interact with others. For some children, sugar has an effect on their behaviour and may result in hyperactivity. Physical impairment such as a vision or hearing loss, paralysis, or a severe physiological disorder may also contribute to behaviour problems.

Neurological conditions: Some students may have a mental disorder that affects their behaviour in some way. For example, attention deficit disorder is a mental disorder which the area of the brain that control motor activity doesn't work as it should. This is among the most common childhood mental disorders and affects about 4% of school-age children, according to the

National Institute of Mental Health (NIMH) (2006:36). Such students may be inattentive (easily distracted, don't follow direction well, shift from one unfinished task to another, and seem not to be listening), hyperactive (talkative, fidget, and squirm), and impulsive (don't wait their turn, blurt out answers, and engage in dangerous activities without considering the consequences).

Medication or drugs: Medication or drugs whether legal or illegal, may also be a factor. Over-the-counter medicine for nasal congestion, for example may cause a student to be less alert than usual. Alcohol or drug abuse also may contribute to unusual behaviour at school.

Influence from the home or society: Conditions in the student's home may be related to behaviour problems. Student behaviour problems may be associated with a lack of adequate clothing or housing, parental supervision and types of discipline, home routines, or significant events such as divorce or the death of a friend or relative. Factors in the community or society may contribute to student behaviour problems. There has been considerable concern and debate over the effects of television on the beliefs and conduct of children. Violence on television is seen by some to influence students to be more aggressive.

The physical environment: the physical arrangement of the classroom, temperature, noise, and lighting may affect student behaviour. Student crowding may also be involved. These factors may contribute to a student's lack of commitment to a lesson, and may lead to inattention and misbehaviour.

Poor behaviour decisions by the student: The classroom is a complex environment for students as well as for educators. Students are confronted with challenges, temptations, and circumstances that will cause them to make decisions about their own behaviour. Their own personalities and habits come into play here. Given all of these factors, students will sometimes make poor decisions that lead to misbehaviour.

Other students in the classroom: Some misbehaviour results from students being provoked by other students in the classroom. A student may be drawn into an incident of misbehaviour when another student does something inappropriate. In addition, peer pressure from other students may cause individual students to misbehave in ways they would not consider by themselves.

Educator factors when managing the class: Educators sometimes needlessly create disciplinary problems by the way they manage and conduct their classes. Inappropriate educator behaviours include being overly negative, maintaining an authoritarian climate, overreacting to situations, using mass punishments for all students, blaming students, lacking a clear instructional goal, repeating or reviewing already learned material, pausing too long during instruction, dealing with one student at length, and lacking recognition of student ability levels. While few educators can avoid all these behaviours all of the time, effective educators recognize the potentially damaging effects of classroom order and discipline. Being aware of these characteristics is the first step to avoid them. It is useful periodically for an educator to reflect on her teaching behaviour to determine if she is taking actions that are contributing to inattention or misbehaviour.

Educator factor concerning instruction: Educators make many decisions about the content and delivery of instruction. Students may lose interest in a lesson if the educator presents uninteresting lessons, does not plan meaningful activities or engage students in the lesson, is ineffective in instructional delivery, or does not deliberately plan to incorporate motivational elements into the instruction. When students lose interest in a lesson, they are more likely to get off task and misbehave.

2.10.5 Degrees of severity of challenging behaviour

Burden (2010:11) classifies challenging learner behaviour as ranging from mildly to severely disruptive behaviour. Severely disruptive behaviour and crime in schools may involve violence, vandalism, coercion, robbery, theft, and drug use. These behaviours typically occur outside the classroom in places such as the lunchroom, corridors, or outside the building. Moderate levels of misbehaviour involve tardiness, cutting class, talking, calling out answers in class, mild forms of verbal and physical aggression, inattentiveness, and failure to bring supplies and books. Most misbehaviours are comparatively mild and are related to attention, crowd control, and getting work accomplished in the classroom.

When selecting an appropriate response to challenging learner behaviour, it is important that educators take into account the degree of severity of the misbehaviour. Severity can be evaluated by looking at factors such as appropriateness, magnitude, intent, and extent to which a behaviour

differs from what is expected in a particular setting. As such, the degree of response should match the degree of severity of the misbehaviour. Educators often ignore certain minor misbehaviours because their intervention may be more disruptive than the misbehaviour.

2.10.6 Harmful outcomes of challenging learners' behaviours

Students who display challenging behaviours are at risk for a number of serious negative outcomes that can be summarized in terms of:

2.10.6.1 Damaging life outcomes in general

In the early 1980s, Walker & Rankin in Colvin (2009:8) as part of an extensive eight-year research project surveyed a national sample of more than 1100 educators, in K-12, regarding the expectations general education educators held for students in their classrooms. The result showed that more than 90% of educators participating in the survey rated non-compliance and defiance toward educators as one of the least acceptable challenging behaviours in their classrooms. Similarly, 23 years later, Lane, Wehby & Cooley (2006:11) found that following educator directions still remained a high priority standard expectation of educators for their students across grade levels and that failure to meet these expectations resulted in several serious negative outcomes within and beyond the school setting, especially regarding academic underachievement and social relationship issues. This means that students who exhibit challenging behaviours are likely to do so throughout their school career, at home, and into later life (Walker, Colvin, & Ramsey, 1995:76).

The prognosis for students who exhibit severe challenging behaviour at an early age is particularly grim. Researchers like Walker et al. (1995:66) have reported for many years the prospects for children who display challenging behaviour, which includes non-compliance, are very serious with outcomes like:

- Peer rejection
- Increase in off-task behaviour in lower grades
- Bonding with other antisocial students, including involvement with gangs
- Dropping out of school
- Involvement in juvenile crime and later on adult crime

- Ineffective relationships as adults
- Inability in finding and keeping employment
- Serious mental health issues as adolescents and adults

2.10.6.2 Detrimental effects on academic achievement

It is logical to assume that most students who display challenging behaviours on any regular basis will have problems in succeeding with their academic work. The reason is obvious; when educators provide instruction, they typically require tasks of their students that involve following directions and expectations. Students who do not follow these directions will have difficulty completing the task set by the educator, which will in turn affect their academic achievement. Kauffman (1997:247) so aptly noted that low achievement and problem behaviour go hand in hand. This is further confirmed by Sutherland, Wehby, & Yoder (2002:111) who reported that academic deficits of students are further exacerbated by the modified instruction they receive, which is brought about by their disruptive classroom behaviour.

In effect, there is a clear correlation between academic underachievement and problem behaviour. A cyclical relationship exists between the impact of problem behaviour in the classroom and the kind of instruction that is delivered to students who display non-compliant and disruptive behaviour.

This discussion on understanding challenging learners' behaviour enriches this chapter with information that addresses the main aim of the study which is to explore how Choice Theory can be applied in managing and influencing learner behaviour in schools. In order to determine how behaviour of learners can be managed and influenced, there is a need to first understand what are challenging learners' behaviours or undesirable learner behaviours and also to identify causes of such behaviour. Information on challenging learner behaviour and the causes of such behaviour guide the study into determining how such behaviour could be influenced.

2.11 MANAGING LEARNERS' BEHAVIOUR IN SCHOOL

2.11.1 General classroom management

Over the past two decades, behaviour management models and programs have emerged (Charles, 2002:11). Many of these models have been promoted vigorously and a number of them have attracted large groups of devotees among educators and school administrators. In Australia, models such as Choice Theory, Assertive Discipline, Responsible Thinking and the work of Bill Rogers have been widely adopted as an umbrella approach to discipline in many schools. Several of the models complement one another (Fields, 2011:5). Within the field of behaviour management, there is considerable disagreement about how best to gain and maintain student cooperation and engagement in academic tasks and activities, and what measures to apply when students exhibit inappropriate behaviour. There exists a significant divergence of opinion about how children learn behaviour and what should be the role and function of the educator in the process of discipline.

According to Kruger & Van Schalkwyk (2011:7) and Burden (2010:4), classroom management is aimed at the establishment and maintenance of certain conditions in the classroom and in which effective teaching and learning can take place. In order to maintain these conditions, efforts towards classroom management is mostly geared towards managing learners' behaviour. As such, classroom management is thus a means by which management enables that educators can carry out certain management activities with regard to matters such as classroom climate, conflict, teaching media etc., thus ensuring the success of her teaching activities.

Several key questions come to mind when one reflects classroom management. How can the physical environment be organized? What rules and procedures are appropriate? How can students be held academically accountable? How can appropriate behaviour be encouraged and supported? How might order be restored if there are disruptions? How can class time and instruction be managed effectively? How can the safety of students be assured? Burden (2010:4) indicates that the above questions are issues that constitute part of classroom management and must be taken into consideration. In the light of the above questions, one can realise that managing learners' behaviour in school is a function of general classroom management.

2.11.2 Principles for addressing challenging learner behaviour

Problem behaviours have a variety of causes, and evidence suggests that some of these are within the school and classroom environment (Charles, 2008:29). To promote classrooms that are conducive to learning and to help prevent problem behaviours, educators must address certain contextual factors within the classroom. Evertson & Weinstein (2006:47) review research, practice, and work on contemporary issues and provide considerable guidance for classroom practice. Below are some basic principles for working with students in a manner that establishes a positive, productive classroom in which students learn and have a satisfying educational experience.

Maintain focus on your major task in teaching: An educator's major task is to help students be successful in achieving educational objectives, to promote student learning and to help students develop the knowledge and skills to be successful in the classroom and beyond.

Understand student's needs and how to meet them: Educators need to know their students likes and dislikes, what motivates them, their needs and desire, and what influences their lives. Educators need to use this information to create an appropriate learning environment.

Understand and respect ethnic or cultural differences (diversity): With an understanding of the ethnic or cultural background of the students, educators will be more able to facilitate learning and guide behaviour.

Know what causes misbehaviour and how to deal with those causes: Take steps to reduce or remove the causes of misbehaviour.

Provide clear rules for and procedures to guide student conduct: Rules and procedures needs to be clearly identified and taught so that students understand the behavioural expectations.

Have a specific plan for responding to misbehaviour with a hierarchy of interventions: Have a specific set of strategies to stop misbehaviours, keep students positively on track, and preserve good relations.

Reduce the use of punitive methods of control: coercive or punitive environments may promote antisocial behaviour. Other techniques that involve the students in creating a positive learning environment are more desirable.

Take action to establish a cooperative, responsible classroom. Use techniques to maintain attention and involvement, reinforce desired behaviours, promote student accountability and responsibility, and create a positive learning community.

Involve students meaningfully in making decisions: Decisions can involve things such as the selection of classroom rules and procedures, instructional activities and assessment, and curriculum materials. Student involvement generates commitment to the learning process and to the classroom environment.

Teach critical social skills: many students lack the social skills necessary to relate positively to peers and to do well academically. Educators who help students develop these social skills help promote learning and successful classroom discipline.

Involve parents and guardians to a reasonable degree: Communicate with the parents regularly about what you are doing in the classroom and about the progress of their children. Make it clear that you want and need their support.

2.11.3 Managing schools and classrooms of learners with challenging behaviours

Policymakers and the legislature view schools as the ultimate vehicle for accessing children who need social services support and serve also as important settings for identifying learners and children who suffer from various forms of neglect and abuse at home. As families continue to abandon their parenting responsibilities on a broad scale, schools must increasingly assume the roles of protector, socialising agent, and caregiver.

Over the past several years, there has been considerable focus on taking steps to ensure that schools are positive, welcoming, and safe environments for learning (Sugai & Horner, 2005:67). Although the emphasis in this trend has been to implement evidence-based, positive, and proactive practices, there is still a need for constructive procedures in managing problem

behaviour when it arises. Glasser (2009:6) indicates that the best way for educators to stop unwanted learners' behavior is to teach learners how to behave properly, as they are exposed to the consequences of their action. To do this, educators are supposed to understand human behaviour and the behaviour of learners before behaviour modification can be enforced with students.

Little learning will take place in schools and classrooms full of chaos and negativity. To help establish a productive learning environment, a positive and consistent classroom incentive programme should be in place. Classroom incentive programmes are like snowflakes -no two are alike. Whatever program an educator decides on, she should consider the following aspect suggested by Lindberg, Kelley, Walker-Wied, & Beckwith (2007:47).

The expected classroom behaviours: In order for an educator to make sure she covers all aspects of classroom behaviour challenges, the educator and her incentive program will lose credibility with students if rules are made up as the educator goes along or if changes are conditionally made during the incentive program. Educators should state behavioural expectations succinctly and positively to help learners know what they should do and should not do.

The reward the student will be working towards: Here, a educator may want to survey students to find out what motivates them as they will be more likely to work towards something they want.

Method used to collect and present the data: Students need to have some tangible way to know they are on the right track with their behaviour. Points accumulated on the board, stamps on the calendar, or graphs are some of the ways to visually present this information. Always communicate to the learners what they are earning and why they are earning it. In addition to keeping students informed throughout the class hour, it is a good idea to summarise the total points earned at the end of each class.

Realistic criteria for success: Criteria that are set too high may be unattainable, while criteria set too low will not challenge the student to improve behaviour to a more acceptable level. Educators are therefore advised to establish a graduated scale of success with increased incentives for meeting higher criteria.

The duration of the incentive programme: The success of any incentive program hinges on the length of time students must perform behaviour before they receive their reward. If it runs for too long, students will lose interest or feel the reward isn't worth the wait. If the duration is too short, the educator develops a feeling of spending more time rewarding than teaching. A good rule of thumb is to run the first couple of incentive program for about one week, then once the students have understood the program and behaviour has begun to improve, increase the duration of the incentive to two or three weeks.

The method of explaining the plan and how often the plan's expectations will be reviewed: One of the more common reasons incentive plans fall apart is lack of communication. The best-laid plans will fall flat if educators don't devise a way to explain the incentive programme clearly. Student needs to be well advised on all of the above elements of the incentive plan. In addition, they need frequent reminders about expectations, feedbacks on progress and recognition for their appropriate behaviour.

2.11.4 Importance of effective behaviour management in schools

An effective system of classroom management should be supportive and encouraging as a means to guide instruction and manage appropriate student behaviour, and a learning community is created with this focus. An effective classroom management plan helps achieve the following purpose as outlined by Charles & Charles (2004:41):

Maintains an effective environment for learning: Learning occurs best in environments that are reasonably well-ordered, free from threat, relatively free from disruptions, and encouraging of exploration and interaction.

Promotes good personal relations: Treat students with respect, accept them as worthwhile, and treat them with consideration. Guide students to adopt the same behaviours in their interactions.

Help students develop self-control: One of the purposes of behaviour management is to help students develop the ability to control themselves and direct themselves in various situations.

Heightens students' sense of purpose: Effective behaviour management helps students develop a clearer sense of purpose concerning what they wish to experience, what they want to learn, and how they want their lives to progress.

Foster a sense of responsibility: Effective behaviour management heightens student initiative and choice but is always anchored in responsibility. Your management plan should hold students accountable for their instructional and behavioural responsibilities.

Generally, the discussion on managing challenging learner's behaviour enriches this chapter with information that addresses the main aim of the study which is to explore how Choice Theory can be applied in managing and influencing learner behaviours in schools. More specifically, the literature discussed provides information that addresses objective 2 of the study which is to explore how Choice Theory can be used effectively to manage and influence learner behaviour and objective 4 which aims at suggesting a model on how Choice Theory can be applied in South African schools. It is of vital importance that when a researcher attempts to suggest the use of a theory to manage and influence learners' behaviour, he has to review other strategies that have been put forth for the same purpose. This was done in order to make judgmental considerations to build on the use of Choice Theory in addressing the same purpose as the other strategies.

2.12 MODELS OF DISCIPLINE

2.12.1 General school discipline

School discipline can be described as all the strategies that can be used to coordinate, regulate and organise individuals and their activities in the school (Thornberg, 2008:37) and put in place the provisions and procedures necessary to establish and maintain an environment in which teaching and learning can take place. This definition is comprehensive and a helpful starting point to understand school discipline in that it includes all activities used to maintain discipline – from cruel and coercive to the nurturing and liberating. From this definition, it is easy for researchers to categorise disciplinary strategies.

Educators operating from a traditional perspective may define school discipline as ranging from all activities that are implemented to control learner behaviour, to enforcing compliance and

maintaining order, to a view of freedom where any external discipline or guidance is seen to restrict the learner's autonomy (Ferreira, Jacobs, Coetzee-manning, & De Wet, 2009:163). However, some authors hold that the quality and complexity of human behaviour necessitates a more constructive approach to school discipline (Felderhof, 2002:71). This view holds that learners should increasingly accept responsibility for their own behaviour, and that good discipline should be based on human values rather than punitive rules. As such, this study is moved by the views of educators operating from a progressive perspective. According to the progressive perspective, school discipline should be seen as all activities that contribute to learners' intrinsic motivation, self-management and decision-making skills.

When deciding how to handle classroom management and discipline, educators probably will take into consideration their views of child development, their educational philosophies, and a host of other factors. These views can be categorized in many ways, but perhaps the most useful organiser as suggested by Burden (2010:17), is by the degree of control that educators exert on the students and the classroom. A continuum showing a range of low to high educator control can be used to illustrate the different educational views, and the various disciplinary models can be placed on the continuum. This continuum is based on the organizer that Wolfgang (2009) used when examining models of discipline.

According to Burden (2010:17), a model of discipline is a set of cohesive approaches to deal with establishing, maintaining, and restoring order in the classroom that represent a certain philosophical perspective on a continuum of low to high educator control. An educators approach to freedom and control may fall into one particular part of the continuum, but this does not mean that the educator has to follow the approach in every situation.

2.13 UNDERSTANDING CHALLENGING AND VIOLENT STUDENTS

Challenging students are constantly disruptive, demand attention, openly confront educators' authority, or do not complete any assigned work. They disrupt learning, interfere with the work of others, and may prompt other students to misbehave (Burden, 2010:240). Regular classroom management systems may not work with challenging learners. Before considering how to deal with these students, it is helpful to identify the behaviours challenging students actually exhibit,

recognize influences that may have contributed to the development of the difficult behaviour, and understand that the behaviour of challenging students may be early signs of serious problems.

According to Curwin, Mendler, and Mendler (2008:7), 80 percent of students rarely break rules, 15 percent break rules on a somewhat regular basis, and 5 percent are chronic breakers and are generally out of control most of the time. In some school environments, the percentage of difficult students may be even higher. As such, tough kids who persistently break rules and sometimes become involved in serious misbehaviour are an ongoing challenge in the classroom.

2.13.1 Planning to work with challenging and violent students

Many schools have taken action to address violent behaviour with formal violence prevention programs, increased school security, zero-tolerance policies, and programs in character development, problem resolution, and anger control. To be successful with challenging and possibly violent students in a classroom, a educator must assume responsibility for addressing the situation and take steps to have the student behave within acceptable limits (Canter & Canter, 2008:80).

Establish rules, procedures, consequences, and reinforcement for a classroom. It is vital for a educator to develop a comprehensive classroom management and discipline system for all students in the classroom. This is the foundation for any additional actions that they need to take when addressing the special challenges of working with difficult students.

Make a commitment to help challenging students succeed. These students are sometimes accustomed to educators trying to help them but then later giving up. Actually giving up on the student only reinforces and perpetuates the problem behaviour; the behaviour will not go away without intervention. The inappropriate behaviour will continue unless educators make the commitment to help the challenging student. In doing so, educators must clearly communicate their concern to these students. They must know that the educator will do everything possible to help them succeed. Since educators may not be in a position to change any of the underlying contributing factors for the misbehaviour, they should focus on the inappropriate classroom behaviour. This commitment is a vital step in overcoming problem behaviours.

Establish a plan to deal with each challenging student. Because there are different types of challenging students, educators may need to use a different approach with each type. In addition, each student has his or her own personality, academic history, and circumstances to be considered. For these reasons, it is helpful to establish a plan to deal with the unique characteristics of each challenging student. Handling each incident as a separate act is not sufficient. Preplanned, sequential actions are needed to address the problem behaviour systematically.

Keep documentation and anecdotal records. It is important to keep a written record of the incidents of misbehaviour and the actions you have taken in a separate folder for each challenging student. This documentation will help the educator to see any patterns in the behaviour. If at a later point the educator needs to consult the parents, principal, counsellor, psychologist, or others about the student, this documentation will help them better understand the nature and scope of the problem.

There are several types of documentation. First, keep a written anecdotal record to document specific events of misbehaviour. An anecdote is a brief narrative description of an incident. Anecdotal records can be quite simple in design and may include the student name, the date and time of the incident, the location of the incident, a brief description of the student's behaviour, and a brief description of the educator's response. Secondly, the educator might ask the student to fill out an incident reaction sheet outlining an incident of misbehaviour. Students could write this while in time-out. The incident reaction sheet provides the student with an opportunity to evaluate his or her behavioural choices while calming down.

Questions may require the student to describe the rule that was broken, why the student chose to misbehave, who was bothered by the misbehaviour, what more appropriate behaviour could be chosen next time, and what should happen to the student next time the behaviour occurs. This reaction sheet should be kept on file as documentation of the incident, and it may be shown to others such as the family, principal, or counsellor as the need warrants. Third, keep a record of any one-on-one meetings with the student as a means to document the series of interactions and decisions that were made in consultation with the student. Fourth, keep a copy of the behavioural contract that was developed with the student or in consultation with others.

Focus attention on preventing disturbing or violent behaviour. As educators, we need to think comprehensively about prevention strategies. This may include teaching students alternatives to disruptions and violence, knowing the early warning signs for violent behaviour, being attentive to student interactions, building a positive classroom community, and taking actions to de-escalate confrontational situations. Educators are expected to further decide on how to address aggressive behaviour and even how to respond to physical fights. Thinking about these issues will enable educators to make quick, appropriate decisions in the event of an incident.

2.13.2 Dealing with chronic misbehaviours

Chronic misbehaviours are troublesome behaviours that student repeatedly or compulsively perform. They include tattling, clowning, cheating, lying, stealing, profanity, rudeness toward the educator, defiance or hostility, and failure to do school work. This behaviour is recurring and inappropriate, and an educator can take action to minimize its presence in the classroom (Foley, 2007:47). Strategies to address a number of common chronic misbehaviours are presented here.

Tattling: Tattling occurs when students report minor infractions or perceived injustice to the educator. Tattling is not disruptive, but it can become a problem when students commonly report minor, petty complaints. To prevent tattling from occurring in the first place, let students know the kind of information they should and should not report to you. You need to know about an incident where a student got hurt, for example, but not when a student is not doing a school work.

Many educators, especially in the primary grades, have an explicit lesson about tattling. They describe the difference between reporting important information to the educator and reports that are tattling about minor infractions. Numerous examples can be provided and discussed for each category. Students can offer examples, as well. It is important to convey to the students that you will be available to help them with important matters, but you are not interested in minor complaints.

Clowning: Students who clown behave in silly or funny ways, or may play practical jokes. This clowning is disruptive to the class. Figuring out the source of the student's clowning can help determine what to do about it (Gootman, 2008:18). Some students may use clowning to cover up

a deficiency; they may clown during a maths lesson because they are weak in maths. Clowning may also be a vehicle for a student to achieve success, that is, to gain recognition, fame, and popularity among other students. Still, clowning may be a way of venting frustrations and pressure that students may experience from school, home, or other factors.

Keeping a record of who, what, where and how for clowning incidents can help pinpoint the source. Then you can meet privately with the student to discuss the pattern of the clowning behaviour and why it is disruptive. Help the student figure out how to meet his or her needs without being disruptive.

Cheating: Cheating involves students getting answers or projects from someone else and turning them in as their own. Students may cheat for several reasons. They may cheat if the educators' expectations are too high and they may not be capable of mastering the material. Students may see cheating as the only way out. Other students may simply not be prepared, or they may have test anxiety.

It is best to minimise the temptation to cheat by discussing the difference between helping and cheating, demonstrating expected behaviours for various activities and having students identify appropriate and inappropriate actions. In addition, it is important to minimize the opportunity to cheat by determining desk placement during test and by giving attention to policies, procedures, and submission guidelines for other types of student products.

If you catch a student who is cheating, you can talk to the student privately, present your reasons for suspecting cheating, express concern and try to find out why the student cheated, explain the consequences, and then discuss the consequences for subsequent cheating (Weinstein & Mignano, 2007:62). Rather than give the student a zero on the assignment, you may ask him or her to complete the test or assignment again under controlled conditions where cheating cannot occur. Some schools have predetermined consequences for cheating, such as parental notification.

Lying: Lying involves saying something that is not true in a conscious effort to deceive somebody. Students may have many reasons for lying, such as trying to protect their self-image, to mask their vulnerable point, or to inflate their image in front of others. They may feel afraid,

feel insecure, or fear rejection. Students may lie to protect themselves from punishment or if we are too strict with them.

The best response is to express concern about the student's need to lie by asking "I wonder why you couldn't tell me what really happened?" This approach makes it easier for the student to talk about the reason he or she felt compelled to lie. In doing so, try not to overreact or get angry with the student. Focus on the student's reason and feeling that led to the lie. You might encourage the private conversation with a statement such as "If you tell me what really happened, we can figure out what to do about this situation and perhaps I can help you not to let this happen again." Encourage students to be honest about their feelings, and use a calm problem-solving approach to help students address a problem that caused them to lie in the first place.

Stealing: Stealing involves taking something that belongs to somebody else without the owner's permission. Student in early grades may still be learning the difference between sharing and taking what doesn't belong to them. Students may impulsively steal because they may want something, or they may take something from another student because they are angry with the other person.

This discussion on understanding challenging and violent learners enriches this chapter with information that addresses the main aim of the study which is to explore how Choice Theory can be applied in managing and influencing learner behaviours in schools. It also relates to objective three of the study which is geared at exploring how Choice Theory can be used effectively to manage and modify learner behaviour. In order to be able to influence learners' behaviours which are unacceptable, there is a need to understand the learners so as to be able to manage and influence them.

2.14 BEHAVIOUR MODIFICATION

Miltenberger (2008:5) indicates that behaviour modification is the field in psychology concerned with managing and modifying human behaviour. Analyzing means identifying the functional relationship between environmental events and particular behaviour to understand the reasons for the behaviour or determine why a person behaved as he or she did. Modifying means developing and implementing procedures to help change an unwanted behaviour. It involves altering

environmental events so as to influence behaviour. Behaviour modification procedures are developed by professionals and used to change socially significant behaviours, with the goal of improving some aspect of a person's life.

2.14.1 Characteristics of behaviour modification

Miltenberger (2008:5) describes eight major characteristics of behaviour modification which educators can apply in classrooms and schools in an attempt to change unwanted learner behaviour as follows:

Focus on behaviour: Behaviour modification procedures are designed to change behaviour, not a personal characteristic or trait. Therefore, behaviour modification de-emphasizes labeling. For example, behaviour modification is not used to change autism (a label); rather it is used to change problem behaviours exhibited by children with autism. Behaviour excesses and deficits are targets for change with behavioural modification procedures. In behaviour modification, the behaviour to be modified is called the *target behaviour*. A behavioural excess is an undesirable target behaviour the person wants to decrease in frequency, duration, or intensity. Smoking is an example of behavioural excess. A behavioural deficit is a desirable target behaviour the person wants to increase in frequency, duration, or intensity. Exercise and studying are possible examples of behavioural deficits.

Procedures based on behavioural principles: Behaviour modification is the application of basic principles originally derived from experimental research with laboratory animals. The scientific study of behaviour is called the *experimental analysis of behaviour*, or behaviour analysis. The scientific study of human behaviour is called the experimental analysis of human behaviour, or applied behaviour analysis. Behaviour modification procedures are based on research in applied behaviour analysis that has been conducted for more than 40 years.

Emphasis on current environmental events: Behaviour modification involves assessing and modifying the current environmental events that are functionally related to the behaviour. Human behaviour is controlled by events in the immediate environment, and the goal of behaviour modification is to identify those events. Once these controlling variables have been identified, they are altered to modify the behaviour. Successful behaviour modification

procedures alter the functional relationships between the behaviour and the controlling variables in the environment to produce a desired change in the behaviour.

A precise description of behaviour modification procedures is that behaviour modification procedures involve specific changes in environmental events that are functionally related to the behaviour. For the procedure to be effective each time that is used, the specific changes in the environmental events must occur each time.

Treatment implemented by people in everyday life: Behaviour modification procedures are developed by professionals or paraprofessionals trained in behaviour modification. However, behaviour modifications procedures are often implemented by people such as educators, parents, job supervisors, or others to help people change their behaviour. People who implement behaviour modification procedures should do so only after sufficient training. Precise descriptions of procedures and professional supervision make it more likely parents, educators, and others will implement procedures correctly.

Measurement of behaviour change: One of the hallmarks of behaviour modification is its emphasis on measuring the behaviour before and after intervention to document the behaviour change resulting from the behaviour modification procedures. In addition, ongoing assessment of the behaviour is done well beyond the point of intervention to determine whether the behaviour change is maintained in the long run.

De-emphasis on past events as causes of behaviour: As stated earlier, behaviour modification places emphasis on recent environmental events as the cause of behaviour. However, knowledge of the past also provides useful information about environmental events related to the current behaviour. For example, the previous learning experiences have been shown to influence current behaviour. Therefore, understanding these learning experiences can be valuable in determining current behaviour and choosing behaviour modification procedures. Although information on past events is useful, knowledge of current controlling variables is most relevant to developing effective behaviour modification interventions because those variables, unlike past events, can still be changed.

Rejection of hypothetical underlying causes of behaviour: Although some fields of psychology might be interested in hypothesized underlying causes of behaviour, behaviour modification rejects hypothetical explanations of behaviour. Skinner (in Miltenberger, 2008:7) has called such explanations “explanatory fictions” because they can never be proved or disproved, and thus are unscientific. These supposed underlying causes can never be measured or manipulated to demonstrate a functional relationship to the behaviour they are intended to explain.

This discussion on behaviour modification enriches this chapter with information that addresses the main aim of the study which is to explore how Choice Theory can be applied in managing and influencing learner behaviours in schools. It also relates to objective three of the study which is geared at exploring how Choice Theory can be used effectively to manage and influence learner behaviour. In order to be able to influence learners’ behaviour which is unacceptable, there is a need to understand the psychological strategies for modifying learners’ behaviour so as to be able to manage and influence them.

2.15 STRATEGIES USE IN MANAGING BEHAVIOUR

2.15.1 The Principle of Reinforcement

Reinforcement is one of the first basic principles that were systematically investigated by behavioural scientists, and it is a component of many applications of behaviour modification. According to Miltenberger (2008:73), reinforcement is the process in which behaviour is strengthened by the immediate consequence that reliably follows its occurrence. When behaviour is strengthened, it is more likely to occur again in future. The behaviour that is strengthened through the process of reinforcement is called an operant behaviour. An operant behaviour acts on the environment to produce a consequence and, in turn, is controlled by, or occurs again in future as a result of, its immediate consequence. The consequence that strengthens the operant behaviour is called a reinforcer. For instance, a learner continuously disturbs a lesson to gain attention of other learners. The learner’s continual disturbance is the operant behaviour. The reinforcer for the disturbance is to gain the attention of other learners. Because disturbing lessons results in the gaining of attention (reinforcer), the behaviour is strengthened and more likely to continue in the future.

It is also important to remember that both positive reinforcement and negative reinforcement are processes that strengthen behaviour; that is, they both increase the probability that the behaviour will occur in the future. Positive and negative reinforcement are distinguished only by the nature of the consequence that follows the behaviour.

2.15.1.1 Positive reinforcement

Miltenberger (2008:79) indicates that positive reinforcement implies that the occurrence of a behaviour is followed by the addition of a stimulus (a reinforcer) or an increase in the intensity of the stimulus, which results in the strengthening of the behaviour.

2.15.1.2 Negative reinforcement

By contrast, the occurrence of a behaviour is followed by the removal of a stimulus (an aversive stimulus) or a decrease in the intensity of the stimulus, which results in the strengthening of a behaviour.

A stimulus can be an object or event that can be detected by one of the senses, and thus has the potential to influence a person's behaviour. The object or event may be a feature of the physical environment or the social environment (the behaviour of the person or of others). In positive reinforcement, the stimulus that is presented or that appears after the behaviour is called a positive reinforcer. In negative reinforcement, the stimulus that is removed or avoided after the behaviour is called an aversive stimulus. The essential difference, therefore, is that in positive reinforcement, a response produces a stimulus, whereas in a negative reinforcement, a response removes or prevents the occurrence of a stimulus (Miltenberger (2008:73).

Some people confuse negative reinforcement and punishment. They are not the same. Negative reinforcement (like positive reinforcement) increases or strengthens a behaviour. Punishment, by contrast, decreases or weakens a behaviour. The confusion probably comes from the use of the word 'negative' in negative reinforcement. In this context, the word 'negative' does not mean bad or unpleasant, but simply refers to the removal of the stimulus after the behaviour.

2.15.2 Factors that influence the effectiveness of reinforcement

According to Miltenberger (2008:83), the effectiveness of reinforcement is influenced by a number of factors. These factors include the immediacy and consistency of the consequence, establishing operations, the magnitude of the reinforcer, and individual difference. Miltenberger outlines the following factors:

- **Immediacy**

The time between the occurrence of a behaviour and the reinforcing consequence is important. For a consequence to be most effective as a reinforcer, it should occur immediately after the behaviour occurs (after the response). The longer the delay between the response and the consequences, the less effective the consequence will be because the contiguity or connection between the two is weakened. If the time between the response and the consequences becomes too long and there is no contiguity, the consequences will not have an effect on the behaviour. Consider the importance of immediate reinforcement on social behaviour. When you talk to someone, you receive immediate social responses from the listener such as smiles, head nods, eye contact, and laughter, which reinforce saying the things you say.

- **Contingency**

If a response is consistently followed by an immediate consequence, that consequence is more likely to reinforce the response. When the response produces the consequence and the consequence does not occur unless the response occurs first, it is considered that contingency exist between the response and the consequence. When a contingency exists, the consequence is more likely to reinforce the response (Miltenberger, 2008:85). Consider the example of a learner having to stand in class when he/she disturbs a lesson. This is an example of contingency: every time a learner disturbs, he stand in class. The behaviour of disturbing is reinforced by standing in class. If the learner stands only sometimes when he disturbs, and if he stands even when he did not disturb, the behaviour of disturbing will not be weakened very much. A person is more likely to avoid a behaviour when it results in a consistent reinforcing consequence. That is, a behaviour is strengthened when a reinforcer is contingent on the behaviour.

- **Establishing operations**

Some events can make a particular consequence more reinforcing at some times than at other times. For example water is a more potent reinforcer for someone who has not had a drink all day than for someone who just finished a large glass of water. In this example going without a drink is an event that make water more reinforcing. Events that change the value of a stimulus as a reinforcer are called establishing operations. In other words, these are operations that establish the effectiveness of a reinforcer at a particular time or in a particular situation and make the behaviour that result in that reinforcer more likely to occur.

- **Individual differences**

The effectiveness of a consequence being a reinforcer varies from person to person, so it is important to determine that a particular consequence is a reinforcer for a particular person. It is important not to assume that a particular stimulus will be a reinforcer for a person just because it appears to be a reinforcer for most people. For example, praise may be meaningless to some people even though it is a reinforcer for most.

- **Magnitude**

The other characteristic of a stimulus that is related to its power as a reinforcer is its amount or magnitude. Given the appropriate establishing operation, generally, the effectiveness of a stimulus as a reinforcer is greater if the amount or magnitude of a stimulus is greater. This is true for both positive and negative reinforcement. A larger positive reinforcer strengthens the behaviour that produces it to a greater extent than a smaller amount or magnitude of the same reinforce does. For example, a person would work harder or engage in more behaviour to decrease or eliminate an extremely painful stimulus than a mildly painful stimulus.

2.15.3 Extinction principle

Extinction is a basic principle of behaviour. Extinction occurs when a behaviour that has been previously reinforced no longer results in the reinforcing consequence and therefore, the behaviour stops occurring in the future. Miltenberger (2008:102) suggests that as long as a behaviour is reinforced, at least intermittently, it will continue to occur. If a behaviour is no longer followed by a reinforcing consequence, however, the person will stop engaging in the

behaviour. When a behaviour stops occurring because it is no longer reinforced, we say that the behaviour has undergone extinction or that the behaviour has been extinguished. Numerous studies have demonstrated the effectiveness of extinction for decreasing problem behaviours in children and adults (Ducharme & Van Houten, 1994:54). In each of these studies, the reinforcer of a problem was eliminated or withheld, and the behaviour decreased. For example, extinction was used to reduce arithmetic errors made by an 8-year-old boy. Whenever the boy did addition problems with two digits answers, he reversed the digits (e.g., he wrote 21 instead of 12 as the answer to $7+5$). The researchers determined that the attention (extra help) provided by the educator for incorrect answers was reinforcing the child's behaviour for reversing the digits. The extinction procedure requires the educator to refrain from providing attention for incorrect answers. The educator also praises the child for correct answers.

2.15.3.1 Characteristics of extinction

- ***Extinction burst***

One major characteristic of the extinction process is that once the behaviour is no longer reinforced, it often increases briefly in frequency, duration, or intensity before it decreases and ultimately stops.

One other characteristic of an extinction burst is that novel behaviours (behaviours that do not typically occur in a particular situation) may occur for a brief period when the behaviour is no longer reinforced. Sometimes, the novel behaviour during extinction burst may include emotional responses. Azrin et al in Miltenberger (2008:102) reported that aggressive behaviours are often seen when extinction is used. It is not uncommon for young children to exhibit emotional responses when their behaviour is no longer reinforced.

The extinction burst, which involves an increase in the unreinforced behaviour or the occurrence of a novel (and sometimes emotional) behaviour for a brief period, is a natural reaction to the termination of reinforcement.

- *Spontaneous recovery*

One other characteristic of extinction is that the behaviour may occur again even after it has not occurred for some time. This is called spontaneous recovery. Spontaneous recovery is a natural tendency for the behaviour to occur again in situations that are similar to those in which it occurred before extinction. If extinction is still in place when spontaneous recovery occurs, i.e. if there is no reinforcement, the behaviour will not continue for long. However, if spontaneous recovery occurs and the behaviour is now reinforced, the effects of extinction will be lost.

- *Variations of extinction*

A behaviour may undergo extinction regardless of whether it is maintained by positive or negative reinforcement. The outcome of extinction is the same; the behaviour decreases or stops occurring.

Procedurally, however, extinction is slightly different in the two cases. If a behaviour is positively reinforced, a consequence is applied or added after the behaviour. Therefore, extinction of a positively reinforced behaviour involves withholding the consequence that was previously delivered after the behaviour. If a behaviour is negatively reinforced, the behaviour results in the removal or avoidance of an aversive stimulus. Extinction of a negatively reinforced behaviour therefore involves eliminating the escape or avoidance that was reinforcing the behaviour. When the behaviour no longer results in escape from or avoidance of an aversive stimulus, the behaviour eventually stops.

2.15.3.2 Misconception about extinction

Although extinction is procedurally different depending on the type of reinforcement for the behaviour, the outcome is always the same; the behaviour stops. A common misconception is that using extinction simply means ignoring the behaviour. This is inaccurate in most cases. Extinction means removing the reinforcer for a behaviour. Ignoring the problem behaviour functions as extinction only if attention is given to the reinforcer.

2.15.3.3 Factors that influence extinction

Two important factors influence the extinction process: the reinforcement schedule before extinction and the occurrence of reinforcement after extinction. The reinforcement schedule partly determines whether extinction results in a rapid decrease in the behaviour or a more gradual decrease (Miltenberger (2008:110). When a behaviour is continuously reinforced, it decreases rapidly once the reinforcement is terminated. In contrast, when a behaviour is intermittently reinforced, it often decreases more gradually once the reinforcement is terminated. Intermittent reinforcement before extinction produces resistance to extinction; that is the behaviour persists once extinction is implemented.

A second factor that influences extinction is the occurrence of reinforcement after extinction. If reinforcement occurs in the course of extinction, it takes longer for the behaviour to decrease. This is because reinforcement of the behaviour, once extinction has been started amounts to intermittent reinforcement which makes the behaviour more resistant to extinction. In addition, if the behaviour is reinforced during an episode of spontaneous recovery, the behaviour may then increase to its level before extinction.

This discussion on strategies used in managing behaviour enriches this chapter with information that addresses the main aim of the study which is to explore how Choice Theory can be applied in managing and influencing learner behaviours in schools. It also relates to objective three of the study which is geared at exploring how Choice Theory can be used effectively to manage and influence learner behaviour. In order to be able to influence learners' behaviours which are unacceptable, there is a need to understand the psychological strategies for modifying learners behaviour so as to be able to manage and influence them.

2.16 PUNISHMENT AS A BEHAVIOUR MANAGEMENT STRATEGY

2.16.1 Understanding punishment

With punishment now the subject of so many laws, it is really difficult to talk about punishment these days, but it is important to do so. Stein (2005:1) emphasized that one problem in discussing punishment arises from the strong feelings and values associated with punishment that are based

on thousands of years of traditions. Another problem arises from confusing two distinct concepts of punishment: the traditional concept and the more recent concept in behavioural psychology. There are some similarities between these two concepts, but the differences have significant implications towards the perception, understanding and use of punishment for raising, teaching, and treating children.

In criminal law, punishment is considered to be any pain, penalty, suffering, or confinement inflicted upon a person by the authority of the law and the judgment and sentence of a court, for some crime or offense committed by him (Dressler, 2005:442). Traditionally, punishment is seen as something that someone in authority imposes on someone else as a penalty for a misdeed. It is something that is done to people to make them feel punished enough to pay for their misdeed. To make sure that punishment is always effective in changing behaviour, psychologists by definition, consider any stimulus that reduces the strength of a behaviour in some measurable way is a punishment for that behaviour (Stein, 2005:2). As such, punishment is something that happens to behaviour rather than something that is done to a person as is the case with the criminal law view point.

According to Burden (2010: 222), punishment is an act of imposing a penalty with the intention of suppressing undesirable behaviour. There are two procedures for achieving this purpose: (a) withholding positive reinforcers or desirable stimuli through techniques such as logical consequences and behaviour modification approaches such as time-out and loss of privileges; and (b) adding aversive stimuli through actions where students receive a penalty for their misbehaviour (Jacobs, Vakalisa, & Gawe, 2012:357). Consequently the behavioural principle of punishment happens when a person is engaged in a behaviour in which there is an immediate consequence that makes it less likely for the person to repeat that behaviour in similar situations in future. Miltenberger (2008:120) after demonstrating many examples of punishment splits the definition of punishment into three parts thus:

- A particular behaviour occurs.
- A consequence immediately follows the behaviour.
- As a result, the behaviour is less likely to occur again in the future (the behaviour is weakened).

A punisher (also called an aversive stimulus) is a consequence that makes a particular behaviour less likely to occur in the future. A punisher is defined by its effect on the behaviour it follows. A stimulus event is a punisher when it decreases the frequency of the behaviour it follows. Punishment cannot be defined by whether the consequence appears unfavourable or aversive. A particular consequence is concluded to be punishing only if the behaviour decreases in future. When we define punishment (or reinforcement) according to whether the behaviour decreases (or increases) in future as a result of the consequences, we are adopting a functional definition. One other point to consider is whether a behaviour decreases or stops only temporarily when the consequence is administered or whether it decreases in the future.

Some educators continue to scold, spank or use other punishment strategies on their learners because it puts an immediate stop to the problem behaviour, even though it does not make the learner's problem behaviour less likely to occur in the future. The educators believe they are using punishment. However, if the behaviour continues to occur in the future, the scolding, spanking and others do not function as punishers and may actually function as reinforcers.

2.16.2 Perspectives of punishment

The purpose of punishment ranges from education or rehabilitation to retribution or social benefit. As such, it is geared towards reforming the offender; to deter him and others from committing like offences and to protect the society (Stein, 2005:2). In each, punishment is uncomfortable for the one experiencing it. This discomfort is important, because it reveals that we assume one will understand that the discomfort is to be connected with the mistake or crime committed. The result will be that the perpetrator realises the mistake or crime is not a good thing and will avoid it in the future; or the perpetrator will simply feel pain proportionate to the pain he or she inflicted.

Scholars are aware of the influence which punishment plays in shaping the behaviour of human beings. Human behaviour from a behaviourist perspective, like other animals, is motivated to produce behaviours rewarded by the environment and to avoid behaviour that is punished (Nazri, Ahmad, Yusoff, Amin, Ishak, Nor, Sidik, Hambali & Suliman, 2011:12). Theorizing from his well-known experimental work on reinforcement and operant conditioning, (Skinner, 2002:13)

concluded that behaviours that we call “right” or “wrong” are not due to any real goodness or badness in a situation nor due to any innate knowledge of right or wrong but are simply due to contingencies involving many kinds of positive and negative reinforcers, rewards and punishment.

In order to understand the concept, Skinner states: “a group maintains some kind of order by punishing its members when they misbehave, but when this function is taken over by a government, punishment is assigned to specialists, to whom more powerful forms such as fines, imprisonment or death are available. “Good” and “Bad” become “legal” and “illegal” and the contingencies are codified in laws specifying behaviour and contingent punishments. A religious agency is a special form of government under which “good” and “bad” become “pious” and “sinful”. Contingencies involving positive and negative reinforcement, often of the most extreme sort, are codified for example, as commandments and maintained by specialists, usually with the support of ceremonies, rituals and stories.

2.16.3 Biblical concepts of punishment

The Old Testament is replete with references and examples of God punishing the Israelites for their transgression. In Genesis, God maintains punishment is based upon the belief in the sanctity of life (The Bible, Genesis 9:6). God instructs the Israelites in several places in the Pentateuch that with respect to certain crimes, the penalty shall be an “eye for eye, tooth for tooth, hand for hand, foot for foot” (The Bible, Exodus 21:23-25, Leviticus 24:19-20, Deuteronomy 19:18-21). A closer look at these historical traditions, however, seems to teach that this penalty was not to be interpreted literally. Instead, what the biblical instruction really intended was for the victim of an assault or any other crime to receive from the criminal, the equivalent value of whatever was taken. Regardless, the eye for an eye, tooth for a tooth” axiom has become synonymous with harsh retribution and supporters of this theory sometimes justify their viewpoint based on this rationale.

The scriptures further tells us that Jesus asked for the forgiveness of his executioners and promised the repentant thief beside him that they would be together in paradise when being crucified (The Bible, Luke 23:34-43). Jesus also told his followers that they were to forgive their

enemies, turn the other cheek when assaulted, and refrain from judging others (The Bible, Luke 4:18-19).

2.16.4 Application of punishment as education

Punishment as education involves developing associations between ideas about right and wrong and the discomfort of pain (Stein, 2005:1). Pain results from doing wrong. Since no one wants pain, one will learn not to commit the wrong. For example, suppose a child grabs a toy from another child's hand, an adult may take the toy away from the 'offender,' admonish the child that taking toys away from others who had them first is 'not nice,' and then send the child to a 'time out' area. The 'time out' is meant to show the child that the behaviour in question is inappropriate; the child equates the discomfort of the time out with the inappropriateness of the action. Some might find this approach peculiar, if not entirely incorrect. After all, isn't the one punished supposed to know already that they have done wrong? Isn't the punishment a response to acting against this knowledge? ('You knew better, but you did it anyway.') Perhaps, but the fact is that punishment is often used as a means of educating. Psychologists call it 'negative reinforcement'.

2.16.5 Positive and Negative Punishment

The two basic procedural variations of punishment are positive punishment and negative punishment. The difference between positive and negative punishment is determined by the consequence of the behaviour. Positive punishment is defined according to Miltenberger (2008:123) as the occurrence of a behaviour, which is followed by the presentation of an aversive stimulus (punishment) and as a result, the behaviour is less likely to occur in the future. Negative punishment is simultaneously defined as the occurrence of a behaviour followed by the removal of a reinforcing stimulus (the driving force behind that behaviour) and as a result, the behaviour is less likely to occur in the future.

From a critical analysis, it is evident that these definitions parallel each other, but the critical difference is that reinforcement (use of rewards) strengthens a behaviour or make it likely to occur in the future while punishment on the other hand, weakens a behaviour (an unwanted behaviour) or makes it less likely to occur. The big question is: is this always the case in life, in

the greater society outside the education and school milieu, that punishment is used and does it yield the expected outcome of weakening the unwanted behaviour?

2.16.6 Punishment for Behaviour Modification

Miltenberger (2008:5) indicates that behaviour modification is the field in psychology concerned with analysing and modifying human behaviour. Analysing means identifying the functional relationship between environmental events and a particular behaviour to understand the reasons for the behaviour or determine why a person behaved as he or she did. Modifying means developing and implementing procedures to help change an unwanted behaviour. It involves altering environmental events in order to influence behaviour. Behaviour modification procedures are developed by professionals and used to change socially significant behaviours, with the goal of improving some aspect of a person's life. Punishment to this school, therefore, is geared at improving some aspect of a person's life and not elements of retribution or retaliation that wrongdoers deserve.

2.16.7 Effective punishment

Burden (2010:223) identifies the following important factors to consider when effectively using punishment in schools:

- Discuss and reward acceptable behaviours;
- Clearly specify the behaviour that will lead to punishment;
- Use punishment only when rewards or non-punitive interventions have not worked, or if the behaviour must be decreased quickly because it is dangerous;
- Administer punishment in a calm, unemotional manner;
- Issue a warning before punishment is applied to any behaviour;
- Apply punishment fairly to everyone who exhibits the targeted behaviour;
- Apply punishment consistently after every occurrence of the targeted misbehaviour; and
- Use punishment of sufficient intensity to suppress the unwanted behaviour.

2.16.8 A common misconception about punishment

In behaviour modification, punishment is a technical term with a specific meaning. Whenever behaviour analysts speak of punishment, they are referring to a process in which the consequences of the behaviour results in a future decrease in the occurrence of that behaviour.

This is quite different from what most people think of as punishment. In general usage, punishment can mean many different things, most of them unpleasant. Many people define punishment as something meted out to a person who has committed a crime or other inappropriate behaviour. In this context, punishment involves not only the hope that the behaviour will cease, but also an element of retribution or retaliation; part of the intent to hurt the person who has committed the crime. People who are unfamiliar with this technical definition of punishment may believe that the use of punishment in behaviour modification is wrong and dangerous.

2.16.9 Punishment versus positive reinforcement

Techniques based on positive reinforcement have been and continue to be ignored and misunderstood. According to Maag (2001:2), disavowing the effectiveness of positive reinforcement is a common, albeit fallacious, way to avoid critically analysing its application and contribution to education. The explanation for this misunderstanding can be grounded in a basic cultural ethos; the perception of living in a society in which individuals are free to do as they wish as long as they do so in a socially appropriate manner, without coercion. In this context, coercion is simply the absence of external pressure, i.e. being internally motivated to behave well. This societal value contributes to the widespread acceptance of a punishment mentality that ignores data indicating the effectiveness of techniques based on positive reinforcement.

Techniques based on positive reinforcement are often perceived to threaten an individual's freedom as an autonomous human being. Ironically, punishment, which is the opposite of positive reinforcement, appears much more acceptable because of the perception that it does not threaten the individual's autonomy. People believe they are free to choose to behave in responsible ways to avoid punishment.

2.16.10 Cautions and guidelines for punishment

For beginning educators, dealing with misbehaviours that requires moderate or severe responses can be very troubling. It is often helpful to talk with the principal, other educators, or school counsellors to obtain ideas and advice for dealing with students who exhibit more serious misbehaviour. In addition, it is often useful to contact the student's parents at any point to inform

them of any concerns you might have and to solicit their help in working with the student. Educators should also express confidence in the students' ability to improve and punish only as a last resort when students repeatedly fail to respond to more positive treatment. As such, punishment should be applied only as part of a planned response, not as a means to release a educator's anger or frustration. Burden (2010:223) suggests the following factors which are important to consider when using punishment on students.

Discuss and reward acceptable behaviour: Acceptable behaviours should be emphasised when classroom rules are first discussed. Make it clear to students why the rules exist. Discuss the reasons for not engaging in the behaviour considered to be inappropriate. Most students will behave appropriately if they know what is expected.

Clearly specify the behaviours that will lead to punishment: Clarifying acceptable behaviours for the students may not be enough. To help the students understand, identify, and discuss examples of behaviours that break the rules and lead to punishment.

Use punishment only when rewards or non-punitive interventions have not worked, or if the behaviour must be decreased quickly because it is dangerous.

Administer punishment in a calm and unemotional manner: If an educator delivers punishment while still emotionally upset, he/she may select an overly harsh punishment and may also provoke the student into further inappropriate reactions. Punishment should not be an involuntary emotional response, a way to get revenge, or a spontaneous response to provocation.

Deliver a warning before punishment is applied to any behaviour: The warning itself could reduce the need for the punishment. If the student does not correct the behaviour after the warning, punishment should be delivered at the next occurrence.

Apply punishment fairly to everyone who exhibits the targeted misbehaviour: educators should treat both sexes the same way, and low-achieving and high-achieving students the same way.

Apply punishment consistently after every occurrence of the targeted misbehaviour: behaviours that reliably receive punishment are less likely to be tried by students than behaviour that occasionally go ignored or uncorrected.

Use punishment of sufficient intensity to suppress the unwanted behaviour: generally speaking, the greater the intensity, the longer lasting the effect. But this does not mean that an educator needs to resort to extreme measures. For example, the loss of positive reinforcement because of inappropriate behaviour is better than shouting.

Select a punishment that is effective, that is not associated with a positive or rewarding experience, and that fits the situation: not all aversive consequences that educators select may be seen as punishment. Some students, for instance, might think that it is a reward to be placed in a time-out area in the classroom. In that case, a different consequence should be used that is not seen by the student as being positive or rewarding.

Avoid extended periods of punishment: lengthy, mild punishments such as missing open study time for a week may have a boomerang effect. Punishment with a short duration is more effective.

2.16.11 Problems with punishment

A number of issues or problems must be considered with the use of punishment, especially positive punishment involving the use of painful or other aversive stimuli.

- Punishment may elicit aggression or other emotional side effects.
- The use of punishment may result in escape or avoidance behaviours by the person whose behaviour is being punished
- The use of punishment may be negatively reinforcing the person using the punishment and thus may result in misuse or overuse of punishment.
- When punishment is used, its use is modeled, and observers or people whose behaviour is punished may be more likely to use punishment themselves in the future.
- Punishment is associated with a number of ethical issues and issues of acceptability.

2.16.12 Ethical issues and punishment

There are debates among professionals about whether it is ethical to use punishment, especially painful or aversive stimuli, to change the behaviour of others (Repp & Singh, 1990:84). Some argue that the use of punishment cannot be justified. Others argue that the use of punishment may be justified if the behaviour is harmful or serious enough and therefore the potential benefits to the individual are great. Clearly, ethical issues must be considered before punishment is used as a behaviour modification procedure.

This discussion on punishment as a behaviour influencing strategy enriches this chapter with information that addresses the main focus of the study which is to explore how Choice Theory can be applied in managing and influencing learner behaviours in schools. It also relates to objective three of the study which is geared at exploring how Choice Theory can be used effectively to manage and modify learner behaviour. In order to be able to influence learners' behaviour which is unacceptable, there is need to understand the psychological setbacks for using punishment wrongly and rightly in order to be able to manage and influence learners' behaviour correctly without relying solely on punishment.

2.17 GAPS IN LITERATURE TO BE FILLED BY PRESENT STUDY

One of the loopholes in established literature on Choice Theory is that the educator or school is responsible for creating an environment that meets the needs of the students. However, if a student chooses his behaviour based on his own needs, an educator may go to great lengths to promote a positive environment, but the student may not choose appropriate behaviour (Watson & Arzamarski, 2011:23). In Glasser's theory, when a student misbehaves, the educator is responsible if he fails to meet the needs of the student, although as stated in Choice Theory the students chooses his own "total behaviour (Bourbon 1994:40).

Literature also indicates that a paradox exists between the idea that a student chooses his own behaviour but does not use behaviour to control his own perceptions. Choice Theory explains this using the "too hot, too cold, just right" exercise (Bourbon 1994:46). Imagine a room with an air conditioner and thermostat. A student can walk in and change the setting if too hot or too cold, until the room feels just right. But what happens when 29 other students have different

perceptions of what is "just right" in the room? It is impossible to create a classroom that meets the needs of every individual student simultaneously, because students have different perceptions of the same physical conditions.

From the conceptual framework, the limit theory states that educators have a right to impose order on students and students "need" adults to make it clear what we expect of them. This theory sounds punitive and autocratic as it emphasizes the imposition and instructions that must not be questioned and it is educator centered in the sense that the learner must meet the educator's expectations and the challenge with this approach is that it can make the learners rebellious. A major gap in this theory is that it doesn't clearly explain at what stage these limitations must be set, before or after consultations and collective agreements or must there be no consultations and agreements. It is therefore hoped that this study can guide on the necessary limitation.

2.18 CHAPTER SUMMARY

This chapter managed to create lenses through which the study generated data and identified gaps to be filled in by the present study. In reviewing literature on the entire study, it is evident that the theories and approaches to manage and influence learners' behaviours are presented as separated entity. Aspects of managing discipline are treated separate from issues of learners' behaviour modification. This shows a deficit in a holistic approach to manage and at the time modify learners' behaviour in schools. As such this study stand to fill that gap.

This chapter examined and analysed the views and opinions of different authors about the concepts Choice Theory, behaviour and misbehaviour, challenging learner behaviours, and managing and modifying behaviours. In this chapter, the researcher presented detailed information on the background of Choice Theory to improve our understanding of the core concepts of the study. It further explained the foundational assertions of the theory bringing to light the major conceptions of the theory, its implications and the components of the theory from pre-1985 to post-1985 and the present. In this way, objective one of the study which is to explore the nature and characteristics of the Choice Theory in managing discipline in schools is addressed. In an attempt to situate the theory within the context of general thought in the educational psychological discipline, this chapter further tried to indicate the criticisms of Choice

Theory and align Choice Theory with other medium control theories for managing learners behaviour. By so doing, this chapter addresses objective two and five of the study which aimed at suggesting the opportunities and challenges in using Choice Theory in managing and influencing learner behaviour and suggesting a model for applying Choice Theory in managing and influencing learner behaviour.

In order to do justice to the other core concepts of the study and to address objective three of the study which aimed at exploring how Choice Theory can be used effectively to manage and influence learner behaviour, this chapter further explained and presented detailed information on behaviour and misbehaviour as used in the context of the study background, forms and characteristics of learner behaviours and highlighted existing literature steps involved in managing and influencing learner behaviour in schools. In this light, the literature survey attempted to address all the main objectives of the study. The next chapter deals with a presentation of the research design and methods for the study. The study was undertaken using a qualitative research design and focused on a case study approach.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

The social dynamics under which educational systems operate involves a circle in which people's feelings, emotions, and thoughts come into play. This is very unique in situations involving the interactions of stakeholders in the management of schools. The emotions, feelings, views and ideas of those involved in ensuring discipline in schools constitute what they bring to the school as their contribution to managing schools with learners with challenging behaviours. But how these emotions and feelings can be expressed in relation to the use of Choice Theory in managing and influencing learner behaviour in schools can best be evaluated and determined by choosing appropriate research methods. Thus, this chapter presents the appropriate research design and methods which guided the study.

Punch (2009: 15) refers to methodology in research as a theory about method. It entails what lies behind the approaches and methods of inquiry that might be used in a piece of research. Wilson & Fox (2009: 58) concurs to methodology as a plan of action which informs and links the methods used to collect and analyse data to answer postulated research questions. Emphasising the coherence flow and connection in the different methods used in a research, Henning, Van Rensburg, & Smith (2007:37) state that research methodology refers to the coherent group of methods that complement one another. It constitutes a systematic and purposeful framework for conducting a research study through scientific methods in order to yield data on a particular research question and to expand knowledge in a particular field of study (Johnson and Christensen, 2004:29).

This study was undertaken from a complete qualitative research paradigm. This underpinning according to Creswell, Ivankova & Plano Clark (2010: 259) is an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting. This paradigm was viewed as the best approach for this study as it gave room for the researcher to study the key

focal issues of the study as described in the purpose of the study in detail without being constrained by pre-determined categories of analysis as would be the case of questionnaires with pre-determined questions in a quantitative study. In essence, this chapter provides details about the research design, research approach, population of the study, sample and sampling techniques, data generation methods, preparation for field investigation, and data analysis process.

3.2 RESEARCH DESIGN AND METHODOLOGY

Research is conducted by making use of a particular paradigm for what the research problem is. A research paradigm is an all-inclusive system of interconnected practice and philosophy that defines the nature of the investigation for researchers along three elements of ontology, epistemology, and methodology (Terre Blanch, Durrheim, & Kelly, 2006:6). The two broad main conceptual frameworks of research paradigms are qualitative and quantitative research paradigms (Punch, 2009:114). Whilst qualitative evidence is most often associated with the interpretive paradigm, quantitative is often linked with the normative (Burton, Brundrett, & Jones, 2008:146). Thomas (2003:1) distinguishes the qualitative approach as describing the characteristics of people and events and the quantitative approach as the measurement and amounts of the characteristics displayed. As such, quantitative evidence provides an indication of the scale or relative importance of a problem whilst qualitative evidence attempts to offer an interpretation or explanation.

3.2.1 Research paradigm

The plan and framework for action that the researcher used to create a link between the research questions and the in-depth realities of the empirical world in this piece of research work focused completely on the interpretivism paradigm.

3.2.1.1 Interpretivism

Terre Blanch and Durrheim (2006:67) maintain that “the interpretive paradigm involves taking people’s subjective experience seriously as the essence of what is real for them (ontology), making sense of people’s experience by interacting with them and listening carefully to what they tell us (epistemology), and making use of qualitative research techniques to collect and

analyse information. By this paradigm, the ordinary word ‘understanding’ usefully captures the two aspects of interpretation-understanding in the sense of identifying or empathising with, and understanding as trying to make sense of (Smith & Osborn, 2007:54). This approach allows for both aspects of the inquiry to likely lead to a richer analysis and do greater justice to the totality of the participants.

In this study, the researcher used interpretivism and made sense out of participants’ experience by interacting with them, observing them and listening carefully to what they had to say. In essence, the researcher captured the realities of participant’s insight in order to deduce meaning. As such, the participants’ social actions, beliefs, thoughts and perceptions were interpreted, described and analysed to bring about improvement in the educational practice of managing learner behaviour.

Within this interpretivist paradigm, the research was based on subjectivism. By using subjectivism as an approach, this study is based on the belief that there is an external reality that can be studied subjectively (De Vos et al., 2011:309). This refers to the ability to know things as they really are. The subject of this study is exploring the perceptions and experience of applying Choice Theory in managing and modifying learner behaviour in secondary schools in Ngaka Modiri Molema District (NMMD). With the pursuit of specific methods such as the necessary check on subjectivity by modification and interpretation of reality, and restraint on personal judgment and emotions by the researcher, subjectivism was made possible in this study. These methods played an important role in enabling the researcher to understand the meaning that the participants gave in view of the application of Choice Theory in managing and modifying learner behaviours in a subjective manner.

The ontology of the subjectivism was on the belief that the life world of participants’ insight in managing and influencing learners’ behaviour using Choice Theory can be discovered in a subjective manner.

The epistemology of the subjectivism of the study was based on the assumption that meaning can be discovered in the research if the interpretation arises from the observation of the researcher and if it is conducted using the right methods. As such, care was taken by applying the right

methods in collecting and analysing data in the study. Moreover, the interpretations of the data from the study arose from the observation of the researcher personally.

The focus of attention in this study was on the perceptions and experience of the participants who are responsible for maintaining discipline in schools and who are managing and receiving discipline based on specific rules. What the participants say they believe, the feelings they express, and the explanations they give are treated as significant realities in this study.

In this study, the perceptions of classroom educators, principals and school administrators, school disciplinary committee members and students were investigated. The investigation based its focus on the views of all those who are responsible for the management and maintenance of discipline in schools (educators and administrators) and those who are disciplined (students) on the use of current disciplinary strategies, their success and constraints, and their opinion towards the possibilities of applying Choice Theory in discipline issues, managing and modifying learner behaviours in schools. Interpretivism is founded in the qualitative research approach (Henning et al., 2004:19).

3.2.1.2 Motivation for interpretive paradigm

Interpretivism was preferred in this study because it is the best paradigm which strongly aims to capture realities in order to comprehend and deduce the meanings. It is better suited for all the data collection tools (interviews, observation and document analysis) for this study and particularly for a case study research. It maintains that observation alone is imperfect and is erroneous and that all theory is amendable (Henning et al., 2004:19). A distinctive feature of interpretivism is its commitment to a detailed interpretative account of the cases included and the fact that it can only be realistically done on a small sample (Smith & Osborn, 2007:56).

Moreover, interpretivism also acknowledges a debt to symbolic interactionism (Denzin, 1995:213) with a concern for how meanings are constructed by individuals within both a social and a personal world. As such, interpretivism as applied in this study has a theoretical commitment to the participants as cognitive, linguistic, affective and physical beings and thus assumes a chain of connection between their talk and their thinking and emotional state.

3.2.1.3 Challenge of interpretivism

The greatest challenge in the use of the interpretive paradigm in this study was to establish a chain of connection between participants' talk and their thinking and emotional state. The researcher realised that this chain of connection is complicated: as participants struggled to express what they are thinking and feeling, there may be reasons why they did not wish to self-disclose, and moreover the researcher has to interpret their mental and emotional state from what they say. This was very challenging.

In order to counter this challenge, the researcher focused on sense-making by both participants and the research strategy. This was done by having cognition as a central analytic concern, and it suggest an interesting theoretical alliance with the cognitive paradigm that is dominant in contemporary psychology.

3.2.2 Research design

According to Maree (2010:70), research design refers to a plan or strategy which moves from an underlying philosophical assumption to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done. It is a plan or framework for action that acts as a link between research questions and the execution or operation of the research (Terre Blanch & Durrheim, 2006:62). Confirming this assertion of research design and in an attempt to reveal the practical nature of it, Punch (2009:112) indicates that research design situates the researcher in the empirical world, and connects the research question to data. Therefore research design is a basic plan for a piece of research work. With a comprehensive understanding of research design, it is confirmed without doubt that this study is based on a qualitative descriptive research design.

Since this study is based on an interpretive research paradigm which is found in the qualitative research, to carry out the empirical investigation an educational case study research design was deemed necessary.

3.2.2.1 Case study

A case study research design is considered in this study as a form of qualitative descriptive research which is used to look at a small group of participants. To enforce further insights into the understanding of the concept, it can be grasped as a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon under study (Maree, 2010:75). This means that the end product of the case study is a rich ‘thick’ description of the phenomenon under study. A ‘thick’ description refers to the complete, literal description of the incident or entity being investigated within a context that is bounded by time and space (Creswell & Clarke, 2007: 57).

To be more specific about an educational case study which is the working design of this study, Biggs & Coleman (2007:143) consider it to be an empirical enquiry, which is conducted within a localized boundary of space and time, into interesting aspects of an individual activity or programme or institution or system mainly in its natural context and within the ethics of respect for persons in order to inform the judgments and decisions of practitioners or policy-makers or of theoreticians who are working to these ends, and such that sufficient data are collected for the researcher to be able to:

- Explore significant features of the case
- Create plausible interpretations of what is found
- Test for the trustworthiness of these interpretations
- Construct a worthwhile argument or story
- Relate the argument or story to any relevant research in the literature
- Convey convincingly to an audience this argument or story and
- Provide an audit trail by which other researchers may validate or challenge the findings, or construct alternative arguments.

The researcher personally visited the selected small group of participants (individuals in schools) as requested by a case study approach to qualitative research and collected data. This means that the variables under investigation were studied where they naturally occur, not in a research controlled environment under research controlled conditions.

3.2.2.2 Reasons for using a case study design

The researcher used the case study design for this research because the quality of the study is not oriented on the number of participants in the study, but on the richness or quality of the information obtained from the participants.

As researchers, we normally expect that all educational research will immediately inform the concerns of the practitioners or policy-makers. This is not entirely true. It is essentially that researchers build scaffolds for other researchers to climb, with the hope that ultimately the climbers will be able to inform those who follow them. This can best be contributed through case study research. And for this reason, case study was considered in this study.

Further strong reason for the use of this design was the intention of having an in-depth or thick description of participants' perceptions and experience in the application of Choice Theory in managing and influencing learners' behaviours, their views on the use of current disciplinary strategies in managing school discipline and their honest opinions on the replacement of the current disciplinary management strategies with Choice Theory in order to jointly achieve behaviour management and modification amongst learners with challenging behaviours. These were considered to best be achieved through a case study of a small group of participants.

A case study was further used in this research with the aim of providing an audit trail by which other researchers may validate or challenge the findings, or construct alternative arguments. The audit trail shows the flow of the data, and of its analysis and interpretation, which enables others to examine the evidence for the trustworthiness of the study and also enables them to exercise their own creativity in finding alternative interpretations.

3.2.2.3 Challenges for using case study design

One of the greatest challenges in using the case study research design in this study was producing research outcomes in a readable way for the intended audience so that they are not ignored and the enterprise is not wasted. Affirming this claim, Biggs & Coleman (2007:143) concurs that most research outcomes of case study are not easily readable by the intended

audience when not carefully produced. This is a particular problem which case study researchers encounter with their accounts. In trying to do justice to my data, I tend to be lengthy.

Another challenge for using the case study design in this research was in trying to generate and test analytical statements. Case study produces a great deal of data and analysis needed to condense everything collected into meaningful statements. This is challenging. These analytical statements need to be firmly based on the data and indeed sometimes suggest the need for more specific data to be collected.

3.2.2.4 Addressing the challenges incurred in using a case study design

The result for testing the analytical statements is that some of them needed modifying and others lack veracity and are rejected. To address this, the study used an iterative process where the researcher continuously tested the analytical statements until he was confident that the analytical statements that have been produced are trustworthy.

To address the challenge of producing research outcomes in a readable way for the intended audience, before deciding that the work on a case study was finished, I asked a colleague to conduct an audit. In other words, I asked a colleague to read through the data and its analysis and judge whether my understanding of what has been found is reasonable. In this way, the researcher enhanced the validity of the case study design.

3.2.3. Research approach based on the design

The research approach selected for this study after considering all odds is the qualitative research approach.

3.2.3.1 Qualitative research approach

According to Creswell (2009:174-176), qualitative research begins with the following characteristics which are presented in no specific order of importance: review of the needs of potential audiences for the proposal, use of a possible theoretical lens, be in the form of an interpretive inquiry in which researchers make an interpretation of what they see, hear, and understand, collection of data in the field at the site where participants experience the issue or problem under study, collection of data by researchers themselves as key research instruments from multiple sources of data such as interviews, observations and document analysis, and

building their patterns, categories and themes from the bottom up in an inductive data analysis by organizing the data into increasingly more abstract units of information.

Malterud (2001:1-2) focuses on both the observation and interview aspects of qualitative research and states that qualitative research involves the systematic collection, organization, and interpretation of textual material from talk or observation. This definition ignores the use of qualitative document analysis in qualitative research but strengthens the need for the use of observation and interview.

The above description of the qualitative research approach explains the characteristics of the methods that govern this research study. This research began with assumptions, and the use of a theoretical lens to study the research problem. It further inquired into the meaning that participants ascribe to the application of Choice Theory in managing and influencing learner behaviours. To investigate this problem, this study made use of an emerging qualitative approach to inquiry by collecting data as it occurs naturally in a natural setting sensitive to the participants and schools under study, and by use of data analysis that is inductive and establishes patterns and/or themes. By inductive data analysis, generalisations in this study are induced from synthesising gathered information. The researcher adheres to context sensitivity by considering situational factors. For process orientation, focus was on why and how behaviour occurs. The final written report or findings include the voices of participants, the reflectivity of the researcher and a complex description and interpretation of the problem. For these reasons, this study is rooted and sustained in the qualitative research paradigm.

3.2.3.2 Reasons for choosing the qualitative approach for this study

The researcher regarded the qualitative research approach as important to this study since most of the descriptions and interpretations are portrayed in words rather than numbers (Punch, 2009:3). It deepened the researcher's understanding about this inquiry as it went beyond numbers and statistics. Of utmost importance is the fact that the research design for the study is based on a case study and the report writing style include descriptions of day-to-day events experienced in the field, realist views in an authorial, supreme voice to represent and interpreting the 'other's' story collected through observations and interviewing (De Vos et al., 2011:311). By this,

qualitative research produces descriptive data (people's own written or spoken words and observable behaviour), thus it entails the description of lived experiences of the subjects (Blaxter, Hughes & Tight, 2005:65).

Qualitative research also provided the researcher with an opportunity to understand the social phenomenon of participants' perspectives and opinion on the application of Choice Theory in managing learner behaviour and dealing with learners' discipline in schools and classroom in their own meaningful words with insight and action. This further gave room for the researcher to study the key focal issues of the study as described in the purpose of the study in depth and detail without being constrained by pre-determined categories of analysis as would be the case with questionnaires with pre-determined questions in a quantitative study.

Another reason for using qualitative research in this study is that it contributes to practice (McMillan & Schumacher, 2010:325). Qualitative studies provide detailed description and analyses of particular practices, processes, or events. Some studies document happenings, and other studies increase participants own understanding of a practice to improve that practice. In the same way this study will increase stakeholder knowledge of Choice Theory and improve on the management of learner behaviour.

Feasibility issues related to obtaining valid data also justify why the qualitative research design is preferred in this study. According to McMillan & Schumacher (2010:325), qualitative research is typically done when the nature of the situation or the individuals do not permit use of an instrument. Qualitative strategies, for example, are more appropriate with persons who are extremely busy, are expressive non-verbally, or use a second language. When the topic is controversial or occurs within an institution that has maintained minimal documentation, qualitative inquiry is best suited. These contextual characteristics fit the contexts and participants of this study.

Most importantly, the qualitative research approach was preferred in this study because it is the best approach for a study which is embedded in the case study research design and undertaken under the interpretive research paradigm.

3.2.3.3 Challenges for using qualitative research approach

Qualitative researchers are exposed to many setbacks that may affect their efficiency. Froggatt (2001:435) warns qualitative researchers against pitfalls of data analysis such as; inconsistency between methodology and methods, isolating data analysis from data collection and interpretation, presenting a descriptive account, and lack of information about processes undertaken

One of the greatest setbacks of using this approach was to address the complexity of understanding and explanation. Understanding and explanation is complex and with multiple perspectives. Central to qualitative research is the belief that the world is complex and that there are few simple explanations for human behaviour. Since behaviour results from the interaction of multiple factors, the methods that investigate behaviour as well as the explanations tend to be sufficiently complex to capture the true meaning of what has occurred. This led to the need to examine multiple perspectives in this study. At the same time, it was realised that it is not possible to account for all the complexity present in the situation.

Another challenge for choosing this approach was that of adhering to context sensitivity which is one of the major characteristics of qualitative research. The situational context is very important in understanding behaviour. This is based on the belief that human actions are strongly influenced by the setting in which they occur. Essentially, it is assumed that an explanation of a behaviour that does not take into account the context is incomplete. Thus qualitative researchers need to have context sensitivity. The larger the context in which the research is conducted is also important. Yet in this study the context was small and the presence of a researcher in the context promotes artificial behaviour amongst participants. It becomes difficult to understand the meaning of participant behaviour which is bounded by social, political, racial, gender, class and technological factors which form a lens on the data.

3.2.3.4 Addressing challenges encountered in using the qualitative approach

In order to address the challenges encountered in this entire qualitative research process, the researcher kept a focus on learning the meaning that the participants held about the problem statement and not the meaning that the researcher brought to the research or that writers expressed in the literature. The research process was emergent as the plan for the research was

not tightly prescribed. All the phases in the process throughout the research were subjected to possible changes or shifts when the researcher entered the field to collect data. The key idea behind this move in this study was to learn about the problem under investigation from the participants' view and to address the research to obtain just that information.

Care was taken throughout the phases of the research approach to make sure that the description and analysis of the data were highly connected to the background, history, context, and prior understanding of the study and the participants. This was done by availing the research report to participants for their interpretation of complex data and confirmation of the description. This offered another chance for further description in the study. At the end, the researcher tried to develop a complex picture of applying Choice Theory in managing and motivating challenging learners' behaviours in schools by reporting from multiple perspectives and identifying the many factors that interplay in the process leading to the general sketching of a larger picture (a model).

The final written report includes the voices of the participants, the reflexivity of the researcher, and a complex description and interpretation of the problem and it extended the literature of signals a call for action.

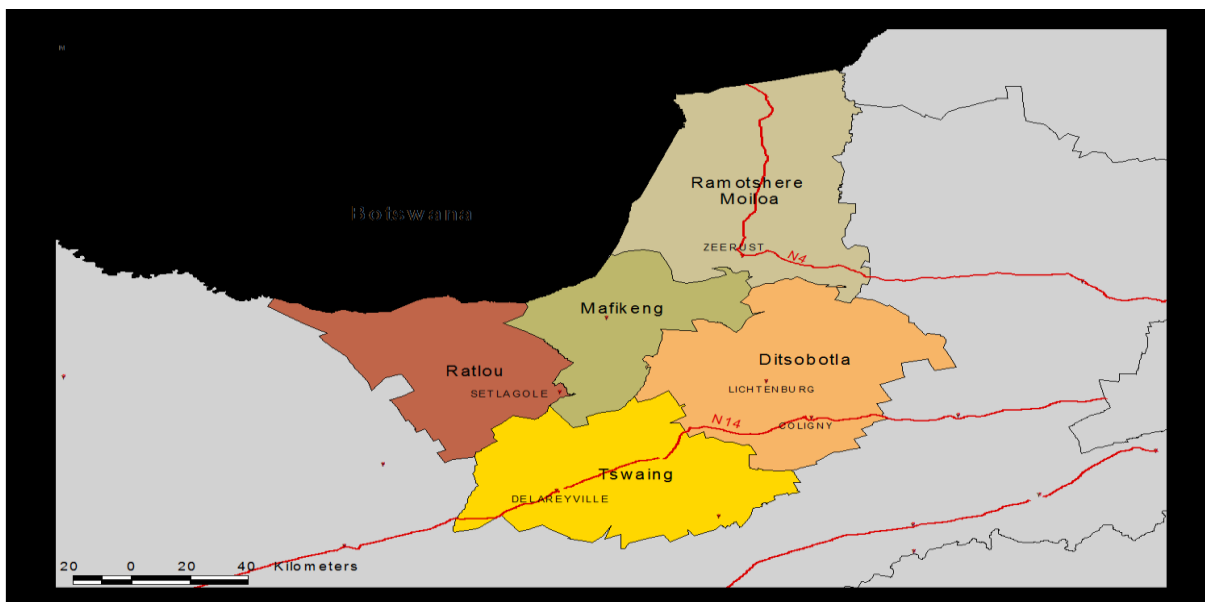
3.2.4 Population of the study

Bickman and Rog (2009:77) refer to population as the large group to which a researcher wants to generalise his or her sample results. In other words, it is the total group that a researcher is interested in learning more about. This study is moved by the definition of Best & Kahn (2003:12) who suggest that a population of a study is any group of individuals who have one or more characteristics in common that are of interest to the researcher. Those who have one or more similar characteristics that are of interest not only to the researcher but to the entire study are learners, educators, administrators and disciplinary committees of public primary, secondary and high schools within the Ngaka Modiri Molema District of the North-West Province. A common characteristic among these participants is that they are all public schools, and learners and educators are all involved in one way or the other in managing discipline in these schools. The learner population of the study involved those who have been or are being disciplined and those who belong to a school's student council. The educators, school administrators and disciplinary committees population of the study constituted all those in the schools that are in

charge of using a variety of disciplinary strategies on learners to ensure discipline or to manage their misbehaviours. Therefore, the population of this study includes learners and educators of public schools within the Ngaka Modiri Molema District (NMMD). There are 510 public schools (319 primary, 97 secondary, 74 high, and 17 combined schools) in the Ngaka Modiri Molema District. There are 205801 learners and 6380 educators in public schools in the NMMD (NMMDM, 2009).

Ngaka Modiri Molema District (formerly known as Central District), which is the target area of this study is one of the four districts of North West province in South Africa. Its capital is Mafikeng which is also the capital of the province. It is a category C district, bordered by Ruth Mompoti district in the west, Bojanala platinum district in the east, Dr. Kenneth Kaunda district in the south and Botswana to the North. Ngaka Modiri Molema District is home to 798788 individuals and it is also partitioned into five local municipalities namely: Mafikeng, Ratlou, Ramotshere Moiloa, Ditsobotla and Tswaing.

Figure 3.1: Geographical population area



Source, RIDP 2009

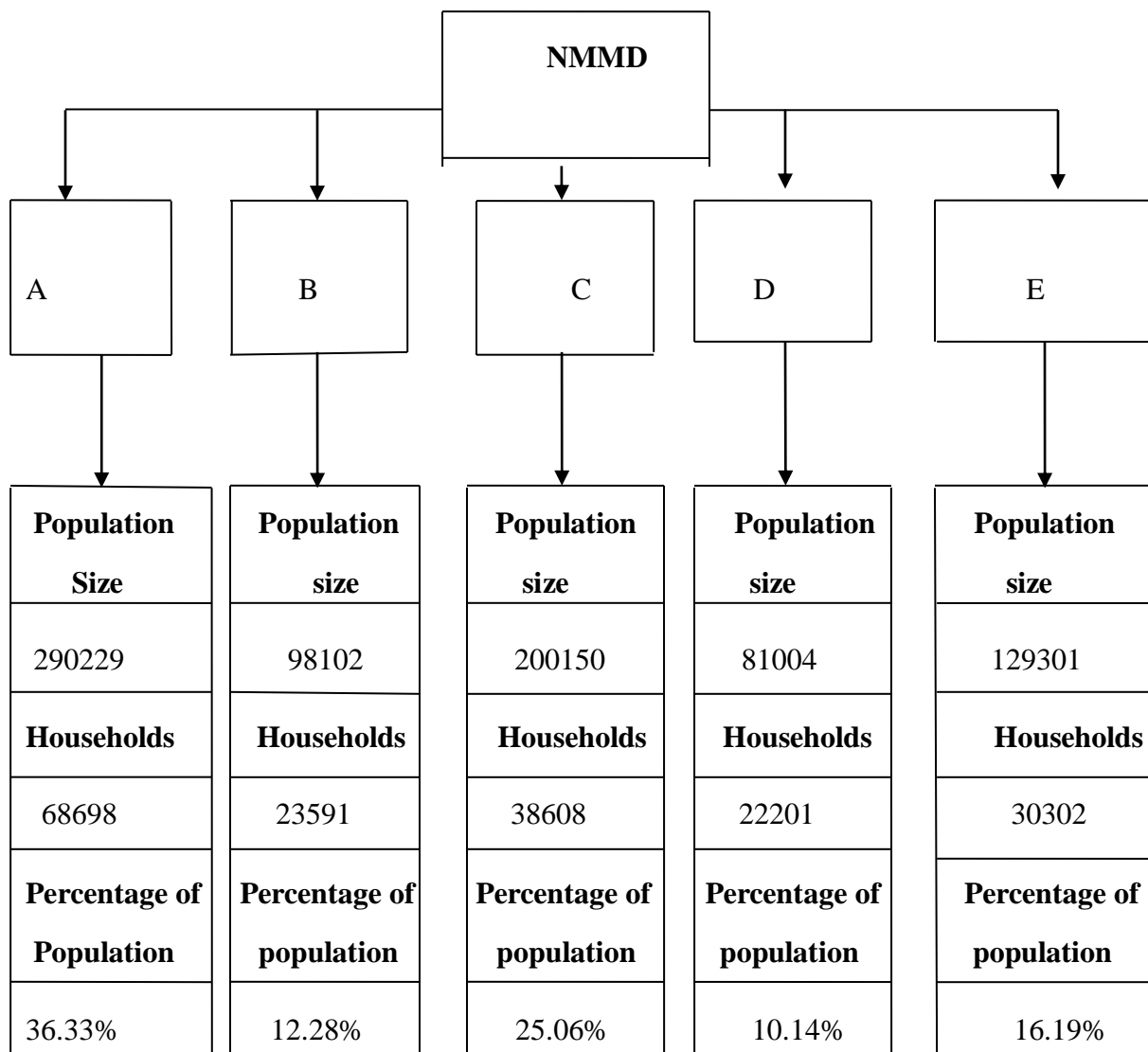


Figure 3.2 Ngaka Modiri municipalities

Source: Stat SA (2009)

In terms of public schools, learners and educators within this area of study who constitute the general population of the study, the following statistics provide the composition and characteristics of the population according to Ngaka Modiri Molema District Reviewed Integrated Development Plan (RIDP) for 2008/2009 (NMMDM, 2009).

Table 3.1 Public schools in NMMDM

Education Facilities	Local Municipality					NMMDM
	A	B	C	D	E	TOTAL
Total number of Schools	143	97	79	81	110	510
Primary	85	69	51	50	67	319
Secondary	30	14	12	18	23	97
Intermediate (High)	21	12	16	10	15	74
Combined	7	2	0	3	5	17

Source, NMMDM 2009

The above table indicates that there are 510 public schools (primary, secondary, high, and combined schools) in the Ngaka Modiri Molema District Municipality. The highest number of schools is concentrated in area A, with the highest number being primary schools. The table above clearly indicates that the number of learners entering the education system is higher than the number exiting. The low number of schools from secondary level to high school level indicates that there is less demand.

Table 3.2 Number of learners in public schools in NMMDM

Total number of learners	Local Municipality					NMMDM
	A	B	C	D	E	TOTAL
Primary	35908	21506	19875	18937	21104	117330
Secondary	18585	9835	6038	8886	10975	54319
Intermediate (High)	8371	4656	6307	3261	4933	27528
Combined	3621	278	0	1629	1096	6624
Total number of learners in NMMDM						205801

Source, NMMDM 2009

The above table indicates that the total number of learners in the NMMDM in public schools is 205801. The highest number of learners is concentrated in the area A, the highest number being at primary school level and reducing until high school level. The rise in the number of combined schools indicates that schools retain learners by introducing a system of learning from entry level until exit level.

Table 3.3 Number of educators in public schools in NMMDM

Total number of educators	Local Municipality					NMMDM
	A	B	C	D	E	TOTAL
Primary	1020	622	527	538	638	3345
Secondary	638	327	207	341	424	1937
Intermediate (High)	268	150	303	97	182	900
Combined	90	14	0	46	42	198
Total number of educators in NMMDM						6380

Source, NMMDM 2009

The above table indicates that the total number of educators in the NMMDM in public schools is 6380. The highest number of educators is concentrated around the area A, in primary schools. This table indicates that the number is high due to the high number of schools and learners found in the area. The empirical focus of this study was on area A, B, C, D, and E. Municipal area A represents a high percentage of the population and a higher number of schools, learners and educators compared to the other municipalities of the whole Ngaka Modiri District.

3.2.5 Sample and sampling techniques

A sample is a proportion of a population or the element of the population considered for actual inclusion in a study (De Vos, 2005:146). Sampling according to Maree (2010:79) refers to the process used to select a portion of the population for study. The reason for sampling is feasibility, i.e. time, money and effort can be concentrated to produce better quality research and get more in-depth information. According to Moles and Huberman (as cited in Punch, 2001:54), “all empirical research involves sampling as one cannot study everyone, everywhere, doing everything.” This is the basic reason why sampling was done in this study. For qualitative research, sampling is generally based on non-probability and purposive sampling rather than probability and random sampling approaches.

For the purpose of this study, a simple random sampling approach was used to select the schools to participate in the study and a purposive sampling approach was used to select the students, educators, school administrators and disciplinary committee members from the randomly

selected schools to participate in the study. Those selected constituted the sample population for the study from the general population.

3.2.5.1 The Define characteristic of the sampled population

Purposive sampling means that participants are selected based on some defining characteristics that make them holders of the data needed for the study. As such, in this study, students were selected using the characteristic that they had been disciplined using one or more disciplinary strategies and/or they constitute part of the student representative council responsible for managing discipline in the school. Thus, they provided data as to the effectiveness of the use of different disciplinary strategies upon their behaviour and their views towards the use of Choice Theory. Educators, school administrators and disciplinary committee members were selected based on their membership in the disciplinary committee of the participating schools and at least five years teaching experience which is enough to have exposed them to a variety of disciplinary challenges in which they had to use different disciplinary strategies to manage the learners' behaviour.

The research sites of the cases were chosen because of their commonality in policies (discipline management policies), the grade levels of the students, the social ranking of the school within its community, and that the school belonged to the categories of schools referred to in South Africa as 'public schools'. The need for the research sites to belong to the public schools categories makes this piece of work valuable to the Department of Education as its findings may have an influence on National Policies.

Participants chosen were all those responsible for managing and maintaining discipline in schools, influencing learner behaviours and all those who are being disciplined using specific rules. What the participants say they believe, the feelings they express, and the explanations they give were treated as significant realities. The perceptions and experiences of classroom educators, school administrators, school disciplinary committee members, and students were captured; paying attention to the number of years spent in the circle of management and maintenance of discipline in schools (educators and administrators); and added to those who are disciplined (students) with the use of current disciplinary strategies in schools. Their success and

constraints in the use of current school disciplinary strategies, opinions towards the possibilities of using Choice Theory in discipline with discipline issues, managing and modifying challenging learner behaviours in schools were captured (Creswell, 2009:178).

Sampling decisions were therefore made for the purpose of obtaining the richest possible source of information to answer the research questions (Maree, 2010:79).

3.2.5.2 Sampled population

Using a simple random sampling approach, a total number of five schools, (two secondary, two intermediate and high and one combined schools) in the Ngaka Modiri Molema District (NMMD) was selected from a total number of 510 schools in the district. One school was selected from each of the five Areas Offices (Represented as Area A, B, C, D, and E) in the district (see table 3.1). All the schools are public schools. Public schools are best suited for this study because of easy accessibility, ease of permission to conduct research in such schools, and because of the universality of their discipline management policy nationwide.

Secondary, intermediate, high and combined schools were chosen for the study as they provide a platform to learners participants to the research who are mature enough to be able to understand the core concept (Choice Theory) of the study and make reliable inputs. Moreover, the concept of Choice Theory is a new theory in the educational management field (especially for managing discipline) in South Africa which most of the students might be hearing for the first time. Thus, there is need to try it out with mature minds that can easily come to grips with the demands of the concept. By this, the study is implying that Choice Theory requires learners to be allowed to make their own decision and face the consequences of their action and this can best be applicable to learners of secondary and high school age that are considered mature enough to be able to reason and make wise decisions about their behaviours. One of the demands of the concept is allowing learners to face the responsibility of their actions and freedom of choice in behavioural decision and this is a possible workable theory with mature minds.

Using the purposive sampling approach, five learners (two members of the school student representative council and three students who have been disciplined using one or more disciplinary strategies) and five other participants from the same school who were labeled

“discipliners” (educators with five years teaching experience and members of the disciplinary committee or responsible for school administration) were chosen from each school to participate in the study. This made a total of ten participants from each school and a grand total of fifty participants from the five schools which constitute the cases for this study.

Therefore, the study had five schools studied, with ten participants from each making a sum of five cases studied as recommended by the research design.

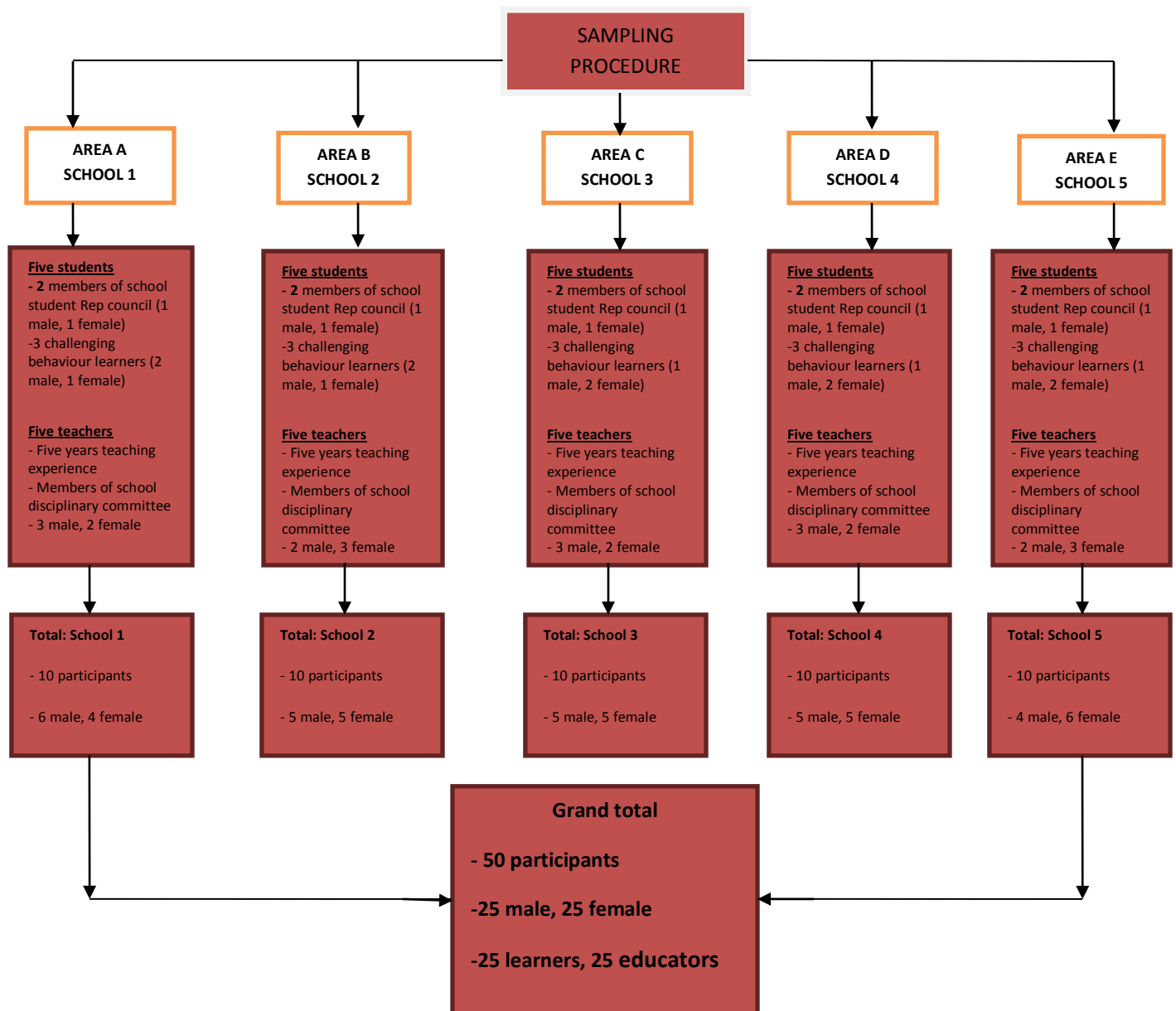


Figure 3.3 Sampling procedure

From figure 3.3 above, it is evident that in Area A, one school (SCHOOL 1) was selected from a total of 143 schools. From Area B, one school (SCHOOL 2) was selected from a total of 97 schools in the area. Both schools selected in Area A and B are secondary schools. As such, two secondary schools were selected from Area A and B from a total of 45 secondary schools in the Areas. In Area C, one high school (SCHOOL 3) was selected from a total of 16 high schools and 79 schools generally. In Area D, one high school (SCHOOL 4) again was selected from a total of 10 high schools and 81 schools generally. As such, two high schools were selected from Area C and D out of a total of 26 high schools in the Areas. In Area D, one combined school (SCHOOL 5) was selected out of 5 combined schools and 110 schools in the area generally. Summarily, in the total of 97 secondary schools in the NMMD, 2 secondary schools were selected from Area A and B and in a total of 74 high schools, 2 high schools were selected from Areas C and D and lastly from a total of 17 combined schools, 1 combined school was selected. This makes a total of 5 schools selected in Area A, B, C, D, and E from a grand total of 510 schools.

Still from figure 3.1, it is evident that in Area A, 5 learners were selected from school one out of a total of 600 learner in the school and 18585 leaners in the area. From Area B, 5 learners were also selected from a total of 708 learners in the school and 9835 learners in the area. In Areas C, D, and E, 15 learners were selected out of 25653 learners in the areas. Seemingly, 25 learners were selected from a total of 205801 learners in NMMD. Both male and female learners were represented in the sample. Concurrently, 25 educators were also selected in Areas A, B, C, D, and E from a total of 6380 educators in NMMD. Both male and female educators were represented. In a nut shell, 50 participants (25 educators, 25 learners) were selected from 5 schools across 5 Area Offices in the NMMD.

3.2.5.3 Reasons for sample decision

Qualitative studies and specifically a case study design is not based on quantity and size of sample but rather on quality and richness of data. As such, the decision to sample only 5 schools from a total of 510 schools and just 50 participants from a possible total of 212182 participants is based on the need to obtain in-depth information. Issues of feasibility, time and money involved in conducting large scale research with more participants is noted and considered, but the main point of concern in this study is not quantifying information but rather the richness of the information. To support this decision, multiple data collection tools were used to gather several

layers of data from the selected sample to ensure that data generated is in-depth and rich. Data collection was continual to a point of saturation. Simple random sampling was used to ensure that all the schools in the districts and participants of all sex are giving equal opportunities to be part of the population in the study. The intention of this sample is not to generalize the findings to the whole of South Africa but rather to the population of the study. It is for this reason that the limitation of the study clearly indicates the weakness to generalize the findings to the rest of South Africa. As such, the suggestion for further research recommends similar studies to be conducted in other districts.

3.2.5.4 Reasons for choosing purposive sampling

Purposive sampling suited this study best as the sample sizes were not fixed prior to data collection. Very often, purposive sampling depends on the resources and time available to the researcher (Nieuwenhuis in Maree, 2010:79). Participants were purposively selected to enable the researcher to draw only information-rich participants who have reliable information and much experience in dealing with and managing discipline in schools. Therefore a purposive selection of participants for this study was made on the basis of their active involvement in the management of discipline and learner behaviour or being disciplined in schools. These criteria were determined prior to approaching them as participants.

3.2.5.5 Challenges for using purposive sampling and counter strategy

In the use of purposive sampling in this study, the process was seriously flawed as the data was not easily saturated in many instances. To counter this challenge, the researcher set in motion a procedure by which the purposive sample size for the study was determined on the basis of theoretical saturation (a point in the data collection process when new data no longer brings additional insights to the research (Nieuwenhuis in Maree, 2010:79).

3.2.6 Data generation methods

Using qualitative approaches, data is not only collected but actively generated. After a concrete evaluation of how data is generated in a qualitative study, Halloway (1997:45) indicated that qualitative researchers sometimes reject the term “collection of data”. They use instead

“generating” data. This term is considered more appropriate in qualitative approaches because researchers do not merely collect and describe data in a natural and detached manner, but are involved in a more creative way. Confirming this view, White (2002:82) concur that qualitative researchers operate under the assumption that reality is not easily divided into discrete measurable varieties. As such, qualitative researchers are often described as being the research instrument because the bulk of the data generated depends on their personal involvement (through interview, observation) in the setting.

Data generation involves the different techniques a researcher uses to gather information in research writing (Wilson & Fox, 2009:76). There are three possible approaches to actively generate data in a qualitative study. Firstly, you can observe students and educators as they work, secondly, you could ask about what is going on (interview), and thirdly, you could read or look for traces of other evidence to verify whatever you are investigating (document analysis). As a rule of thumb one should always indicate the types of data collection methods in a research (Creswell, 2009: 178). This case study approach of a complete qualitative research made use of multiple forms of data collection methods and the researcher spent a considerable time in the natural setting just to gather information. Creswell (2009:179) indicates that the procedure of data collection in a qualitative research involves four basic types: observations (field notes and reflective journals, participant and non-participant observations); interviews (individual in-depth interviews producing narrative data and focus group interviews); documents (literature survey, document analysis); and audio-visual materials.

In this study, two broad processes of data generation were used. The first was the collection of theoretical data which was done through a literature study. The second was the generation of the empirical data in which the researcher used document analysis, observation and field notes, and interviews. An interview is a two-way conversation in which the interviewer asks the participants questions to collect information. The nature of the interviews was in-depth individual interviews and focus group interviews which were used to gather data in order to answer research questions on applying Choice Theory in dealing with discipline problems in schools and in managing and motivating learners with challenging behaviour.

With the belief that a qualitative research must operate under the assumption that reality is not easily divided into discrete measurable varieties (White, 2002:82), the researcher made sure that the different techniques used to gather information in this research adhered to the three possible approaches to obtain data in a qualitative study suggested by Wilson & Fox (2009:76). Firstly, one can observe students and educators as they work (observation), secondly, one could ask about what is going on (interview), and thirdly, one could read or look for traces of other evidence to verify whatever you are investigating (document analysis). Data was collected from educators, school administrators, students and disciplinary committees of selected secondary, high and combined schools in the Ngaka Modiri Molema District of the North-West Province (South Africa).

3.2.6.1 Document analysis

Written data sources for this study included both published and unpublished documents, Department of Education reports, memoranda, agendas, administrative documents, and newspaper articles. These involved both primary and secondary sources of data (Maree, 2010:82). All types of written communications that shed light on the strategies for managing discipline and challenging learners' behaviours and the use of Choice Theory in dealing with discipline problems in school were reviewed. Public and private documents such as current disciplinary policies of schools and minutes of disciplinary committee meetings, and newspapers and private documents such as journals of educators, diaries, and letters were analysed (Creswell, 2009:180). The existing disciplinary management measures as written in the school policies and the classroom rules of the selected schools were cross-examined with the demands of Choice Theory on managing learner discipline and modifying challenging learners' behaviour to find out where they agree and disagree.

Collected documented data from document analysis of disciplinary committee meeting minutes enriched this study with cases of students who have been disciplined using current disciplinary management strategies of school. The cases of students with challenging learner behaviours who have been disciplined were of importance to the study so as to re-examine their current behaviours to find out if the implemented strategies were effective in managing and influencing learner behaviours. These documents further provided the study with information on whether the

disciplinary measures in such meetings are aligned to the tenets of Choice Theory and behaviour modification strategies.

Apart from document analysis representing data which is well thought at in that participants have given attention to compiling them, the researcher was able to obtain the direct language and words of the participants. The researcher further had the advantage of access to the data at a convenient time. Moreover, this acted as an unobtrusive source of information. As written evidence, it saved the researcher the time and expense of transcribing it (Creswell, 2009:180).

Since the researcher is aware that document analysis can be flawed by the fact not all people are equally articulate and perceptive, and the fact that some documents may be protected information unavailable to public or private access, or may require the researcher to search out the information in hard-to-find places and that the documents may not be authentic and accurate (Creswell, 2009:180), care was taken to evaluate the authenticity and accuracy of the information before using the documents. The researcher further checked on the publication date to make sure the information is most recent and to further make sure that the confidentiality of the documents is not jeopardised (see appendix F & G).

3.2.6.2 Observation and field notes

Observation was done in order to obtain data that could not be gained through interview. Observation concerns the naturally occurring behaviour of participants and events in the participating schools. That is, the inter-link of the display of challenging behaviours by learners and the management and modification response by those responsible for managing discipline in schools. Maree (2010:83) defines observation as the systematic process of recording the behavioural patterns of participants, objects, and occurrences without necessarily questioning or communicating with them. It is an everyday activity whereby we use our senses of seeing, hearing, touching, smelling, tasting and also our intuition to gather bits of data.

Through the use of observation, the researcher was provided with the opportunity to record first-hand experience with participants as the information was recorded as it occurred. The type of observation used for this study was the observant as a participant model which Maree (2010:83) describes as a researcher getting into a situation but focusing mainly on his role as an observer in

the situation. By this approach, the role of the researcher in the situation is known (Creswell, 2009:179). The researcher only looked for patterns of behaviour and responses amongst the participants in the schools to understand their assumptions, values, beliefs and experience, and make sense of the social dynamics but remained uninvolved and did not influence the dynamics of the setting. Observation provided an avenue for the researcher to present a thick description of what actually took place without value judgments and a reflection of what happened.

Observation was made on practical classroom scenarios on the direct consequences of the use of existing disciplinary strategies on students to examine the behavioural changes of the learners. Through such observations, the study was able to access if current disciplinary strategies as applicable in the classrooms have some similarities with what constitute the demands of Choice Theory in managing discipline. From such observations, the researcher was able to explore scenarios in the use of current disciplinary strategies in managing discipline in the classroom where the possible use of Choice Theory disciplinary strategies would turn the story around.

In all, fifteen lessons were observed from school one, eighteen in school two, sixteen in school three, fifteen in school four and eight in school five at random intervals. Of the seventy-two lessons that were observed from across school one to five, only five recorded sessions from each school were used in the study.

Seventy-two lessons were observed because the researcher did not want to interfere with the natural occurrence of the classroom settings and activities. Moreover, misbehaviours do not occur on a regular basis in every lesson. As such, the researcher continued to observe until five sessions from each school which had cases of natural occurrences of misbehaviours and educator responses to the misbehaviour were captured.

The other recordings of the observation were disregarded for the study on the basis that the information was irrelevant to the study and five observations from each school was considered sufficient as they provided the study with in-depth information pertaining to the scope of the study.

Recognising the likely biases in observation, in one of which the researcher may be seen as intrusive in the observer as participant model of observation, which may lead to participants'

display of artificial behaviours, the preceding precautions were strictly respected in the study. Throughout the observation, the advice of Best and Kahn (2003:300) of what should characterize an observation was heeded. The observations were carefully planned and systematic. The observer knew exactly what he was looking for and what was relevant in the situation and he was objective in recording the observable data. The researcher/observer eliminated his influence on what he saw and reported. The researcher took care to separate the facts from the interpretation of the participants. The recorded data from the observation sessions were checked and verified three more times by repetition and by comparison with that of another observer who was brought into the situation for confirmatory purposes. The observations were conducted in such a way that they were confirmed to be valid and reliable (see appendix E for the observation scheme that was used to interpret the observation).

3.2.6.2.1 Participant observation

Participant observation is the basic data gathering method that requires the presence of the researcher in the setting (Ary, Jacobs, Razavien, & Sorensen, 2006:474). The presence of the researcher in the setting provides a yardstick against which to measure data collection through any other method. Thus, it demands first-hand involvement of the researcher on the site, observing events as they unfold, and people interacting in their own setting. The researcher tries to “get to know” the group or the situation from “the inside” (Johnson & Christesen, 2004:147). This method provides the depth of understanding that comes from directly observing people, describing the setting and behaviour and listening to what they have to say at the scene (Ary et al. 2006:474).

The use of participant observation in this study helped the researcher to establish a relationship with the participants. This created rapport that encouraged participants to share their thoughts freely.

3.2.6.2.2 Site visits and observation

Site visit is another method of gathering additional insight with regard to the investigation at hand. This was a rewarding experience as it allowed the researcher to observe or to get a mental picture of what was going on at the site. This was done simultaneously with hand-delivery of

letters seeking permission to conduct the investigation. The researcher noted the following three advantages during site visits and observations:

- The researcher gained an understanding of the research sites;
- The researcher was able to think of further questions that he did not think of when formulating his research instruments; and
- It helped concretise the research inquiry.

During the site visits, the principals of the selected schools requested the researcher to make sure that the investigation did not interfere with the teaching-learning process. In adhering to this, the researcher interviewed participants after school hours. In addition, the researcher had the opportunity to explain the purpose, objectives and ethics of the study to the school principals and the participants, and also gave assurance that name of interviewees and of the institutions would be kept confidential through use of pseudonyms. Principals were also promised that after transcription, the tapes would be destroyed (see appendix E for observation checklist).

3.2.6.2.3 Tape and video recording during interviews

A tape recorder and video recorder were also used in this study. Drew, Hardman & Hosp (2008, 83) state that the use of tape and video recording is undoubtedly the most common, accurate and convenient method of recording in qualitative interviewing, though these can be very intimidating to some participants. The tape and video recording provided not only a complete and accurate record of the entire conversation but eased the burden of the researcher and enabled him to concentrate on the interview discussion.

In this study, participants were made to understand this method of data collection and were asked to agree to its use. Participants were made aware that the audiotapes and video-taped information would be transcribed without using their names and that since the data would be used for academic purposes only, tapes would be destroyed after analysis had been completed. They were further made aware that video recording was meant to capture information such as silent agreement or body language, indications of the group mode as well as contradictory statements, which are important to include in notes. As such, capturing non-verbal communication added a valuable dimension to the construction and analysis of data in this study.

Initially, all the participants refused to be video-taped but after proper orientation on the purpose of the video, what would happen to the video-tape at the end of the study, and on how their anonymity will be guaranteed as in the consent form agreement, they all agreed to be video-taped. All 10 of the focus group interviews with the educators and students of the five selected schools and the individual in-depth interviews were audio and video-tape recorded (See appendix H for interview transcript of both tape and video recordings. Due to the confidentiality clause, I cannot avail the video recordings).

3.2.6.3 Interviews

An interview is considered as a process in which a researcher and participant(s) engage in a conversation focused on questions related to a research study (Merriam, 2009:87). As such, there is a person-to-person or group encounter in which one person elicits information from another or a group. Looking at the nature and flow of interviews in this study, it could also be referred to as conversation in practice. But because of the research intention in the conversation, it is differentiated as a ‘conversation with a purpose’.

Interviews were conducted to find out from participants those things that were not directly observed like feelings, thoughts and intentions. Terre Blanch & Durrheim (1999:127) maintain that interviewing gives the researcher an opportunity to get to know the participants quite intimately, so as to really understand how they think and feel. In this study, interviews allowed the researcher control over the line of questioning (Creswell, 2009: 179) which helps maintain the focus of data collection. It further provides an avenue where participants provided historical information in narration of past discipline management strategies. The strength of the use of interviews allowed the researcher opportunities to freely probe, which provided for clarity of response and the provision of additional information. Interviews for this study generated participants’ meaningful insights and in-depth opinions on the importance and challenges of the use of current disciplinary strategies in managing discipline and modifying challenging learners’ behaviours in schools.

Through interviews, the study was able to obtain participants’ honest opinions about the application of Choice Theory in managing and modifying challenging learner behaviours in

schools as opposed to existing strategies. That is, participants' views of alternative strategies of managing discipline and modifying learners' behaviours in a non-coercive and confrontational way, yet in an assertive way so as to strike a balance between teaching time in class and time spent in managing discipline. Through interviews, participants suggested better ways for the introduction of Choice Theory in managing discipline in schools. In all, fifty participants were interviewed. Ten participants were interviewed from each of the five selected schools; five learners and five '**discipliners**'.

Participants were asked open-ended questions with the objective of not putting ideas in their minds, but to access their perspective as they were interviewed. The use of open-ended questions in this study therefore placed this study in the unstructured/informal category of interviews by structure (Merriam, 2009:89) as it allowed for flexibility and it was exploratory. It further allowed for learning from the interview on how to formulate questions for later interviews. In collecting qualitative data through interviews containing open-ended questions, the researcher also recorded words directly in the interviews. Direct quotations are a basic source of raw data in qualitative inquiry, revealing respondents' depth of emotion, the way they organise their words, their thoughts about what is happening, their experiences and their basic perceptions. This allowed the interviewer to enter into the interviewees' perspective. This process began with the assumption that the perspective of others is meaningful, knowable and able to be made explicit.

Two types of interviews were used to collect data from the fifty participants in this study. Firstly, individual in-depth interviews and secondly, focus group interviews.

3.2.6.3.1 In-depth individual interviews

Individual in-depth interviews were conducted with the five 'discipliners' of each school; making 25 individual in-depth interviews in the entire study. The in-depth individual interview used in this study is sometimes called the "informal conversation" or unstructured interview (Punch, 2009:147) as the interview questions were not all pre-formulated or the themes identified before the interview took place, but were developed spontaneously in the course of the interactions with the participants. In-depth individual interviews were used in this study because the researcher intends to understand the complex behaviour of participants without imposing any

prior categorization which might limit the field of inquiry. As such, the researcher viewed the interviews as interpersonal encounters which required rapport to be built amongst those involved and to be impartial (Burke & Larry, 2008:203).

In-depth individual interviews in this study involved asking open-ended questions, listening to and recording answers, and following up answers with additional relevant questions (Bless and Smith, 2000: 1). In this kind of interviewing, the researcher limited his contribution to solely the main research question as a starting point to gain an in-depth understanding of the participant's experience and opinions on the topic. From the central research question, follow up questions were pursued and probing was used to gain insight in the study and when respondents deviated from the topic, the interviewer tactfully steered them back (Schulze, 2002:61)(see appendix D1).

3.2.6.3.2 Focus group interviews

a. Nature and characteristics

A focus group interview is a type of group interview in which a researcher or interviewer leads a discussion with a small group of individuals to examine, in detail, how the group members think and feel about a topic (Burke & Larry, 2008:209). It is referred to as a 'focus group' because it represents an open purposive conversation where the researcher asks questions on a specific topic and then guides the discussion by means of questioning to stay focused. This style of interviewing is characterized by the bringing together of several participants to discuss a topic of mutual interest to themselves and to the researcher. Participants in focus group interviews are therefore individuals selected and assembled by researchers to discuss and comment on a topic that is the subject of a research on the basis of personal experience (Merriam, 2009:93). In this type of interview, the investigator is primarily concerned with obtaining an insight into the attitudes and opinions of groups, rather than acquiring specific information from individuals.

The value of focus group interviewing relates to the fact that interactions enhance data quality; provide checks and balances on data and an easy assessment of synergy and differences between participants. Data obtained from a focus group is socially constructed within the interaction of the group. Unlike a series of one-on-one interviews, focus group interviews provide an opportunity for participants to hear each other's responses and to make additional comments

beyond their own original responses as they hear what other people have to say (Patton in Merriam, 2009:94). In the course of doing this, participants need not agree with each other or reach any kind of consensus. The core of this is to get high quality data in a social context where people can consider their own views in the context of the views of others.

b. Procedure for focus group interview

In this study, the researcher conducted focus group interviews with students in participating schools. The researcher conducted five focus group interviews, one in each of the five schools; each focus group was made up of five participants (2 students who are members of the school student representative council and 3 students with learner behaviour problems from each school) who have mutual interest and personal experience about the topic of the study. Both verbal and non-verbal responses of participants were recorded. The names of learners with behaviour problems were obtained from the disciplinary records of the school with the help of the chair of that committee (confidential information). After the names of the purposefully selected learners were known, the researcher approached them with the help of the principal to ask for their assistance to participate in the study. The focus group was made up of a combination of both males and females in all of the five schools with the aim of promoting a fair gender representation (Refer to figure 3.3).

The focus group interviews were conducted in the staff rooms of the participating schools after school hours on the 14/10/2013 at 3:30pm for school one, on the 16/10/2013 at 3:00pm for school two, 05/05.2015 at 3:30 pm for school three, on the 10/05/2015 at 3:10 pm for school four and on the 26/05/2015 at 3:05pm for school five. All of the interviews lasted between 35-50 minutes each. The process was challenging for school one, two and five as the students did not want to be video-taped and were suddenly not interested in taking part in the study despite the initial agreement, but after proper orientation they all accepted. Another challenge was that the learners were shy to speak at the start of the process but as the discussion unfolded they gained confidence. The most challenging part was to get all the participants of the focus group free and available to participate. In several appointments, some of the learners made excuses for not being able to participate. For that reason, the researcher had to make several appointments without success until those of the stated dates above. For school three and four, the process was much easier as the principal had prepared the minds of the learners and all the learners were seated in

the staffroom at the time for the interview. We only experienced slide delays from the exact appointment time.

Focus group interview was considered viable for collecting data in this study as it relates to the advantages put forth by Sarantakos in Maraj (2000:131), who confirms that data is obtained from a group more quickly than from the same number of individuals. Such interviews allow for clarification and lend themselves better to probing as well as clarification of responses. Neuman (2003:396) adds that the natural setting allows people to express opinions and ideas freely. Open expression among members of marginalized social groups is encouraged and people tend to feel empowered. Clarke (2000:77) is of the opinion that focus groups generate lot of qualitative data fairly quickly and they are relatively inexpensive to run (see appendix D2).

3.2.6.4 Preparation for the field investigation

Permission was sought from the North West University-Mafikeng Campus Faculty of Education, precisely from the office of the Director of the School for Leadership Developments to conduct interviews, observations and to analyse documents in the selected schools in the Mafikeng Area Office. With the written request, permission was granted (see appendices A and B).

The researcher then obtained a list of names of secondary, high and combined schools in the Ngaka Modiri Molema District. The names of schools were categorized according to the Area Offices. From the list of schools in each Area, the researcher randomly selected one school. From Area A, one secondary school was randomly selected from a list of secondary schools in the area. From Area B, another secondary school was randomly selected. From Area C, one high school was randomly selected. From Area D, another high school was randomly selected from a list of high schools and lastly in Area E, one combined school was randomly selected from a list of combined schools in the area. The random selection process was done by writing the names of the schools on separate pieces of papers which were folded and put in separate boxes; two boxes for secondary schools, another two for high schools and one for combined schools. From the boxes, one folded paper containing the name of the school was selected and considered for the study. This process gave equal chance for every school in the list to be part of the study.

After the random selection, the researcher then obtained permission from the principals of the selected schools to conduct interviews, observation and access to specific documents for analysis in their schools. All the principals that were approached granted permission and approved the permission and acceptance form (see appendix B).

The researcher further asked for and was granted the contact numbers and names of the members of staff and learners in the selected schools who met the criteria of the purposive sampling of the study in order to contact them. For the learners' population of the study, the researcher requested help to reach them. With the help of the principal and Head of Department of the schools, the learners were contacted and arrangements made for a focus group interview date.

The researcher further sought to be introduced by the principals to the staff of their schools so that when he contacted them to make appointment for interviews and classroom lesson observations, they would already know about him and the purpose of the visit. This was done.

The principals further assisted to make appointments with the purposefully selected staff members and students for the study in the respective schools to participate in the in-depth individual and focus group interviews.

The purposefully selected participants for the interviews were composed of five staff members and five students. Care was taken to see that the staff and student participants' selection was gender sensitive with representation of both male and female members.

After the researcher had contacted and made proper orientations with the participants in which they were informed of their rights, they were all asked to sign the consent form (see appendix C).

Permission was sought and granted for the individual in-depth interviews to be conducted in the deputy principals' offices of the respective schools, and the focus group interviews in the staffroom after school hours.

The researcher faced a strong challenge when he requested to audio-tape and video record the interview sessions. After a series of explanations and negotiations, all the educators and students finally accepted that the interview sessions should be tape recorded. The researcher personally

did the audio recording of the sessions and was assisted in the video recording. The details of the interviews are discussed in the findings in chapter four.

For observation data, the researcher obtained authorisation letter from the principals, and after his introduction to the staff of the schools, made arrangements with the same purposefully selected five members of staff to visit their classes for observations. All the educators accepted although the researcher was faced with a challenge when he requested to video-tape the sessions. In the end, all the educators accepted. Three lessons were observed a day and with inconsistent intervals, fifteen lessons were observed from school one, eighteen from school two, sixteen in school three, fifteen in school four and eight in school five.

For document analysis data, again with the authorisation letter from the principals, the school secretariat was able to assist the researcher with his request for relevant documents pertaining to the study. The researcher also experienced some hurdles and lukewarm attitudes from these persons pertaining to the request for certain documents.

The researcher spent a good seven months in the participating schools (from March to September 2013 and May 2015) in order to collect the relevant data for the study.

3.2.6.5 Piloting the data gathering tools

Piloting the data gathering tools means using a trial run of the full interviews and observation schemes to check the clarity, bias and flaws of the tools. After the guiding interview questions and observation schemes were initially drawn up and checked for structural appropriateness with the researcher's supervisor, they were given to two educators and two students from the five participating schools, one male and one female learner and one male and one female educator to validate them in terms of relevance and appropriateness; and also whether they were easy to understand.

The educators and learners were specifically requested to check for the following:

- Ambiguity;
- Language quality;
- Relevance; and,

- To evaluate whether the questions could promote discussion.

They were asked to freely add any question they felt was relevant and to delete any which they felt was not necessary. After a period of seven days, the draft interviews and observation schemes were collected and the amendments discussed and effected as demanded.

Piloting helped this study by providing data needed to plan the larger study. It also offered the researcher the opportunity to be able to evaluate and improve on the tools and procedure. It further gave the interviewer an opportunity to evaluate his data in order to determine whether appropriate information would be recorded.

3.2.6.6 Interpretation of qualitative data

Interpretation means relating one's results and findings to existing theoretical frameworks or models and showing whether these are supported or falsified by the new interpretation. It also means taking into account rival explanations or interpretations of one's data and showing what level of support the data provide for the preferred interpretation (Mouton, 2002:109). Jacelon & O'Dell (2005:219) note that the successful interpretation of the data depends on the researchers' ability to creatively identify the findings.

Interpretation of data in this study was informed by the educational psychological views of the researcher on the application of Choice Theory in the management and modification of challenging learner behaviours and the belief that the continuous rise of disciplinary problems in South African schools is as a result of failure to apply Choice Theory. The psychological view of the theory and the belief of the researcher guided his ability to creatively interpret and identify the findings of this study.

3.2.7 Data analysis process

After data collection from the field through interviews, document analysis, observation and field notes had been reviewed, there was a need for it to be analyzed. Mouton (2005:108) holds that analysis involves breaking up data into manageable themes, patterns, trends and relationships. The aim of analysis is to understand the various constituent elements of the data. To do this, White (2002:82) suggests that since qualitative research requires logical reasoning, it is

appropriate to use inductive reasoning in organizing the data into categories and identifying patterns and categories. Leedy & Ormrod (2005: 150) further suggest that after identifying a theme in data using an inductive process, a qualitative researcher has to move to a more deductive mode to verify it with additional data.

Data analysis, a process of breaking down, examining, conceptualizing and categorizing data is considered to be very challenging, labour-intensive, and guided by few standardized rules (Jacelon and O'Dell, 2005:217). Since data analysis is based on research questions and guided by the theoretical framework of the study, the researcher used open coding to analyze data. Open coding is “a process of breaking down, examining, comparing, conceptualizing and categorizing data” (White, 2002:82). The procedure began with the naming and categorizing of phenomena through close examination of data. White (2002:82) explains further that data analysis in qualitative research is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting of data to provide explanations of the single phenomenon of interest. Therefore, the movement from one stage of analysis to another is a gradual and critical process as the bulk of the analysis takes the form of written language.

The purpose of conducting a qualitative research, and particularly this study, is to produce findings by transforming data into findings (De Vos et al., 2005:333). In this study, this process involved reducing the volume of raw information, shifting significance from trivia, to identifying significant patterns and constructing a framework of communicating the essence of what the data reveal. This process confirms the views of De Vos et al. (2005:333) who posit that data analysis is the process of bringing order, structure and meaning to the mass of collected data. Qualitative data analysis is a search for general statements about relationships among categories of data. Because of the sequence and chain of events in data analysis, Basit (2003:144) contents that the analysis of qualitative data continues throughout the research and is not a separate self-contained phase. As such, the researcher of this study came to the use of qualitative research in this study with every understanding of analysis from his previous works, the conventions of different disciplines and professions, the advice of mentors and models that he has internalized from whatever he has read.

Thomas (2003:1) prefers the term “inductive approach’ for qualitative data analysis and identifies the purpose for using the approach as to condense extensive and varied raw text data into a brief summary format; to establish clear links between research objectives and the summary findings derived from raw data, to develop a model or theory about the underlying structure of experiences or processes which are evident in the raw data. The inductive approach reflects frequently reported patterns used in qualitative data analysis. According to Thomas (2003:1), this research approach allows research findings to emerge from frequent, dominant or significant themes in raw data, without the restriction imposed by structural methodologies.

Data analysis in this study followed the steps from specific to general and involving multiple levels of analysis as suggested by Creswell (2009:185) in a linear, hierarchical approach building from the bottom to the top. The various stages in the hierarchy are interrelated and not always visited in the order presented. These are emphasised in the following steps:

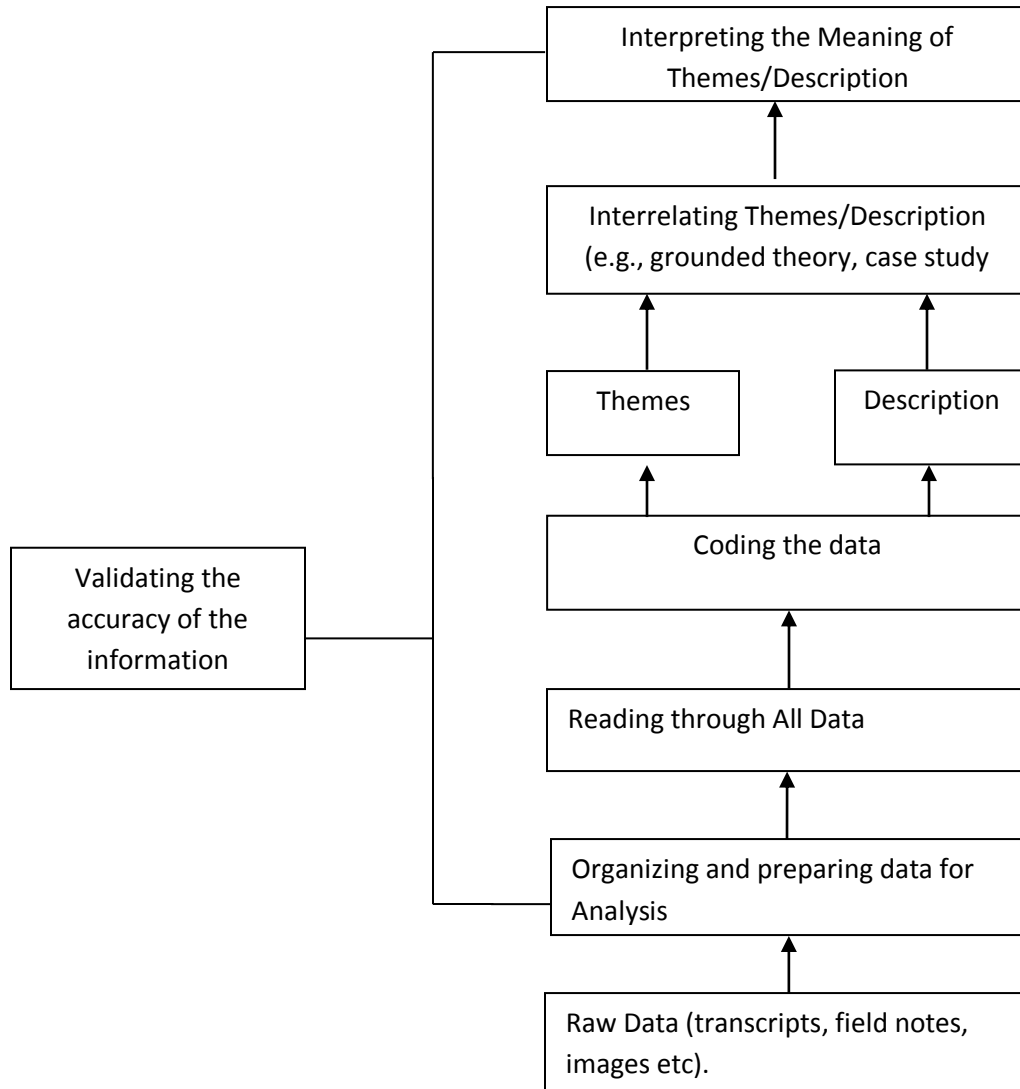


Figure 3.4: Data Analysis steps in Qualitative Research (Creswell, 2009:185)

Step 1: Organise and prepare the data for analysis

This involved transcribing the interviews, optically scanning material, typing up field notes, sorting and arranging the collected data into different types according to the different sources of the information.

In this study, the researcher began by transcribing data from the video and audiotape recordings and complementing them with field notes made from observations and during interviews. Transcribing of the audio and video tapes included observations of body language like a laugh or a smile or a frown or doubt, or a discomfort on being asked some questions. Transcribing

interviews or notes offers another point of transition between data collection and analysis, as part of the management and preparation process. De Vos et al. (2005:336) affirm that in the process of transcribing data, emergent insights are generated.

Transcription was followed by typing and organizing the data. Three copies of the transcripts were printed; one for colour coding, another for cutting and pasting and a third copy kept as a master copy (see appendix H).

Step 2: Reading through all the data

Once the text was prepared, the raw text was read in detail in order for the researcher to familiarize himself with the content and to gain an understanding of the themes and details in the text. Creswell in De Vos et al. (2005:337) advises the researcher to read the transcripts in their entirety several times, immersing himself in the details, trying to get a sense of the interview as a whole before breaking them into parts. Marshall and Rossman in De Vos et al. (2005:337) add that in doing that the researcher will become familiar with the data in intimate ways. They believe that the more the researcher interacts with the data, the more patterns and categories begin to emerge and are noted in short phrases, ideas or key concepts. Thomas (2003:4) suggests close readings of the text with consideration of multiple meanings that are inherent in the text.

In this study, the researcher personally read through all the data to obtain the general sense of the information and to reflect on its overall meaning. This was done to find out the general ideas of what the participants are saying, the tone of their ideas, the impression of the overall depth, credibility and use of the information. As a procedure to start a form of data recording at this stage, the researcher wrote notes in the margins in the course of reading through the data (See appendix H).

Step 3: Begin detailed analysis with the coding process

Understanding that coding is the process of organising the material into chunks or segment of text before bringing meaning to information, the researcher took the text of sentences and paragraphs of the data gathered during the data collection and segmented them into categories. The categories were further labeled according to the emphasising points of the participants: that

emphasis codes on the topics that readers would expect to find based on the past literature and on common sense, codes that are surprising and were not anticipated at the beginning of the study, codes that are unusual, and the codes address a larger theoretical perspective in the research (Creswell, 2009:186).

In order to generate categories, the researcher noted regularities in the setting and of the people chosen for study. The categories were internally consistent but distinct from one another. Upper level categories were derived from research aims while the lower level categories were derived from multiple readings of the raw data. Categories were created from meaning units and actual phrases used in specific text segments (see appendix H).

- **The coding process**

The transcripts were read one after the other with emphasis on the underlying meanings. After reading a good number of the transcripts, a list of encroaching/emerging topics were outlined. From the outlined topics, similar topics were clustered together and were further formed into columns which were arrayed in three sections as; major topics, unique topics, and leftovers. From this point, the list of topics were abbreviated as codes and written next to the appropriate segments of the text and verified to see if new categories or codes will emerge. After this was done and all the categories were available, in order to reduce the categories the researcher decided to group related categories under the most descriptive words in the topic and cross check the emerging categories for interrelationships. With the new categories, all data material belonging to each category was brought under one platform for preliminary analysis.

In this study, after transcribing data, sentences and paragraphs from the transcribed interview that supported the story line of the research were identified and subcategorized. This enabled the researcher to realize the saturation of data when repetitive themes occurred. The researcher further searched for subtopics within each category, including contradictory points of view and new insights (see appendix H).

Step 4: The coding process was used to generate a description of the setting and people as well as categories and themes for analysis. The description done in this study involved a detailed

rendering of information about the participants and events (discipline, challenging learner behaviours) in the setting (school). The descriptions aided the researcher in generating the codes.

Step 5: Advancing how the description and themes were represented in qualitative narrative. The narrative passage which is the most popular approach was used to convey the finding of the analysis. This took the form of a discussion which mentioned a chronology of events, detailed discussion of themes and a discussion with interconnecting themes.

In the case of this study, the researcher selected appropriate quotes that conveyed the core theme and essence of a category. The categories were further linked under a super ordinate category when the meanings were similar. The categories that have been identified in this study make up the essence of what the respondents conveyed. The intended outcome of this process was to create three to eight summary categories which will capture the key aspects of the themes in the raw data and which are assessed to be the most important themes given the research objectives. In this study five categories were created (see appendix H).

Step 6: Making an interpretation or meaning of the data

This was the final stage in the data analysis. It involved asking questions about the lesson learned from the analysis and it further captured the essence of that idea. The interpretation based on the lesson learned from the analysis in this study focused on the researcher's personal interpretation complemented with meaning derived from a comparison of the findings with information gleaned from the literature and theories in the literature review. As such, the findings confirm past information (see chapter 2), and in some cases, diverge from it and also suggest new questions that need to be asked in order to trigger solutions to emerging data and analysis that was not foreseen earlier in this study (see appendix H and chapter 6).

3.2.8 Validating the interview questions

After the interview questions were initially drawn up and checked for structural appropriateness with the supervisor, they were given to two disciplinary committee members and two school student representatives' council members of both sexes randomly selected from the participating schools to validate them in terms of relevance and appropriateness, and also whether they were

easy to understand. Those selected to validate the interview questionnaires were specifically requested to check for ambiguity and to evaluate whether the questions could promote discussion. They were asked to freely add any questions they feel were relevant and to delete any which they felt was not necessary. After a period of seven days, the draft interviews were collected and the amendments discussed and effected as demanded.

3.3 ETHICAL CONSIDERATION

Ethics are concerned with an attempt to formulate codes and principles of moral behaviour. Ethics include the concerns, dilemmas and conflicts that arise over the proper way to conduct research. It helps to define what is, or is not legitimate to do, or what moral research procedure involves (Neuman, 2007:48). Therefore decisions are not being defined as what is 'right' or 'just' but take into account the interest of the participants and the researcher. In order to guarantee the quality criteria, Neuman (2003:116-118) postulates that researchers must have a moral and professional obligation to be ethical, even when research subjects are unaware of or unconcerned about ethics. As also suggested by Briggs and Coleman (2007:245), for both ethical and objectivity purposes, the researcher must ensure that those being interviewed are absolutely clear about their rights to an explanation of aims, procedures, purposes, the consequences of the research, publication possibilities and the right to refuse to take part or withdraw at any stage. The participants became confident to make the decision about acting voluntarily and making their decisions on the fullest possible information.

Inviting individuals to participate in research means that the researcher must protect participants from harm and violation of privacy, whilst at the same time maintaining the integrity of the research and its ethical standards. Pertaining to this study, the researcher during the site visit orientated the participants. The use of the consent form agreement made sure that the participants fully comprehended the nature and outcomes of the research and they were assured of anonymity and confidentiality. Ethical measures are important in all research. In this study, permission was obtained from all participants involved. They were informed that they could withdraw their participation at any time without any penalty to them (see appendix C).

3.3.1 Gaining access

According to Creswell and Clarke, (2007:113-114), researchers require permission to collect data from individuals and sites. This permission can be gained at three levels: from individuals who are in charge of sites; from people providing the data and their representatives such as principals; and from campus-based Institutional Review Boards (IRBs). Obtaining access to people and sites requires obtaining permission from individuals in charge of sites. The levels of permissions are required regardless of whether the study is qualitative or quantitative.

In this study, the researcher in trying to gain permission to collect data from the sites started by applying for and being issued with a letter of permission by the Director School of Leadership Development, Faculty of Education, North-West University, Mafikeng Campus (see appendix A & B).

With the permission letter, the researcher approached the principals of participating schools to seek for permission and collaboration to collect data from their schools. Upon agreement, the principals were requested to approve the permission letter with an official stamp which they all did. In terms of the pleas for collaboration, the school heads of participating schools were requested to help suggest intervals when the researcher could organise interview sessions with the participants. The principals did this after consultation with the school timetable without hesitation (see appendix B).

3.3.2 Informed consent

According to Neuman (2007:54), a fundamental ethical principle of social research is: Never coerce anyone into participating. Participation must be voluntary at all times. Permission alone is not enough. People need to know what they are asked to participate in so that they can make an informed decision. De Vos (2005:25) further indicate that obtaining informed consent means that all information on the aim of the investigation, the procedures, advantages, disadvantages and dangers will be rendered to their legal representatives. Informed consent is based on the principle arising from the participant's right to freedom and self-determination: this is consenting of his or her free will to participation in the research.

To ensure this study conform to the demands of informed consent in research, after receiving the approved permissions letters from the principals of the participating schools, the researcher approached the individual participants in the research site. In the meeting with the individual participants, the researcher explained the purpose of the research and what was expected from the participants, gave clarification of the procedures to be followed, offered an account of any probable risk and discomfort to the participants, clarified the procedures that might be advantageous to the participants and offered to answer questions concerning the procedures to be followed. After that, the researcher sought confirmation of the participants' consent to participate in the study. To show agreement to participate in the research, the participants were requested to sign the consent form (see appendix c).

3.3.3 Violation of confidentiality/privacy

Privacy refers to components of personal privacy while confidentiality relates to treating data in a confidential manner (Neuman, 2007). In this study, the researcher had to respect the participant's right to decide when, where, to whom and to what extent their feelings, beliefs, attitudes and behaviour towards the topic of the study could be disclosed. Each participant was asked about how confidentially they wished their personal information about the application of Choice Theory in managing and influencing learners' behaviours can be handled. Participants were assured that no names of persons or schools would be used or disclosed to guarantee confidentiality, even if information has to be made public. The dignity and rights of the participants were not ignored. Moreover, the researcher created a relationship of trust to enable participants to be free and to give the best information they had.

3.4 CREDIBILITY AND TRUSTWORTHINESS

Although research methods should be determined largely by the aims and context of the research, they should also have regard for quality criteria (Briggs, Coleman & Morrison, 2012:76). This is more so as the authenticity and quality of educational and social research can be judged by the procedures used to address reliability, validity and triangulation. Therefore, when qualitative researchers speak of research "validity and reliability" they are actually referring to research that is credible and trustworthy. In order to ensure quality criteria in

research that will make it worthwhile, Maree (2010:80) indicates that it is generally acceptable to engage multiple methods of data collection such as observations, interviews and document analysis. In addition, involving several investigators or peer researchers to assist with the interpretation of the data could enhance trustworthiness. In order to include the multiple methods of data collection in this study, the researcher saw the need to create connections with participants and research sites as a good starting point.

3.4.1 Creating connections

Connections between the researcher and the participants, and on the research sites for this study was done through “backyard” research which involves studying the researcher’s (my) own organization, friends and immediate work setting compared (to make sure it tallied) to that of the participants. This was to keep the researcher grounded to understand the participants. This was done not only because the data collection may be convenient and easy, but also to avoid the problem of reporting data that are biased, incomplete, or compromised by the researcher’s (my) ability to disclose information and raise difficult power issues. These are all common threats in the use of the backyard approach (Creswell, 2009:177). To further improve and create reader confidence in the accuracy of the findings, multiple strategies of validity were employed. This provides strength to the backyard research.

3.4.2 Validity

Validity, a concept used to judge whether the research accurately describes the phenomenon that it is intended to describe (Briggs et al., 2012:81), further expresses the need for the research design, methodology and conclusions to have regard to the validity of the process. According to Terre Blanch and Durrheim (1999:46), validity is the degree to which the researcher can produce observations that are believable for him or her, the subject being studied, and the eventual readers of the study. Neuman (2003:185) simply defines validity as ‘truthful’. He, however, quickly adds that;qualitative researchers are more interested in authenticity than validity. Authenticity means giving a fair, honest, and balanced account of social life from the viewpoint of someone who lives it every day. As many strategies as possible are used to ensure design validity. In order to choose from among these strategies, researchers must involve issues of

feasibility and ethics. These strategies are considered as appropriate to maintain the least amount of intrusion while increasing the quality of the data.

By the notion that the research design, methodology and conclusion of a research needs to regard the validity process, it is evident that validity of qualitative data can be internal and/or external.

- ***Internal validity***

Internal validity deals with the question of how research findings match reality (Merriam, 2009: 213). It addresses questions such as how congruent are the findings with reality? Do the findings capture what is really there? Is the researcher observing or measuring what he thinks he is measuring? Internal validity in all research thus hinges on the meaning of reality. Though qualitative researchers can never capture an objective “truth” or “reality” there is a number of strategies that qualitative researchers can use to increase the credibility of their findings (Merriam, 2009:215). The most well-known strategy to shore up the internal validity of a study is what is known as triangulation. A second common strategy for ensuring internal validity or credibility is member checks, also called participant validation. Adequate engagement in data collection, peer examination, and integrity of the qualitative researcher are other strategies to ensure internal validity.

3.4.2.1 Participant validation or member checking

In order to ensure internal validity in this study, the researcher used the participant validation or member checking strategy. Maree (2010:86) refers to member checking as a situation where the researcher verifies his understanding of what has been observed or generated from the interviews with those observed or interviewed. After arriving at the findings to the study from the analysed data, the researcher took the findings of the preliminary analysis back to the participants to verify. The intention was to solicit feedback on the emerged findings. In so doing the researcher was able to rule out the possibilities of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on. In this way the researcher was able to identify his biases and misunderstanding of what he observed. In the process, participants were asked whether the interpretations are true although the researcher may have used different words. They were also asked to be able to identify their experience from the interpretations and given

the opportunity to suggest some fine-tuning to better capture their perspectives in areas where it was not properly done (see appendix I).

In this study, after the participant validation, the researcher made some few modifications to the suggestion raised by the participants and the final product conformed to participants' inputs.

3.4.2.2 Methodological triangulation

Another strategy used to ensure internal validation in this study was triangulation. According to Briggs et al. (2012:84), triangulation means comparing many sources of evidence in order to determine the accuracy of information or phenomena. It is essentially a means of cross-checking data to establish its validity. The principle of triangulation rests on the assumption that particular events are being investigated and that, if they can be investigated in a number of different ways and those different ways concur, then the researcher may then believe that the account is a truer account of those events. As such, Maree (2010:80) suggests that as a traditional strategy, triangulation can be used for improving the validity and reliability of research or evaluation of findings. Denzin proposes four types of triangulation: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings (Merriam, 2009:215).

In order to further ensure internal validity in this study, the researcher used triangulation by multiple methods. Triangulation using multiple methods of data collection involves cross-checking what you are told in an interview with what is observed on the site or what is read about in the documents relevant to the phenomenon of interest -interviews +document analysis + observations - to gather rich data. This method is often referred to as methodological triangulation. In this study, data was collected from interviews with participants and the data obtained was cross-referenced with further data on the same event collected from observation of the same participants and from analysis of documents on the same event from the same participants. Comparing and cross-checking the data from the different sources on the same event ensures accuracy of the phenomena. Determined to strengthen this style of validation, the researcher also made sure that the same questions were asked to many different participants

during the interviews and in the observation and document analysis checklist. This strategy is known as respondent triangulation (Briggs et al., 2012:85).

3.4.2.3 Prolonged and persistent fieldwork

Still on ensuring internal validity in this study, participants' observation and in-depth interviews were conducted in the natural settings of the participants to reflect lived experience. The lengthy data collection period of more than six months provided opportunities for interim data analyses, preliminary comparisons, and corroboration to refine ideas, and ensured a match between evidence-based categories and participant reality. This procedure makes the information valid and it is referred to as validity by prolonged and persistent fieldwork by McMillan & Schumacher (2010:331).

3.4.2.4 Adequate engagement in data collection

To further guarantee the internal validity already ensured in this study, the researcher adequately engaged in data collection. In this sense, the researcher tried to get as close as possible to participants' understanding of the phenomenon. The researcher further made sure that the data and emerging findings are saturated. This was recognized when the participants start to repeat the same information over and over again and no new information surfaced as I collected the data.

The use of the internal validity measures of respondents' validation, methodological triangulations, prolonged and persistent fieldwork, and adequate engagement in data collection in this study ensures accuracy of data and assures validity in the study.

- ***External validity***

According to Merriam (2009:223), external validity is concerned with the extent to which the findings of one study can be applied to other situations. That is, how generalisable are the results of a research study? External validity in this study refers to the degree to which its findings can be generalised to the population from which the participants were drawn. It also encompasses the degree to which the sample is a representative of the population from which the sample was drawn. This is called population validity (Best and Khan, 2003:12). To enhance the possibility

that the results of a qualitative study can be applied in another setting, several strategies can be employed. The most commonly mentioned is the use of rich thick description (insider's account). Another is careful attention in selecting the study sample (Merriam, 2009:227).

3.4.2.5 Rich thick description (emic or insider's account)

Rich thick description refers to a highly descriptive, detailed presentation of the setting and in particular, the findings of the study. To ensure external validity by the rich thick description in this study, the researcher provided a detailed description of the setting and participants of the study (see section 3.2.5), as well as a detailed description of the findings with adequate evidence presented in the form of quotes from participant interviews, field notes, and documents (see appendix E,F,G,H). In doing this, the study creates a "thick" description of the sending context so that someone in a potential receiving context can assess the similarity between them and the study.

3.4.2.6 Careful attention in selecting the study sample

Maximum variation in the sample, whether it is the sites selected for the study or the participants interviewed, allows for the possibility of a greater range of application by consumers of the research (Merriam, 2009:227). In this study, complemented by maximum variation, a modal sample was used to ensure transferability. This strategy describes how typical the participants are compared to others. The researcher purposefully sought variation in sample selection to allow for a greater range of application of the findings. The sample population drawn from the study population is a fair representation of the general population of the study. Amongst the sampled population, there is a fair gender representation and all the different groups of people/organisations (schools, learners and educators) are represented. The findings can be generalised to the general population as the sampled population was drawn from every one of the five Area Offices in the Ngaka Modiri Molema District Municipality (see figure 3.1, 3.2, 3.3 & Table 3.1, 3.2, 3.3).

3.4.3 Reliability

There is wide support for the view that reliability relates to the probability that repeating a research procedure or method would produce identical or similar results (Briggs et al., 2012:76). Best and Kahn (2003:285) aver that a test is reliable to the extent that it measures whatever it is measuring consistently. Silverman in Mbokodi (2008:64) explains further that reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions. According to Merriam (2009:221), reliability refers to the extent to which research findings can be replicated. In other words, if the study is repeated, will it yield the same results?

In a research study of this nature, reliability is problematic since human (learners and educators) behaviour is never static. Moreover, what is being studied in a social world is assumed to be in flux, multifaceted, and highly contextual, because information gathered is a function of who gives it and how skilled the researcher is at getting it. Thus replication of a qualitative study will not yield the same results. Given that, reliability in this study is based on the assumption that there is a single reality and that studying it repeatedly will yield the same results. This is a central concept of traditional experimental research which focuses on discovering causal relationship among variables and uncovering laws to explain phenomena (Merriam, 2009:220). Strategies that a qualitative researcher can use to ensure consistency and dependability or reliability are triangulation, peer examination, investigator's position, and the audit trail. In this study, triangulation was used and it has already been explained in the previous section on internal validity.

Furthermore, categories of the frequently occurring data were identified in this study and checked for reliability. Neuman (2003:184) adds to his definition of reliability the issue of dependability. Dependability of data was established in this study by capturing all interviews on a tape recorder and transcribed in writing. Being aware of the flaws that it is more difficult to ensure reliability using unstructured or semi-structured interviews, as in the case of this study because of the deliberate strategy of treating each participant as a potential unique respondent (Briggs et al., 2012: 79), the researcher was guided by and heeded the recognition that each school provides a distinctive context for practice.

As such, during the transcription exercise, the researcher eliminated only those parts of the respondent's story that were not commensurate with the research topic or had no significance to the research. Attempts were made to reproduce the interview scripts as accurately as possible. Following the transcription, the researcher listened again to the tapes while reading the transcript. Furthermore, the interviews were unbiased and care was taken not to ask leading questions or to be over-impressionistic in observations.

3.5 CHAPTER SUMMARY

This chapter focused on the research design and methodology followed in undertaking the enquiry, the purpose of which was to explore the application of Choice Theory in managing and modifying challenging learner behaviour in schools in the Ngaka Modiri Molema District. The chapter also presented a description of the design of the study which included the research strategy, population and sampling, data collection and recording techniques, procedure for data analysis, ethical consideration during qualitative research and credibility as well as ethical considerations observed throughout the research. The research design process presented in this chapter made it possible for the researcher to collect data for answering the primary research question. The researcher employed the qualitative method of collecting data as it provided an opportunity for a problem to be explored in some depth as well as opportunities to probe and make a comprehensive analysis of the various issues that were being investigated.

The next chapter deals with the data analysis process and presentation of the outcome. It provides a presentation of the data from analysis made on observations, document analysis and interviews. Data presented is complimented with interview and observation verbatim.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

After data has been collected from the field through the use of the different data collection techniques, there is a need for the data to be analysed, presented, and meaning made out of the data. As such, this chapter focus on the analysis and presentation of data from the empirical research. In this chapter, the analysis process is outlined and the research findings recorded and presented. The findings are recorded according to the four main categories that emerged from the study and which address the aims and objectives of the study and answer the main and sub research questions. Findings from interviews, observations and document analysis are all analysed and presented in this chapter.

4.2 ANALYSIS AND PRESENTATION PROCESS

The collection and analysis of data activities took place simultaneously (Merriam, 2003:1). Qualitatively collected, analysed, presented and interpreted data is rich as qualitative researchers borrow ideas from the people they study and place them within the context of a natural setting (Neuman, 2007:89). In this study, the researcher used the language of cases and context, examined social processes and cases in their original social context and looked at the interpretations by examining the meaning in specific settings. By doing this, the researcher considers the activities of the schools as being intrinsically qualitative.

In analysing the data, the researcher started by transcribing the recorded interviews. The transcript were read in their entirety several times in order to get a sense of the interviews as a whole before dividing them into parts to determine emerging categories and themes. Similar topics were clustered together from all the interviews, observation and document analysis data. Data were compared to establish themes, trends and patterns. Emerging themes, trends and patterns were identified and written down. Emerging themes were cross-referenced with the research questions to ensure that the investigation stayed on track. The themes were categorised

into topics. Related topics were categorised and data materials belonging to each category were grouped together.

4.3 DATA PRESENTATION AND ANALYSIS

The data obtained from the focus group and individual interviews, observation and document analysis have been analyzed and are now presented. Deliberate attempts are made to connect the findings to existing literature to the emergent themes and topics under discussion. The following topics, themes and categories which have a bearing on the application of Choice Theory in managing and modifying learner behaviour in schools were identified through data analysis:

Table 4.1: CATEGORIES, THEMES AND TOPICS

CATEGORIES	THEMES	TOPICS
Applicability of the Choice Theory to classroom discipline	<ul style="list-style-type: none"> Knowledge of Choice Theory 	<ul style="list-style-type: none"> Lack of knowledge Different perspective Unconsciously partially practice
	<ul style="list-style-type: none"> Nature of challenging learner behaviour Nature of learner behaviour management 	<ul style="list-style-type: none"> Mild moderate Severe Learners autonomy Stringent educator control Control by specific rules
	<ul style="list-style-type: none"> Perception of drive to learner misbehaviour 	<ul style="list-style-type: none"> External No consideration of internal
	<ul style="list-style-type: none"> Responding to learner misbehaviour 	<ul style="list-style-type: none"> Unequal response (discriminatory) Spontaneous Reprimand before clarity Educative punishment Authoritarian climate Inconsistent Respond to every utterance Confrontational/overly negative Ignoring minor offences Severe offences referred to higher office Accept excuses No inquiry to the drive/How it looks (surface approach) Aggressive/Not anger free Trait weakness Time consuming No follow-up interventions

	<ul style="list-style-type: none"> Teaching learners responsible behaviours and helping them make better choice 	<ul style="list-style-type: none"> Pastoral approach Motivational speakers Constant advising Constant punishment Discouraging outburst
	<ul style="list-style-type: none"> Use of punishments and unnecessary rewards 	<ul style="list-style-type: none"> Complete reliance Ineffective Effective Promote temporal behaviour change Mixed feelings Inevitable
	<ul style="list-style-type: none"> Nature of disciplinary strategies (punishment) use 	<ul style="list-style-type: none"> Corporal Educative punishment Diverse as per offence
	<ul style="list-style-type: none"> Equating disciplinary strategies to misbehaviour 	<ul style="list-style-type: none"> Lack of knowledge Applicable to educative punishment Does not equate offence
	<ul style="list-style-type: none"> Intention of punitive strategies 	<ul style="list-style-type: none"> Immediate change Present and future change Temporal change Permanent change Develop long term life skills Win over learner not misbehaviour
Opportunities and challenges for using choice theory	<p><u>Opportunities</u></p> <ul style="list-style-type: none"> Learners awareness of the consequences of their actions 	<ul style="list-style-type: none"> Unaware of all consequence Aware of consequences in classroom rules Consequence not consistent
	<ul style="list-style-type: none"> Existence of classroom rules 	<ul style="list-style-type: none"> Available Incomplete Rigid General awareness
	<ul style="list-style-type: none"> Enforcement of classroom rules 	<ul style="list-style-type: none"> Not consistent Not at all
	<ul style="list-style-type: none"> Designing of classroom rules 	<ul style="list-style-type: none"> Collaborative effort Educators dominion Update of previous Use of previous Refined annually and not as needs of learners demand
	<ul style="list-style-type: none"> Given instruction and directions to learners 	<ul style="list-style-type: none"> Clear Ambiguous Incomplete

	<ul style="list-style-type: none"> Keeping records of learner misbehaviour 	<ul style="list-style-type: none"> No records Records of selected offences
	<ul style="list-style-type: none"> Records of disciplinary sanctions 	<ul style="list-style-type: none"> Learners input not reflected Parents inactively represented Consequence not immediate Poor coordination of disciplinary meetings Sanctions centred on learner
	<ul style="list-style-type: none"> Organizing and use of classroom meetings 	<ul style="list-style-type: none"> Lack of classroom meetings School norm Lack of interest from learners Wrong scheduling and use of classroom meetings
	<ul style="list-style-type: none"> Impact of nature of lessons 	<ul style="list-style-type: none"> Boring lesson with lack of clear instructional goal and misbehaviour Well prepared lesson and misbehaviour Dealing with misbehaviour from boring lessons
	<ul style="list-style-type: none"> Educators perception of their role in managing discipline 	<ul style="list-style-type: none"> Part of job description Pastoral responsibility For effective teaching Something that comes with the job
	<ul style="list-style-type: none"> Integrating discipline plan to teaching methodology 	<ul style="list-style-type: none"> Not taken into consideration Unconsciously done Lack of knowledge about the means.
	<ul style="list-style-type: none"> Views of current disciplinary strategies 	<ul style="list-style-type: none"> Ineffective (consistency of names in disciplinary records) Effective for other and ineffective for others Temporal effectiveness Managerial approach
	<p><u>Challenges</u> Doubts and worries about Choice Theory in managing and modifying behaviour</p>	<ul style="list-style-type: none"> Careful consideration Time consuming Expose learners to risk Costly to implement and run
Managing and modifying learners behaviour in an assertive, yet non-confrontational approach in	<ul style="list-style-type: none"> School disciplinary policies 	<ul style="list-style-type: none"> Well formulated. Clear and comprehensible Insufficient consequences Uniform punishment Inactive learner involvement
	<ul style="list-style-type: none"> Purpose of applying particular punitive strategies 	<ul style="list-style-type: none"> Induce pain on learners Transformation and change of learner behaviour Immediate stop of unwanted

school		behaviour
	<ul style="list-style-type: none"> Techniques to achieved the purpose 	<ul style="list-style-type: none"> Constant punishment Constant advice Help of counsellors Motivational speaker
	<ul style="list-style-type: none"> Building relationships between parents, teachers and learners to work together 	<ul style="list-style-type: none"> Communicate regularly with parents about learners Invitation of parents Phone calls Send reports to parents Redundancy of parents
	<ul style="list-style-type: none"> Using yearly discipline plans 	<ul style="list-style-type: none"> Lack of knowledge and use of discipline plans Mistaken classroom rules for discipline plan Incomplete plans Action discipline plans No resolution discipline plans
	<ul style="list-style-type: none"> Family and community involvement in modifying learners behaviour 	<ul style="list-style-type: none"> No involvement Through love and concern Enforce school measures at home
	<ul style="list-style-type: none"> Considering individual dignity when using punitive strategies 	<ul style="list-style-type: none"> Respect learners discipline Not considered (undermined) Dignity challenge
	<ul style="list-style-type: none"> Meeting learners needs 	<ul style="list-style-type: none"> External needs only Seen as parental responsibilities Impossibility Not in disciplinary policies
	<ul style="list-style-type: none"> Channels of communication in the classroom 	<ul style="list-style-type: none"> Open two-ways channels but strictly academic One way channel Student-to-student
Effectiveness of Choice Theory in managing learner behaviour	<ul style="list-style-type: none"> Biblical grounding 	<ul style="list-style-type: none"> God's system of governance
	<ul style="list-style-type: none"> Strengths of Choice Theory 	<ul style="list-style-type: none"> Manage while modifying Focus on permanent behaviour change Promotes learner responsibility Learners cherish being involve in making decision about their lives
	<ul style="list-style-type: none"> Avenues for application in SA 	<ul style="list-style-type: none"> Failure of other punitive strategies (promotes hatred) Lack of alternative disciplinary strategies

In the following sections, each category, theme and topic is discussed and augmented by examples (quotations) from the text of the interview transcriptions. Where applicable, references are made to the literature that has been reviewed, i.e. to the existing body of knowledge, during and after the discussion of each theme. This literature control is intended to explain, support and extend the theory generated in this research. It is hoped that this strategy will provide the reader with a basic understanding of the research problem, as well as the evidence that the study yielded to its relationship with current knowledge of the problem. This will also facilitate the researcher's attempt to eventually formulate guidelines for educators to effectively apply Choice Theory in managing and modifying learners' behaviour in schools.

In this chapter the codes S1L1 to S1L5, S2L1 to S2L5, S3L1 to S3L5, S4L1 to S4L5 and S5L1 to S5L5 are used to identify the 25 learners participants from school A to E who participated in the focus group interviews. S1L1-S1L5 represent group one, S2L1-S2L5 represent group two, S3L1-S3L5 represent group three, S4L1-S4L5 represent group four and S5L1-S5L5 represent group five. The codes S1E1 to S1E5, S2E1-S2E5, S3E1-S3E5, S4E1-S4E5, and S5E1-S5E5 are used to identify educators' participants one to twenty-five from school A to E who took part in the individual in-depth interviews. It is necessary to note that the quotations used in this chapter might appear with grammatical errors. As can be expected from participants who are young learners, the language usage and choice of words from a language perspective are not always perfect. As a result, some of the quotations used in this chapter to substantiate pronouncements, contain grammatical errors. The respective messages the respondents attempted to convey, are nevertheless clear.

4.3.1 APPLICABILITY OF THE CHOICE THEORY TO CLASSROOM DISCIPLINE

By applicability of Choice theory to classroom discipline, the study intended to evaluate possible avenues to classroom discipline in schools that necessitate the application of Choice Theory to manage challenging learner behaviour. The following were recorded:

4.3.1.1 Knowledge of the Choice Theory

Although participants were fully explained the context of Choice Theory as applicable in this study during orientation to ease their participation, their previous knowledge to the understanding and use of the concept was inquired.

Data from literature study affirm that the use of the concept Choice Theory to managing discipline and shaping the behaviour of learners is yet to be universally accepted due to some controversies to its application in America and other parts of Europe where it was first tested (Bechuke & Debeila, 2012:113). Specifically in South Africa, it is yet to be tried in the classrooms (ref to chpt 2.3.4.1).

In agreement to the literature, data from empirical study reveal that educators and learners in schools in the Ngake Modiri Molema District (NMMD) lack knowledge of the concept Choice Theory in managing and modifying learner behaviour.

To attest to the claim, Learner S2L3 indicated that “The best of what i know is what you explained to us during orientation.” S1E4 also mentioned that “this is a completely new concept to me, of all the different disciplinary strategies that i have come across, i never heard of Choice Theory as one.”

Although Choice Theory may appear to be a new concept in education, especially in the domain of managing learners’ behaviour, it has long been used in other disciplines like economics (Da Silver (2009:9). This indicates that other disciplines use the concept Choice Theory and it may apply differently to other disciplines. In concession to Da Silver, Participant S4E5 mentioned that “I have heard of the concept before but not in the context of education and not in relation to managing learner behaviour.”

Although educators and learners lack knowledge of the concept Choice Theory and admitted to have heard of it in different context, in observation 11 & 20 (school 3 & 1) educators practice the pieces of what constitute the whole of the concept Choice theory in schools without noticing. Schools 1, 2, 3, & 5 make use of classroom rules which are collaboratively designed. Attached to the classroom rules, are consequences as advocated by Choice Theory. In an analysis of disciplinary policies and disciplinary sanctions of schools 1, 2, & 3, it was also revealed that

parents are brought on board to actively involve in the disciplinary processes of their children. All of these endeavours are aspects of Choice theory although not practiced as a whole. As such, affirming to lack of knowledge of the concept during interviews was just an indication of unconsciousness in the partial practice of the theory.

4.3.1.2 Nature of challenging learner behaviour in schools

The application of Choice Theory in managing learner behaviour relates to challenging learner behaviour of different intensity and demand different techniques and degree of intervention. As such, the questions that generated this theme were intended to inquire the varied nature of learner misbehaviour in schools.

Findings from literature study reveals that educators struggle with issues of absenteeism, late coming of learners, neglect of school work, flouting of authority, substance abuse, and endangering of the lives of others. These are the most common learner behaviour problems in schools (Mtsweni, 2008). Classifying challenging learner behaviour by intensities, Miltenberger (2009) concur that challenging learner behaviour in schools ranges from mild to moderate and severe in some instances. Miltenberger (2009) further indicate that mild misbehaviour takes the form of sleeping in class, clowning, needless talk, disruption, talking and laughing inappropriately, late coming to class. Moderate misbehaviours takes the form of movement in the classroom, cheating, homework not done, breaking rules, arguments, lack of honesty, name calling, teasing others and severe misbehaviour takes the form of swearing at others in the classroom, defiance of authority, talk back to educator, verbally abusing others, and non-compliance. In classifying learner misbehaviour, it should be noted that not every infraction of rule is necessarily a misbehaviour (DFE, 2012: ii).

In agreement with Miltenberger, observation data from schools 2, 3, & 5 reveal that challenging learner behaviour took the form of mild, moderate, severe. In schools 2, 3, & 5, learners were involved in needless talk, disruption and sleeping in class (mild). Learners also came to class with homework not done, and they break rule (moderate). Instances of severe misbehaviours were rare but two cases were observed in school 2 of a learner verbally abusing another learner and a learner talking back to educator.

Moreover, during interviews, participant S1E2 indicated that “we struggle with all types of learner misbehaviours in schools and classroom. Some of them are minor offences and others are serious offenses.”

To be more specific about the nature of offences, participant S4S1 indicated that “the kind of misbehaviour we experience in our school is that learners make noise and disturb others, at times they refuse to follow the school and classroom rules, they sleep in class and some cheat and tell lies, some move around the class unauthorized and some go to the extent of arguing and even fighting with the teachers.”

In the same light, an analysis of classroom rules from schools 1, 2, 3, & 5 reveal a variety of misbehaviours ranging from noise making, late coming, homework not done to name calling. This covers aspects of mild and moderate misbehaviours. Very limited aspects of severe learner misbehaviour are registered on classroom rules. To make up for this which appears to be a weakness, disciplinary polices of schools 1, 2, & 3 captures aspects of severe learner misbehaviour. As such, when learner misbehaviour is severe; educators refer them to higher authorities. To further indicate the different forms and nature of learner misbehaviour in schools, an analysis of disciplinary records of all five schools reveal offences of all forms (mild, moderate and severe).

Data from the interviews, observation and document analysis reveal that learner misbehaviour in schools in NMMD takes different form ranging from mild to moderate and even severe. As such there is no unique way to respond to these misbehaviours, rather different approaches can be applied based on the nature and type of misbehaviour.

4.3.1.3 Nature of learner behaviour management

Within the context of the nature of learner behaviour management, the study intends to evaluate how educators manage learner behaviour in schools and classroom. Focus is centered on learners autonomy and stringent educator control.

Review of literature reveals that educators do not want to give control to their learners. They perceive that the mark of a good educator is one who is in control of the class. As such, they apply even coercive strategies just to stay in control (Tassel, 2005:1). Nonetheless, Choice

Theory advocates that when managing learner behaviour, educators have to be non-coercive. In line with this assertion, Glasser (2005:6) holds strongly that we cannot “make” students do anything, but we can influence them to do things that lead to better behaviour and increased success (Chpt 2.3.1). Andrius (2009:2) also believes that learners are rational beings who can control their own behaviour (Chpt 2.4.1). This approach informs the nature of learner behaviour management needed in schools.

Paradoxical to the literature, data from empirical study reveal that educators try to directly or indirectly control and make learners do things according to how they want it. Learners are not given any chance to decide on how they want to behave except partially through the making of the classroom rules, where educators are still in full control of the final outcome.

S2E1 indicated that “we (educators) are and should be in full control of how learners should behave and it has to be in what we (educators) consider as the right way for learners to behave. Participant (S3E3) confirming this assertion remarkably said “learners know little or nothing about what is good for them. As such, we (educators) make the choice about how they should behave.” To further confirm this upshot, participant S3L5 indicated that “the choice on how (we) learners have to behave is already spelled out in the school rules and regulations so we (learners) don’t have to make any choice, we only conform by the rules.”

From the data, educators tell learners what to do and how it should be done and expect them to do it. Learners’ opinions are not sought at all times. Participant S4L1 mentioned that “the only time we (learners) are partially given a chance to make a choice is when classroom rules are made. Despite this, educators still impose their views on the final decision.”

Affirming of the interviews’ findings, observation data from schools 2, 3, & 4 reveal that educators try to control learners’ behaviour through threats. From the observation of how educators handled cases of learners’ misbehaviours in the classrooms of schools 2, 3, & 4, it is clearly evident that learners are controlled and not given a chance to choose their behaviours. Learners’ behaviours are controlled through threats and rewards. Educators in these schools use harsh threatening words (*i will send you out of my class if you don’t do....., i will send you to the principal’s office if you don’t do....., or i will call your parents if you don’t do...*) and tone to get learners to behave in the way they consider as the right way to behave and rewards are served as

benefits to those who do so. For fear of the threat or desire of the rewards, learners' behaviours are controlled.

To further confirm the interview and observation findings, a review of the disciplinary policies of schools 1, 2, 3, 4, & 5 reveals that expected learner behaviour is spelled out and the related consequence which learners have to respect. As such learners are supposed to conform to the expected behaviours as spelled out in the policy. This indicates that learners' behaviour is again controlled through stringent rules which are not open for negotiations (ref to Appendix G).

4.3.1.4 Perception of the drive to learner misbehaviour

With the Choice Theory belief that an understanding of what drives a learner's misbehaviour informs the strategies applicable to manage the misbehaviour effectively, it was deemed necessary to inquire about participants' perception of the drive to learners' misbehaviour.

Review of literature reveals that Choice Theory holds strongly that for educators to be able to manage learner behaviour effectively, they need to have an understanding what drives the action (Glasser, 2009:17). It further affirms that learners behave based on what they want, compared to what they see and know (Chris, 2007:35). Some misbehaviour results from students being provoked by other students in the classroom. The physical arrangements of the classroom, temperature, noise and lighting may affect student behaviour (Burden, 2010:9). Conditions in student home may also relate to behaviour problems.

Data from empirical study reveal although what drives learners' misbehaviour can be either internally or externally oriented, but it is mostly external in the case of South African schools. Learners behaviour in South African schools is driven by both internal and external factors and it is geared towards expressing lack of satisfaction with the educators and the content, lack of satisfaction with the school set up and environment, peer pressure and use of substances, dislike of educators, self-complex and learner background.

In this regard, participant S5L3 indicate that; "is just a mistake. Not that we want to misbehave. But i must admit to you that i hate our class teacher; he does not know how to teach." Participant S1L4 also mentioned that "My friends distract me a lot."

According to S3L1, “these teachers don’t understand the problem at all, i walk long distance to school and they say i came late. At times, when you don’t have something and you ask your friend or you want to share with a friend, and then the educator say you are disturbing.” An analysis of these expressions clearly reflects that learner misbehaviour have an external drive factor.

Participant S5E3 holds strongly that “there are diverse and various reasons as to why learners misbehave, it could be from learners’ background and upbringing and lack of parental guardian or at times it is the classroom size. That is overcrowded classroom.”

S4E1 mentioned that “some of these learners are just like that; i think it’s in them to misbehave. They find pleasure in misbehaving. i am saying this because at times, these learners cannot even justify why they misbehave. It’s uncalled for.” This view reveals that the drive to learners’ misbehaviour can also have an internal push.

Complementing the interview findings, data from observation visit 17 in school 3 & 4 reveal that what drives learners’ misbehaviour was external and it was geared towards gaining attention or meeting an external need like borrowing from a fellow learner. There are also cases of internal drives towards learners’ misbehaviour as it was difficult to tell from observation visits to schools 1, 2, & 5 why some of the learners misbehaved. Another important issue that is revealed from the observation of all the schools is that most of the severe and moderate learner misbehaviours had both external and internal drive but were mostly internally oriented while most of the mild misbehaviours were externally oriented.

4.3.1.5 Responding to learner misbehaviour

The core of Choice Theory in managing learner behaviour radiates around educators’ strategies in responding to learner misbehaviour. Choice Theory believes that the success of curbing the misbehaviour of a learner and possibly modifying the behaviour lies in the approach to responding to the misbehaviour. As such, it was necessary for this study to inquire how educators respond to learners’ misbehaviour when they occur in school.

Data from literature reveal that when responding to learner misbehaviour, the discipline problem should be viewed as total behaviour, meaning that the entire context of the situation needs to be

examined in an effort to seek a solution (Glasser, 1986:52). Choice Theory advocates that all human behaviour is purposeful. As such, when responding to learners' behaviour, educators must provide a stimulating environment to encourage and help students as much as possible (Wubbolding, 2007:37). Glasser (2009:2) also suggests that when dealing with learner behaviours, educators should have two important goals in mind: first, to stop the unwanted behaviour and second, and more importantly to teach students how to control their own behaviour. When responding to learner misbehaviour, educators need to maintain consistency, but this does not mean they have to behave in the same way every time. Rather, their judgments should be reliable and consistent (Burden, 2010:9).

Inimical to the literature data, data from empirical study reveal that that educators use the negative confrontational approach on learners with challenging learner behaviours when they misbehave in schools and classrooms. Educators' response to learner behavior is spontaneous. They reprimand before seeking for clarity, discriminate between learners and are inconsistent.

Data from observation visits to schools 1, 2, 3, 4, & 5 reveal clearly that educators' reaction to learners' misbehaviour is confrontational and what is of note is that when the misbehaviour is severe, the reaction is negative confrontational and is focused on the learner and not on the misbehaviour. Whereas when the misbehaviour is moderate, the reaction is both positive and negative confrontational and when it is mild, the reaction is completely negative confrontational. Educators do not make an effort to understand the environmental events that cause the misbehaviour.

For instance, in observation visit 24, school 2, a child who was sleeping in class during one of the observation visit was immediately asked to stand up in class as the lesson unfolds. No attempt was made to inquire why he was sleeping. In another instance in school three, a learner who came late to class after break was ask to go out and pick papers in front of the class. Again, no attempt was made to inquire why the learner was late. In a third instance in observation 13, school 1 when a learner did not do her homework, the educator responded thus: "I am not surprise! It's obvious....Silly girl. I don't want to see you here tomorrow if you don't have that homework done." These reveal aspects of negative confrontation without inquiring why the learners misbehaved. It further reveals that educators used discouraging statements that reminds learners of their unsuccessful past and undermined their dignity.

In school 2, observation 18, it was also observed that the classroom educator responded to every utterance and this make it time consuming as the educator spent more time in responding to learner misbehaviour than in the actual business of teaching and learning.

In concession with observation data, interviews data also reveal that educators punish learners whenever they misbehave without trying to find out why they misbehave. At times they use harsh and unpleasant words when they shout at learners. Interview data further indicate that educators punish learners based on specific consequences as in the classroom rules although there appear to be inconsistency in the use of the negative confrontational approach on misbehaving learners. Moreover, some learners are reprimanded before their views are considered later. While for other learners, their views are considered before they may be reprimanded. In the course of the negative confrontational approach, educators make an effort to educate learners on how to behave properly.

Participant S5E2 indicated that “depending on the misbehaviour, i personally don’t follow the policies or classroom rules at all times. When i find a learner misbehaving like smoking, i react on the spot and i don’t ask for any explanation.” S5E2 further indicated that “at times my reaction is spontaneous; i just react before even giving a thorough thought.”

S3E5 indicated that “one thing about my classroom management is that i don’t react to every utterance that happens in my class, if I do that, it’s going to delay my lesson. So i ignore minor offences and at times i accept excuses from learners even though their behaviour might be against the rule just to save time. But if the misbehaviour is very serious, I refer then to higher office like the principal’s office”

S3E1 indicated that “i normally want to find out why the learner misbehaved but giving the limited time that we have for a slot, i reprimand the learner and later ask them to see me after the lesson to find out why they misbehaved.” In agreement with S3E1, S4L3 indicated that “they just punish us when something happens without really finding out what happened. At times they will say nasty words to us.” S2L4 also said “at times they will ask us (learners) why we misbehave the way we did and sometimes they will just punish us.”

S4L1 indicated that “our teacher will ask us what the rule says about the misbehaviour and we will respond and then he will punish us based on the rule.”

Participant S2L4 indicated that “for some learners, they ask why they misbehave and for others they don’t, they just punish. That is discrimination.” In agreement, S1E2 mentioned that “Well! If my very good and quiet learner misbehaves, I will want to find out why, but if it is a learner whom I know disturbs all the time, then I don’t need to find out why, I just punish.”

Corroborating data from literature and interviews, data from document analysis reveal that educators use a surface approach to understanding learners’ misbehaviour. Learner misbehaviour is handled by how it seems and not what drives it. In the case of all the five schools where the misbehaviour is captured in the classroom rules, no attempts were made to find out what drives the misbehaviour. Once the misbehaviour links to what is in the classroom rules, the consequence is applied. Educators fail to understand that what drives learner A to make noise might not be the same thing that drives learner B to make noise and as such should not be handled the same. A review of disciplinary committee minutes reveals inactive learner involvement during disciplinary hearings. That confirms that the sanctions at the end of the hearing are based on judgments made on the learner and not with the learner (ref to appendix G). Moreover, an analysis of the disciplinary committee minutes reveal that all punishments sanctioned on misbehaving learners are without follow-up interventions intended to modify the behaviour of the learners.

4.3.1.6 Teaching learners responsible behaviour in order make better choices

Choice Theory advocates that learners should be allowed to make their own choices and face the consequences of their choice. In order to prevent learners from making wrong choices that will expose them to regrettable consequences, it is of need to teach them responsible behaviour and ensure that they meet their needs through responsible behaviours. Based on this reflection, this study sought to find out how educators teach their learners how to do things that lead to better behavioural choices and increased success.

Data from literature reveal that good choices produce good behaviour and bad choices produce bad behaviour. As such, educators must always try to help students make good choices (Andrius, 2009:2). Andrius (2009:2) further indicate that Choice Theory in school discipline compels educators to focus on helping learners make appropriate behavioural choices that lead to ultimate personal success. In the classroom, it is important for educators to help students envision a

quality existence in school and plan the choices that lead to it (Charles, 2008:67). Charles (2008) further indicates that many students lack the social skills necessary to relate positively to peers and to do well academically. As such, educators who help students develop these social skills, help promote successful classroom discipline.

In concession with literature data, educators try to teach and support learners to make better choices. Educators use a pastoral approach to teach learners acceptable behaviour that leads to good choices. Educators see learners as their children at home. To further help learners to make responsible choices, educators invite motivational speakers to complement their constant advising techniques. In other instances, educators enforce constant punishment and discouraging outburst just to get learners to learn responsible behaviour and make better choices.

In this regard, participant S1E2 indicated that “i see the learners not only as a group of learners but also as my children. So i try to be a parent to them. I guide and advise them. At times i sit with my learners and talk one-on-one as an elder brother or as a parent. If they refuse to comply, i make them. I can’t seat and watch my kids go astray”

S3E1 also mentioned that “in order to help these learners to behave well, our school from time to time invites motivational speakers to talk to our learners on issues of self-respect, hard work and making good behavioural choice.”

S2E2 indicated that “I want to see these learners behave properly. So i try very hard to control them and their behaviour by telling them what is right and how to do it and at times i coerce them to make sure they do it.” By implication, educators do whatever it takes to get their learners to behave well and for them to succeed.

4.3.1.7 Use of punishment and rewards

Choice Theory daunts the use of punishment and unnecessary rewards to get learners to behave in an acceptable manner. Choice Theory emphasis that rather than using punishments and unnecessary rewards, learners should be taught the consequences of their actions and allow to face the consequences of their every action. Based on this perspective, the study sought to find out participants views on how they apply the concept punishment and rewards in shaping learners’ behaviours in schools.

Data from literature reveal a fuss as not all punishment decreases a misbehaviour and therefore only a stimulus that reduces the strength of a behaviour in some measurable way is a punishment to that behaviour (Stein, 2005:2). Considering this squabble, Bechuke & Debeila (2012) suggest that educators must not rely on the use of punishment and rewards to shape learners behaviour because learners' behaviour will be dependent on these stimulants and once there are removed, learners easily fall back to their old ways. Evertson & Weinstein (2006:47) advocate that educators must reduce the use of punitive control measures because coercive and punitive environments promote antisocial behaviour.

Inimical to the literature upshot, data from the empirical study reveal that educators use and rely completely on diverse punishment. Punishments and rewards are considered to be the most effective strategy to managing learner misbehaviour in schools. Although in certain instances educators admits to cases of ineffectiveness in using punishment because of temporal behaviour change, they still believe that the use of punishment is inevitable. Punishment appears to be a necessary tool for managing learner behaviour and educators rely solely on the use of punishment. Participants had very little to say about the use of rewards. In doing so, it appears they lack proper awareness on the use of rewards in managing the behaviour of learners. This therefore limits their knowledge about other strategies except the use of punishment in managing learner misbehaviours.

Endorsing the literature data, participant S3E3 indicated that “the use of punishment is the only way forward. But i don't mean corporal punishment. Learners deserve to be punished if they misbehave. And since we punish those who misbehave, those who behave well deserve rewards.”

S1E2 indicate that “I am in favour of the use of punishment in managing learner's misbehaviour and not rewards. It is a learner's responsibility to behave well. Why then should we reward them when they do so? You see, punishment worked for us when we were learners and can as well work for these learners.”

S3E2 mentioned that “I strongly agree in the use of punishment to make learners behave well. That's the only music they dance to these days and that's the only song i play.” This indicates the consistency and reliance on the use of punishment in managing misbehaviour.

S5L2 also indicate that punishment only corrects the misbehaviour for a short period of time and when the punisher and punishment is not there, the same misbehaviour resurfaces. Punishment creates fear that temporarily prevents learners from misbehaving. As such punishment is effective to a certain extent.”

In disagreement, S4L2 indicated that “educators should talk to learners in a polite way and not punish them. However, this is disturbing as there are students who will take advantage of the educator if they are not punished.” S4L5 indicated that “educators should punish, but not always, and also they should not punish learners as if they are slaves. This is why i discourage the use of punishmet.”

A critical analysis of participants’ responses to the effectiveness of punishment gives an impression that punishment can be effective in managing challenging learner behaviours if carefully applied and if complemented by other non-punitive strategies which are geared towards ensuring permanent behaviour change in learners.

4.3.1.8 Nature of disciplinary strategies (punishment) use

Since the use of punishment is inevitable, it was necessary for this study to find out the different punitive strategies used by educators to manage learner behaviour. The idea here is to evaluate if the punishment strategies used are geared reducing the occurrence of the misbehaviour in future or just to inflict pain.

Data from literature reveal that a proper punitive strategy must result in the misbehaviour less likely to occur in the future, i.e. the behaviour is weakened (Miltenberger, 2008:120). Burden (2010:222) holds that punitive strategies must withhold the positive reinforces through techniques such as logical consequence and behaviour modification strategies such as time-out, loss of privileges and adding aversive stimuli through actions where students receive a penalty for their misbehaviour (chpt 2.16.1).

Paradoxically, data from empirical study reveal that educators use variety of punitive strategies depending on the nature of learner misbehaviours. Punishment strategies are geared towards promoting academic excellence and others are just to inflict pain on learners and no ground is

laid at ensuring that the behaviour cease to occur in future. Moreover, there are still avenues of corporal punishment in schools.

Participant S3E1 indicated that “i use variety of punishments strategies, for instance if a learner fails to do his/her homework, i make them to do the homework and two other activities during break.” Participant S3E1 further indicated that “in our classroom rules, learners are not allowed to eat in class. If a learner breaks this rule, i sometimes ask them to write ‘*I will never eat in class again*’ 300 times.”

Participant S1E4 indicated that “you know sir; i have to admit to you, i beat them, and ‘yeah’ I mean corporal punishment. I know it is abolished but i must say i still use it and it works. You see, when the offence is serious, i ‘clap’ them. In agreement with this participant S3L4 indicated that “most times they beat us behind closed doors.”

S3E2 also mentioned that “at times we exclude them from certain activities with friends. With concern from their parents we keep them after school to do extra school work or do cleaning. In my class, i normally ask then to stand as the lesson unfolds or kneel down.”

4.3.1.9 Equating disciplinary strategies to misbehaviour

Choice Theory champions that in order for a disciplinary strategy to be effective in shaping learners’ behaviour, the consequence should equate the misbehaviour. As such, the study deemed it necessary to inquire whether and how educators try to equate their disciplinary strategies to learner misbehaviour.

Data from literature reveal that refusing to give a learner who has already eaten, food as a punishment for a non-compliant behaviour is not an equivalent punisher to eradicate the misbehaviour. Likewise denying a child pocket money when he/she has already received money from somewhere else makes the punitive strategy ineffective to the misbehaviour (Glasser, 2009). Some events can make a particular consequence more reinforcing at some times than at other times. For example water is a more potent reinforce for someone who has not had a drink all day than for someone who just finished a large glass of water (Miltenberger, 2008:85). Burden (2010) concurs that not all aversive consequences that teachers select may be seen as

punishment. Some students, for instance, might think that it is a reward to be placed in a time-out area in the classroom.

Data from the empirical study reveal that although educators use a variety of disciplinary strategies ranging from least intrusive intervention to moderate responses, educators have limited knowledge about equating and relating punishment to misbehaviour. Punishments allocated to some of the learners' misbehaviour are far less than the misbehaviour and as such the learners do not take them seriously and in other cases, it is the other way round. Participants views about equating punishments to learners' misbehaviours indicate that the nature of punishments sanctioned has nothing to do with the nature of the misbehaviour and does not in any way relate to the misbehaviour.

S3E1 indicated that "I don't know anything about equating punishment to misbehaviour. What i do is that i give you enough punishment to make you regret ever doing that again." Maintaining the views of S3E1, S2E4 also indicated that "I do not consider this equating punishment thing, what i do is to make sure i give the punishment as it was agreed in our classroom rules or what comes to my mind."

Concurring the interview data, observation data reveal that in observation 7 (school 4), a learner who came late to class was ask to clean the class during break. In another instance in observation 12 (school 1), a learner who failed to do her homework was sent out of class. Contrary to the lack of knowledge in equating punishment to misbehaviour, educators who use educative punishment sometimes equate punishment to misbehaviour. For instance, observation data in schools 1, 2, & 3 reveal that when learners failed to do their homework, they were asked to do it and more activities after school hours.

4.3.1.10 Main intention for selecting particular punitive strategies

Based on the belief that the intention of the teacher guides the particular punitive strategy he/she is going to select and the success of the strategy, it is vital to consider the intention of the teacher when selecting particular punitive strategies. As such, this study sought to find out the intention of educators for selecting a particular punitive strategy to learner misbehaviour.

Data from literature reveal that educators need to make reliable judgments about the probable consequence of students' actions in different situations (Oliver, 2011:4). When selecting a punitive strategy, the main intention should be to modify learner behaviour and this should have a lasting impact on the learners (Burden, 2010:11).

In agreement with literature data, data from empirical study reveal that educators when selecting punitive strategies to learner misbehaviour, wants to see an immediate change in behaviour. Little attention is directed towards a permanent change in behaviour or a future and lasting change in behaviour.

S2E1 indicated that “when i discipline a learner, my main intention is to see that the learner refrain from the misbehaviour immediately. I know they might do it again in future but i want it to stop right there.”

S3E5 also indicated that “when i ‘dish’ out punishment on learners, my intention is to see that the misbehaviour stops immediately. I also desire to see that the misbehaviour stops forever in future, but you know i don’t have control over the future. So i want it to stop immediately.”

S3E1 mentioned that “my intention is for the misbehaviour to stop immediately and permanently. That’s why i use educative punishments so that the learners can develop long term skills and stop the misbehaviour ever again.”

4.3.2 OPPORTUNITIES AND CHALLENGES FOR USING CHOICE THEORY

By opportunities and challenges for using Choice Theory in the classroom and schools, the study intends to unveil pathway and egress to the possible application of the Choice Theory in South African schools. The following are the upshot from data collected.

4.3.2.1 Learners awareness of the consequences of their actions

Choice Theory concur that in order for learners to be able to shape their behaviour and make right choices, they have to be aware of the consequences of their actions. As such, it was necessary to find out if learners in South African schools are aware of the consequences of their actions and what are teachers doing to create the awareness.

Data from literature reveal that children at all times are not aware of the consequences of their actions until they do them. It is therefore the responsibility for educators to constantly teach learners the consequences of their action (Colvin, 2009:13). According to Glasser (2004), the classroom is a complex environment for students as well as for educators. Students are confronted with challenges, temptations, and circumstances that will cause them to make poor decisions about their behaviour because of their personality.

In agreement with the literature sequel, data from the empirical study reveal that learners in schools lack awareness of the consequences of certain misbehaviours. Learners are not aware of the consequences of their misbehaviours before they misbehave until they are victims.

On this note, participants S2E4 indicated that “learners are only aware of the punishment for their crimes when they are victims.” S3L5 also indicated that “the best of the consequence of my actions that i know are those in the classroom rules or schools rules. We know certain actions are bad but we don’t know what will happen to you when you do them until you do them.”

Paradoxically, data from observation visit to all five participating schools reveal that classroom rules are designed and pasted on the walls of the classroom without consequences attached to every rule. Similarly, it was also observed that educators decide on the consequence to certain learners’ misbehaviours spontaneously as they occur in class without following any rule known by learners.

Learners are only conversant with the misbehaviours and consequences in the classroom rules and they care less about aspects of their daily school behaviour which is not captured in the classroom rules. This creates an impression that educators focus more on delivering of their subject content and give little attention to educating learners about misbehaviours outside the classroom rules and related consequences.

4.3.2.2 Existence of classroom rules and school policies

Choice Theory admits to a collective effort in establishing classroom rules and holds strongly that classroom rules are very important in guiding learners’ behaviour. As a means of emphasizing the importance of classroom rules in creating opportunities for Choice Theory, the

study decided to inquire into the existence of classroom rules and how they are designed and enforced in schools.

Data from literature reveal that it is prudent for educators to develop classroom rules and in doing so, acceptable behaviours should be emphasized when classroom rules are first discussed. Students must be made aware why the rules exist. Educators must help students understand, identify and discuss examples of behaviours that break the rules and lead to punishment (Burden, 2010:223). Kohn maintains that students learn best when they have the opportunity to reflect on the proper way to conduct themselves. It is proper for educators and students to start a school year with rules. Educators and students need to work together to identify how they want their classroom to be and how that can be made to happen. As such, students help create their own learning environment (Kohn, 2006:32).

Data from empirical study reveal that educators and learners collectively set rules at the start of the school year. But what is of essence here is how the rules are made. There are classroom rules in every classroom and with every learner. Both learners and educators take part in designing classroom rules although in different capacities. Some of the classroom rules are incomplete while others are just too rigid. In the collaborative effort to design the classroom rules, educators dictate to learners. At times, previous academic year classroom rules are reused or refined annually and not changed as learners' needs change.

On the aspect of classroom rules, S1L2 mentioned that “we have both classroom rules and school rules. We are not involved in designing the school rules but we get involved in designing the classroom rules. But the teachers don't follow the classroom rules when punishing us”

S5L2 indicated thus “what worries me is that although it may seem as though we (learners) are an active half in deciding on the classroom rules, educators still dictate or impose on the process and have the final say.”

S3L5 mentioned that “yeah sir! You see, these classroom rules are not designed this year. These are old classroom rules that have just been refined as an administrative responsibility.”

S4E1 indicated that “we have classroom rules which we design with learner and we change classroom rules annually and not as learners’ needs changes. Every start of the school year we work on the classroom rules.”

Another pertinent revelation from the data of observation visits 8-16 in schools 1, 2, 3 & 4 is that classroom rules are incomplete and do not address most classroom misbehaviours experienced in the contemporary classroom (ref to appendix G). Moreover educators do not adhere to the classroom rules. There is inconsistency in the application of the rules in the classroom. Confirming this assertion, data from observation further reveal that there are classroom rules pasted on one of the four walls of the classroom of schools 1, 2, 3, 4, & 5 but they are not very visible from all the angles of the classroom. Learners of the classrooms observed of all the schools also have copies of the classroom rules in their books. It is believe that the lack of clarity of the classroom rules pasted on the walls from all angles of the classroom fostered the need for learners to have copies of the classroom rules. Observation data from all five schools further reveal that although schools have classroom rules in the classrooms, the educators do not refer to them consistently. The classroom rules are too rigid and do not address the emerging classroom crisis. As such, when a misbehaviour occurs in class which is not addressed in the classroom rules, educators are forced to invent consequence. Some classroom rules are without consequences.

An analysis of school policies documents of schools 1, 2, 3, 4, & 5 reveals that school disciplinary policies are clear and comprehensible. The greatest challenge in a school policy is the lack of consequences for every rule that informs learners’ behaviour. The stated consequences to the outlined misbehaviours are uniform and relate to the misbehaviour. Learners ‘voices are not clearly reflected in the policies but they form part of the membership of this committee that oversees the school policies. Channels of complains and handling of disciplinary issues for educators according to hierarchy is outlined but little or nothing is done for learners.

4.3.2.3 Giving instructions and directions to learners

Choice Theory believes that compliance or non-compliance learner behaviour in school refers to whether or not learners follow the direction of instruction. Therefore, it is vital for instructions

and directions to learners to be clear and comprehensible if they must be expected to follow them at all times. As such, this study unveiled the nature and scope of educator's instructions and directions to learners.

Data from literature reveal that more than 80% of educators' directives to students are not preceded with information that would enable the students to respond correctly (Shores, Gunter, & Jack, 1993:43). As such, students do not properly understand the directions. Walker et al. (2004) advice that it is important for educators to have a solid basis of knowing if the directions or instructions to learner is something that they are able to complete satisfactorily. Evertson & Weinstein (2009) also maintains that educators need to provide clear instructions and procedures to guide student conduct.

Contrary to the literature upshot, data from empirical study reveal that educators' instructions and directions to learners are ambiguous and incomplete in certain instance and this promote non-compliance. When the instructions are clear, learners easily comply.

S2E2 indicated that "i reckon that at times my instructions are not clear and when that happens, i experience numerous cases of non-compliance. But when the instructions are clear, the non-compliance reduces."

In agreement with the interview data, data from observation visit to schools 1, 2, 3, 4 & 5 reveal that instructions and directions given to learners are implicit. Instruction and directions to learners in class are not clear and unambiguous and as such learners find it difficult to follow the directions. This promoted acts of misbehaviours in class which affects the teaching-learning process. In observation visits 7 (school 1), the teacher in trying to get learners to keep away the books of the previous lesson and bring out that of her lesson, she just said "listen people, it's time for maths." This meant a lot of things and most of the learners could not decode the message and they continued with what they were doing.

4.3.2.4 Records of learner misbehaviour and disciplinary sanctions

Choice theory admits that in order for educators to make comprehensive follow-up in modifying learners' behaviour, they need record of learners misbehaviour and sanctions. If Choice Theory

will be successful in managing and modifying learners behaviour, this study thought it would be advisable to inquire whether and how teachers keep records of learners behaviour.

Data from literature reveal that it is important to keep a record of all incidents of misbehaviour and the actions taken for each student in a folder (Canter & Canter, 2008:80). This documentation helps educators to see any pattern in the behaviour. This document helps experts or parents and educators to better understand the nature and scope of learners' problems.

In agreement with literature data, data from the empirical study reveal that educators keep documentation of incidents of learners' misbehaviours in a document referred to as the misdemeanor register. An analysis of a number misdemeanor registers of all five schools reveals that it keeps records of minor offences in the classrooms. Records of serious offences are captured in the disciplinary hearing register (see appendix G).

In confirmation with the data from document analysis, S3E4 indicated that "we somehow have documentation of learners' behaviour. We have the misdemeanor register to record the minor offences in class and also serious offences are discussed at the disciplinary committee meetings."

S3E1 also indicated that "we don't have documentation of all learners' serious offences but we know these learners. We know those who are also causing trouble even though we don't have the records of all."

A further analysis of the disciplinary records reveals that the same names of misbehaving learners appearing consistently in disciplinary committee sanction list. This indicates that the current disciplinary strategies are ineffective in modifying learners' behaviour. From the misdemeanor records of schools 1 & 3, consequences to learners' behaviour are based on accumulation of misdemeanors or points and are not immediate. During disciplinary committee meetings, misbehaving learners are not consistently given opportunities to express and defend themselves. In some cases, they are judged upon. Learners and parents input are not captured on the disciplinary records. This indicates that parents are inactively represented (see appendix G).

4.3.2.5 Organising and use of classroom meetings for disciplinary purpose

Choice Theory holds strongly that constant classroom meetings between educators and learners are very important for educators to understand learners' needs and sort out strategies to meet

those needs. This action goes a long way to model learners' behaviour since learners' misbehaviour is believed to be as a result of needs not met. As such, this study sought to inquire if educators organize and use classroom meetings frequently as a disciplinary measure.

Data from literature study reveal that classroom meetings are very important if educators must understand learners' needs (Glasser, 2009). Classroom meetings provide opportunities for educators to build rapport necessary to understand and support learners (Lindberg et al. 2007). Classroom meetings serve a great disciplinary purpose as learners are able to express their frustration with educators or the instructions.

Contrary to the literature data, the empirical study data reveal that educators are not knowledgeable of the value of classroom meetings as a disciplinary tool although it is a norm in the schools' policy. As such, educators do not have regular classroom meetings with learners. Reasons like lack of interest from learners because of lack of knowledge on the worth of classroom meeting, wrong scheduling and use of classroom meetings are highlighted from the data.

Participant S2L4 indicated that "we do have classroom meetings but not all the time, maybe once or twice a year. It is of no use 'cos' we just sit and say one and the same thing. At times it's just noisy or if something serious happens."

S5E1 indicated that "our policy demands us to have classroom meetings with learners, but the issue of classroom meeting used for managing discipline is a new one here. I never thought of that."

S2E2 also mentioned that "when we call classroom meetings, learners don't attend. For that reason I hardly call classroom meetings except there is an urgent incident, then we do that. At times when I have a double slot and we are done with what we prepared for the day and we still have time, then we can have a brief meeting."

In disagreement to the interview data, an analysis of the school policies of all five schools in the study reveal that class teachers are supposed to have regular classroom meetings with learners to discuss issues of concerns to the class (see appendix G).

4.3.2.6 Nature of lesson and learners behaviour

Choice Theory holds strongly that there is a direct relationship between the nature of instruction and learners behaviour. Therefore, if the nature of instruction affects learner behaviour, it is paramount for this study to uncover the different nature of instructions and relative behaviour of learners.

Data from literature study reveal that in order for educators to address challenging learner behaviour, they must take action to establish a cooperative and responsible classroom (Evertson & Weinstein, 2006:47). Educators must use techniques to maintain attention and involvement, reinforce desired behaviour and create a positive learning environment. According to Burden (2010:9), students may lose interest in a lesson if the educator presents uninteresting lessons, does not plan meaningful activities to engage students in the lesson. When student lose interest in a lesson, they are more likely to get off task and misbehave.

In agreement with the literature, data from the empirical study reveal that learner misbehaviour is attributed to boredom as a result of uninteresting lessons and the mood of learners at the time of the day. Moreover, educators have limited ideas on dealing with misbehaviours as a result of boredom.

Participant S3E5 indicated that “the boredom responsible for learners’ misbehaviour is as a result of learners’ mood especially after 12 noon.”

S3E2 also mentioned that “the nature of certain learning areas like mathematics and certain uninteresting topics in some learning area also cause learners to be bored and when that happens, they refuse to pay attention.” S3E2 further indicated that “you see! When this happens, it becomes difficult to get learners to pay attention again. At times we just suspend the lesson or carry on in such chaotic environments.”

Participant S1L4 mentioned that “at times the classroom becomes noisy because the teachers do not prepare for the lessons. When they come to class without preparing, learners are not engaged and they start disturbing. But when the teachers prepare properly, the lessons are interesting and every learner is committed”

4.3.2.7 Educators perception of their roles in managing learners behaviour

Choice Theory advocates that for educators to be able to effectively undertake their responsibilities in managing learners' behaviour, they have to have a right perception of their role in managing discipline. As such, it is important to inquire the educators' perception of their roles in managing learners' behaviour.

Data from literature study reveal that when educators consider their responsibility of managing discipline as something that comes with their job, they lose the zeal to effectively do it (Glasser, 2009). With this perception, educators see the responsibility as an additional burden.

Confirming the literature data, the empirical data reveal that educators consider the duty of managing discipline or managing learners' behaviour as part of their job. Educators see managing discipline as part of their job as educators and as parents and not something that comes with the job.

Participant S4E3 indicated that “from the moment i decided to become a teacher, i knew i will have to work with younger once. So that very moment i accepted that shapping their behaviour is part of my job.”

From an analysis of the school policy of schools 1, 2, 3, 4 & 5, it is revealed that as a core function of their responsibilities, educators are involved in everything that happens in the classroom. As such disciplining is one of such involvement. In one of the seven roles of an effective educator, managing learners' behaviour is well captured as part of their job.

4.3.2.8 Integrating discipline plan to teaching methodology

For discipline to be well managed and disruptive behaviour avoided rather than always having to be resolved, Choice Theory advocates that educators should be able to integrate their discipline to their teaching methodology. As such, for Choice Theory to be effectively implemented in schools, it is necessary to sought how educators integrate their discipline plan to their teaching methodology.

Data from literature study reveal that when a discipline plan is carefully align to a teaching methodology, educators can guarantee an effective environment for learning which is reasonably

well-ordered, free from threat, relatively free from disruptions and encouraging of exploration and interaction (Charles & Charles, 2004:41).

Inimical to the literature upshot, data from the empirical study reveal that educators lack knowledge and are inconsistent in integrating a discipline plan into their teaching methodology.

Participant S5E3 indicated that “I am not aware of how to integrate a discipline plan in teaching methodology. How is it done?”

Data from observation of classrooms of all five schools in the study also reveal that educators handle learners’ misconduct in the classroom as they surface in the course of the lesson. Most educators do not envisage learners’ misbehaviours which are closely linked to the nature of the lesson and do not plan ahead on how to counter the misbehaviours when they arise in their teaching methodology.

4.3.2.9 Dissatisfactions about the use of Choice Theory in managing learner behaviour

As appealing as Choice Theory may appear as the solution to managing and modifying challenging learner behaviour, it also has a number of doubts and uncertainties that must be considered and addressed if it must be effective. As such, this study intends to find out those dissatisfactions.

Data from literature review reveal that Choice Theory exposes learner to great risk as they might make wrong choices that might expose them to danger. Watson & Arzamarski (2011:23) indicates that learners’ needs are inexhaustible. By asking educators to meet learners’ needs, educators may go a great length to promote a positive environment, but the student may not choose the appropriate behaviour.

Data from the empirical study reveal that there are avenues of doubts and worries about the application of Choice Theory in managing learner behaviour that needs careful considerations. Choice Theory is considered to be time consuming and costly to implement and run effectively.

Participant S4E3 indicated that “this theory sounds great but I think it needs to be carefully considered because it appears to expose learners to a lot of risk if they must face the consequences of their actions.”

S1E2 mentioned that “I like the approach but i think its time consuming because it warrants us (educators) to spend a lot of time on one learner. And i think it is too costly to implement and run.”

4.3.1 MANAGING AND MODIFYING LEARNERS BEHAVIOUR IN AN ASSERTIVE, YET NON-CONFRONTATIONAL APPROACH IN SCHOOL

It is practically impossible to put a once off stop at eradicating instances of challenging learner behaviour in schools. Any attempt to do so will necessitate the use of confrontational approaches which in most cases are violent and may promote non-compliance. Against this backdrop, this study sought to evaluate and suggest strategies to manage learner behaviour which are non-confrontational, yet assertive.

4.3.3.1 School disciplinary policies

Choice Theory hold strongly that a good starting point for any endeavor directed at managing and modifying learner behaviour in an assertive way should start with good school disciplinary policies. Based on this conviction, this study sought to evaluate the schools disciplinary policies to inquire how good they are in addressing learner behaviour.

Data from literature study reveal that schools must provide clear policies and rules to guide student conduct (Charles, 2008). Policies and procedures needs to clearly identified and taught to so that students understand the behavioural expectations (Evertson & Weinstein, 2006:47).

Adhering to the literature outcome, data from empirical study reveal that school disciplinary policies are available in schools and are good enough to manage and modify learner behaviour. School disciplinary policies are well formulated, clear and comprehensible but can be improved.

Participant S5E4 indicated that “we have a disciplinary policy in our school which to me, i think it is complete and efficient, it is clear and effective. We have been using it for a long time now”

S1E4 also mentioned that “our disciplinary policy is good but my problem is that it focuses more on educators and rights of learners. Very little is mentioned on learners’ responsibility which is vital in shaping their behaviour. So to me it is incomplete.”

In agreement with interviews data, an analysis of existing school disciplinary policies of all five schools in the study reveal that the clauses mentioned are clear and comprehensible. The weakness is that behaviours that are considered as non-compliance to the policy are without consequences. That makes the policies incomplete. Moreover, there are uniform consequences to certain misbehaviour irrespective of the uniqueness of each situation.

4.3.3.2 Educators goal for applying punitive strategies

Since the use of punishment proves to be inevitable, Choice Theory concur that when educators use punishment, their main goal for applying a particular punitive strategy must be well thought of. The success of a punitive strategy to be non-confrontational is guided by the goal. As such, this study sort to inquire what drives educators to use particular punitive strategies in order to orientate them.

Data from literature study reveal that when applying a punitive strategy in a classroom, educators should focus on the misbehaviour and not the learner. The desire should be to stop the unwanted behaviour (Glasser, 2004).

Data from empirical study reveal that educators' main goal for punishing a misbehaving learner is to see some transformation. Educators are interested in seeing a change in the behaviour of the learner. In doing so, their main goal of punishing a misbehaving learner is to inflict pain on the misbehaving learner so that for fear of pain they will change the behaviour. Although educators want to see changes in the behaviour of the learner, all effort is directed to learners and not their behaviour. Educators believe that it is impossible to focus on the behaviour and possibly eradicating it without adversely affecting the learner.

Participant S4E3 indicated that “when i punish a learner, i want to see changes in their behaviour. But the only way to do this is if you inflict pain on them. I don't mean beating them. But whatever can be done to make have an undesired feeling.”

S3E1 also mentioned that “how can you punish a misbehaviour coming from the learner without punishing the learner? That's not possible! When you punish the learner, you punish the behaviour. We don't have time to separate the two”.

4.3.3.3 Building school-parent relationships in managing learner behaviour

Choice Theory advocate that for learner behaviour to be modified, schools and parents and the community must work together as a team rather than at odds with each other. As such, this study sought to inquire how schools and parents work together to modify learner behaviour in South African schools.

Data from literature study reveal that parents and guardians of students must be involve in addressing challenging learner behaviour. Schools must communicate with parents regularly about what they are doing in the classroom concerning their children's behaviour and must make it clear that they need their support (Evertson & Weinstein, 2006). Miltenberger (2008:5) affirm that behaviour modification procedures are often implemented by people such as educators, parents and job supervisors to help people change their behaviour. This put parents in a vital position to be involved in managing and modifying learner behaviour.

Paradoxically, data from the empirical study reveal that in order to make sure that parents, learners and educators work together rather than at odds with each other, schools make efforts to involve parents by means of invitations, phone calls, and reports on learners conduct. But there is a lack of interest and reluctance from parents to work together with educators in this regard.

Participant S3E1 indicated that “We call parents to the disciplinary hearings of their children when they misbehave. We inform parents when their children are detained (detention) so that they may know when to pick them up after school.”

S1E5 also mentioned that “We also send warning letters to parents informing them of their children's misconduct in school.”

From the interview responses, it appears parents are involved only by being present during the execution of behaviour management strategies or by being informed (just to create awareness) of their children's misbehaviour and subsequent strategies towards addressing it. Little or no contribution is made by parents towards modifying learners' behaviour.

In concession to the revelation above, S5E3 mentioned that “the parents role in the disciplinary committee towards the disciplining of their children is just an ‘eye witness’ responsibility, they

make no contribution in deciding how we have to discipline their children because we have rules in place,”

S2E4 also indicated that “we don’t have behaviour modification plans put in place for parents to implement at home when we discipline learners. Our disciplinary strategies are more of physical activities and not intervention schemes.”

Document analysis data confirm this assertion as it revealed that parents as stakeholders are always invited but are mostly absent. This is evident at the attendance register during disciplinary committee meetings. For those parents who are present, their voices are not reflected in the minutes, which indicate their inactiveness. The few who manage to say something are mostly against the school; they take sides and refuse to be objective which indicates a lack of cooperation. Students are also present physically only. Their voices are not heard.

4.3.3.4 Considering learners dignity when using punitive strategies

Choice Theory concurs that punitive strategies easily promote non-compliance. When the punitive strategy affects individual dignity, it spur resentment and provokes retaliation. In order to avoid such a situation, learners’ dignity must be considered when educators apply punitive strategies. Based on ideals, this study unfolds educators approach to considering learners dignity when using punitive strategies.

Data from literature study reveal that learner misbehaviour is aggravated when learners’ dignity is brought to disrepute (Glasser, 2007). When educators use punitive disciplinary strategies, they have to ensure that learners’ dignities are preserved.

Contrary to literature, data from empirical study reveal that educators practice sarcastic remarks on learners by using statements that deride, taunt, or ridicule learners in attempts to manage misbehaviour. While doing this, the educators consider these statements as punishment. Educators force their learners to apologise when they misbehave. However, forcing a student to express an apology that is not felt is a way of forcing him or her to lie (Burden: 2010) and solves nothing. All these strategies mentioned by participants indicate that educators do not protect the dignity of their learners when managing misbehaviour.

S2E1 mentioned that “what if the learner’s behaviour undermines my dignity? I don’t take chances with these learners; i do whatever it takes to put them in order. I don’t care about their dignity. What dignity are we talking about here?”

Participant S1E3 indicated that “when i discipline my learners, i do it in a way that does not humiliate or affect the dignity of my learners. I normally ask misbehaving learners to meet me in the staffroom for a one-to-one discussion. This is because i have experienced that confrontations in class create avenues for power plays and embarrassment that urges learners to want to fight back, so i don’t correct learners in front of the class.”

S3L1 also mentioned that “They (educators) used words like ‘*good for nothing*’, ‘*lazy boy*’, and ‘*you will end up in the streets or in juvenile detention if you continue like this*’, ‘*I don’t expect anything less from you*’ to us (learners) when we misbehave.” Educators use discouraging statement to learners that further undermined the learners’ dignity. This is being too negative to the learners.

4.3.3.5 Meeting learners needs

Choice Theory indicates that all learners’ behaviour is their best attempt to control themselves to meet their needs. As such to manage learner behaviour assertively, educators must consider meeting learners needs. Based on this philosophy, this study sought to inquire how educators strive to meet learners’ needs in South African schools.

Data from literature review reveal that everyone have inborn needs that they continually attempt to satisfy. Learners just like everyone else feels a continual urge to act when any of the needs are unsatisfied (Andrius, 2009:2). Choice Theory maintains that most schools do not meet student’s needs to the level sufficient enough to keep more than half of them involved with the curriculum (Glasser, 2005:11).

In concession with literature data, empirical study reveal that learners needs are not sufficiently met in South African schools. Educators’ belief it is impossible to meet all learners’ needs and it is not their official responsibility.

Participant S5E1 indicated that “even if we want to meet all their needs, which is impossible, we can only meet their external needs. What about those internal need which we don’t know?”

S1E4 mentioned that “it is not our official responsibilities to meet all learners’ needs. We try to meet their academic needs which are already a problem to us. Their parents will cater for the rest.”

S3L1 mentioned that “educators do not meet our (learners) needs and that is where most behaviour problems start. Our needs to feel accepted are never met. Our need for power to feel in control of our lives is not met.”

4.3.3.6 Existence and use of yearly discipline plan

Choice Theory advocates that educators must have specific yearly discipline plan for responding to misbehaviour with a hierarchy of interventions.

Data from literature reveal that educators chose to be too easy on discipline. They do this for various reasons. Educators often start the school year with a lax discipline plan or, even worse no plan at all. As such, they fall into the trap of wanting their students to like them. Whenever they do this, they damage their ability to manage discipline in the classroom (Lewis, 2005:11). Every educator must have a yearly discipline program and only a discipline program that is concern with classroom satisfaction will work (Andrius, 2009:2).

Contrary to literature, data from the empirical study reveal that educators lack knowledge of the use of yearly discipline plans. Educators consider classroom rules for discipline plan.

S4E2 indicated that “I was hoping the classroom rules are the yearly discipline plan. But since you say yearly discipline plans are different, then I have no idea about that.” In agreement with the interview data, document analysis reveal that educators have no knowledge of a yearly discipline plan as no educator had any.

4.3.3.7 Unique plan for each challenging learner

Choice Theory maintains that educators must establish plans to deal with each challenging learner in a unique way. As such, this study sought to establish how educators in schools in NMMD apply their unique plan for each challenging learner in their class.

Data from literature review reveal that because there are different types of challenging students; educators may need to use different approaches with each type. Each student has his or her own personality, academic history and circumstances to be considered (Canter & Canter, 2008:80). For these reasons, it is helpful to deal with unique characteristic for each challenging learner. Miltenberger (2008:102) indicates that the effectiveness of a consequence being a reinforcer varies from person to person, so it is important to determine that a particular consequence is a particular reinforce for a particular person.

In fuss with literature upshot, data from empirical study reveal that punishments to learners in schools do not involve a unique plan for each challenging learner. Educators apply particular punishments as expressed in classroom rules to every student upon display of related misbehaviours.

S3E5 indicated that “i do not consider an individual drive for particular learner behaviour; i administer different punishment to different learner upon display of related misbehaviour as written in the classroom rules.” S4E3 also mentioned that “at times, i just punish based on my conviction at the time and not individual punishments or behaviour modification plans.”

4.3.3.8 Opening channels for communication

Data from literature reveal that in order for teachers to be able to manage behaviour of challenging learner, they need to open channels of communication with learners, treat them with respect, accept them as worthwhile, and treat them with consideration (Charles & Charles, 2004:41).

Inimical to the literature findings, the empirical data reveal that there is a lack of acceptable outlets for learners to express their feelings at all times. This promotes more learner misbehaviour such as aggression.

Participant S4E5 indicated that “When i explain my concerns to a learner who misbehaves, i do try listen to what the learner has to say. I have often found that at times i have misunderstood some aspects of the behaviour that would have affected the nature of punishment i was supposed to give the learner.”

S5E1 mentioned that “At times it happens so fast and because the misbehaviour was disgusting, i just acted, i didn’t want to know why the learner behaved in that manner, in fact you get emotional at times to what these kids would do.”

S4E1 also mentioned that “The punishment is standard, we have it in our school rules and all the learners are aware. So if you behave in that manner, you get the equivalent punishment. There is no need to ask why or to open up inquiry dialogues”. This therefore indicates that educators are not consistent in opening channels of communication with learners when disciplining them.

4.3.3.9 Perception and application of the concept ‘punishment’

Choice Theory believes that a wrong perception of the concept punishment promotes a wrong use of the concept. Educators must try to understand the concept well enough to be able to use it. Based on this ideology, this study sought to inquire if educators in South African schools have a good perception of the concept punishment.

Data from literature reveal that the concept ‘punishment’ which is viewed in Choice Theory as the consequence to the display of problem behaviour or a response to an assertive behaviour (Glasser, 2004), is wrongly perceived and applied by most educators in schools.

Data from empirical study reveal that punishment is wrongly perceived by educators. Punishment is perceived and applied in schools as something meted out to students who have committed a crime or other inappropriate behaviour. In this context, punishment involves not only the hope that the behaviour will cease, but also elements of retribution or retaliation; part of the intent is to hurt the student who displayed the misbehaviour. Seen as something that the wrongdoer deserves, punishment has moral or ethical connotations.

Participant S5E3 indicated that “you see, that’s what you get for misbehaving. When a learner misbehave, they get punish. Why should they go free? You misbehave, you get punish, final.” This perception of punishment may be viewed as the preferable by the wider society. Rather, the concept punishment should rather be considered as a behavioural principle which views a learner engaged in a behaviour in which there is an immediate consequence that makes it less likely for the person to repeat the same behaviour in similar situations in future. Confirming this assertion, findings from document analysis further confirm that the concept punishment as applied in the

disciplinary sanctions records of schools is wrongfully perceived and applied. None of the punishments meted out to any of the misbehaving learners respected all the clauses of the technical definition of the concept 'punishment'. Misbehaviour of students in the participating schools is followed by consequences which are not immediate (e.g. compiling points for detention).

4.3.4 EFFECTIVENESS OF CHOICE THEORY IN MANAGING AND MODIFYING LEARNER BEHAVIOUR

4.3.4.1 Biblical grounding of Choice Theory

Chris (2007:35) affirms that Choice Theory clarifies reasons for human behaviour and also explains from a biblical perspective how and why people behave the way they do. Only by understanding what drives an action or behaviour can educators be able to manage the behaviour effectively. The book of Genesis gives a glimpse of God's style of governance for humankind, which emphasis the power of choice. When Adam and Eve decided to disobey God, they had to face the consequence of the choice (Chris, 2007:35).

4.3.4.2 Strengths of Choice Theory

Existing disciplinary strategies to their best tries to manage learner behaviour but no attempt is made at modifying them. The responsibility for modifying learner behaviour is shifted to counselors. With Choice Theory, learner behaviour can be managed and modified at the same time. Choice Theory also focuses on a permanent change in the behaviour of learners and it promotes learner responsibility and accountability.

The use of Choice Theory in managing learner behaviour in South African schools is practically possible as the South African education system provides avenues for its incorporation. Other punitive strategies have not been effective enough in managing learner behaviour. Participant S3E2 indicated that "these current punitive strategies are not working; you can see for yourself that learner discipline problems are on a rise in our schools." Moreover, educators lack alternatives disciplinary strategies to the current unworkable strategies. Data from empirical study do not reveal educators trying to identify the functional relationship between environmental events and particular behaviour in order to understand the reasons for that

behaviour or determine why the learners behaved as they did. Moreover, none of the educators attempted to develop or implement procedures to help change the unwanted behaviour of the learners. These two important approaches constitute the core of modifying learner's behaviour.

4.4 CHAPTER SUMMARY

This chapter presented data analysis and presentation from the literature and empirical research. The general aim of exploring how Choice Theory can be applied in managing and influencing learner behaviours in school and the objectives of indicating how learners' challenging behaviours can be managed using an assertive, yet non-confrontational behaviour management technique were achieved in the results of the data collected, analysed presented and interpreted. The recorded findings clearly indicate the status of challenging learner behaviour management in schools and highlight the loopholes of current disciplinary strategies and further suggest avenues for the introduction of Choice Theory in managing challenging learner behaviours in schools. The main research question of how Choice Theory can be applied in managing and modifying challenging learners' behaviour and sub-questions were all answered and will be given a critical discussion for further clarity in the next chapter.

The next chapter, which is chapter five, focus on the discussion of findings and conclusion made from the findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

In this chapter, discussion of findings is done by integrating the recorded findings from the entire instruments of the empirical research and the results relating to the existing literature. The chapter further make a conclusion in relation to the findings of the study.

5.2 DISCUSSION OF FINDINGS

The following is the presentation of the summary of findings based on the results from the literature survey and that of the three instruments of the empirical research. The discussions are presented according to the categories of the study that answered the main and sub research questions and address the main aim and objective of the study. These are linked to the objectives of the study.

5.2.1 APPLICABILITY OF CHOICE THEORY TO CLASSROOM DISCIPLINE

5.2.1.1 Application of Choice Theory in managing discipline in schools

Findings from the empirical data to this study reveal that educators and learners in South African schools are not knowledgeable about the concept Choice Theory and its use in managing learner behaviour. Data from analysis made on the school policies, disciplinary hearing minutes, school disciplinary policies and classroom rules of the five schools which participant in the study reveal that Choice Theory is not articulated in detail in South African schools, although there are evidences of aspects in the documents that align to a few of the demands of Choice Theory (ref to appendix G). In the case of the observations data, in no instance was Choice Theory visibly practiced in all the five schools as a unit for managing and modifying learners' behavior (ref to appendix E). In agreement with document analysis and observation data, interview data also reveal that educators and learners of South African schools are not conversant of the use of Choice Theory in managing learner behaviour. In confirmation with this finding, Participant

S2L3 indicated that “The best of what i know is what you explained to us during orientation.” S1E4 also mentioned that “this is a completely new concept to me, of all the different disciplinary strategies that i have come across, i never heard of Choice Theory as one.”

Moreover, because of the lack of knowledge, Choice Theory is not practiced in South African schools as a unit although there are some pieces of what constitute the whole in the way educators manage their classes. Despite the lack of knowledge about Choice Theory, participants were able to actively participate in the study based on the briefing they had prior to the interview about the concept and the study. As such, one can say educators in South African schools lack proper knowledge of Choice Theory and its application in schools and classrooms to manage discipline.

Contrary to this empirical finding, Chris (2007:35) indicates that knowledge of Choice Theory serves as a criterion for recruitment in most schools in the United States of America and other parts of the world. This indicates that South Africa is behind on this trend. To confirm the level of awareness of the Choice Theory trend in other parts of the world and in other disciplines, Carey (2010:24) indicates specifically that Choice Theory has long been the dominant paradigm in economics, but in recent decades it has become more widely used in other disciplines such as Sociology, Political Science, and Anthropology. This approach has become more prevalent in many disciplines in recent years as it tends to provide opportunities for the novel confirmation of theories. Ulen (1999:2) also maintains that Choice Theory is at the heart of modern economic theory and in the disciplines contiguous to economics, such as some parts of political science, decision theory, sociology, history and law that have adopted the theory model of decision making. This also indicates that Choice Theory is embraced by other academic disciplines and thus can be applicable in education.

5.2.1.2 Learners are controlled and not influenced

Data from literature reveal that in an attempt to criticise the culture of controlling learners, Glasser (2010a:112) holds that based on Choice Theory, educators cannot “make” students do anything, but can influence them to do things that lead to better behaviour and increased success (Chpt 2.3.1). Coloroso (2002:79) also stresses the need not to force learners by emphasising the use of inner discipline which guides learners to make their own decisions and to take

responsibility for their choices. Coloroso concur that educators should influence and not control learners and to have good discipline, they must do three things: (1) treat students with respect and dignity; (2) give them a sense of power in their lives; and (3) give them opportunities to make decisions, take responsibility for their actions, and learn from their successes and mistakes. Dealing with problems and accepting the consequences help students take charge of their lives.

Contrary to the literature viewpoint, findings from the empirical research indicate that learners are not given any chance to decide on how they want to behave, except partially through the making of classroom rules where educators are still in full control of the outcome. As such, one can say without doubt that educators are in full control of how learners should behave, and this should be what educators consider as the right way for learners to behave.

Data from interviews reveal that educators consider that learners know little or nothing about what is good for them when they make the choice about how they should behave. In support of this finding, S2E1 indicated that “we (educators) are and should be in full control of how learners should behave and it has to be in what we (educators) consider as the right way for learners to behave. Participant (S3E3) confirming this assertion remarkably said “learners know little or nothing about what is good for them. As such, we (educators) make the choice about how they should behave.” Educators tell learners what to do and how it should be done and expect them to do it. Learners’ opinions are not asked for. The only time learners are partially given a chance to make a choice is when they make the classroom rules. Despite this, educators still impose the final decision.

Affirming of the interviews’ findings, data from observation also reveal that educators try to control learners’ behaviour through threats. From the observation of how educators handled cases of learners’ misbehaviours in the classrooms, it is clearly evident that learners are controlled and not given a chance to choose their behaviours. Learners’ behaviours are controlled through threats and rewards.

5.2.1.3 Sources of behaviour challenges in South African schools

Although what drives learners’ misbehaviour can be either internally or externally oriented, it is mostly external in the case of South African schools and it is mostly geared at satisfying a need.

In agreement with this, Glasser (2009:4) emphasizes four needs based on the Choice Theory which he contends are genetically inborn and cannot be denied even by students who would try.

- The need to belong, to feel accepted, to be a member of a group or class.
- The need for power, not so much power over others as power to control part of one's life and power to do things competently.
- The need for freedom, to feel at least partly in control of self, self-reliant, without constant direction from others.
- The need for fun, for enjoyment, for pleasure, for satisfaction.

Most of these needs have an external drive and in attempting to satisfy these needs, learners involve themselves in several misbehaviours.

Data from empirical study agree with the literature and indicate that learners misbehave in South African schools in order to express their lack of satisfaction with the educators and the lesson content, lack of satisfaction with the school set up and environment, peer pressure and use of substances, dislike of the educator, self-esteem and learner background. In concession with this finding, participant S2L2 remarkably indicated that “is just a mistake. Not that we want to misbehave.” S3L1 also mentioned that “I hate the educator; he does not know how to teach.” An analysis of these expressions clearly reflects that they match those suggested by Glasser and they have an external drive factor.

In agreement with the interview data, literature reveal that what drives learners misbehaviour is external and it is mostly geared towards gaining attention or meeting an external need like borrowing from a fellow learner (Bechuke & Debeila, 2012:159). There are also cases of an internal drive towards learners' misbehaviour although it was difficult to confirm this from observation why some of the learners misbehaved. But the interview data confirmed this possibility as participant S1L4 responded thus, “this is how i am, i was born like this”. Another important issue that was discovered is that most of the severe and moderate learner misbehaviours have both external and internal drives but were mostly internally oriented while most of the mild misbehaviours were externally oriented.

5.2.1.4 Educators use negative confrontational approach to misbehaving learners

Edwards (1993:81) holds strongly that for a successful Choice Theory environment to be establish, educators must convey dignity and cooperation. If students feel they are respected as

individuals, they will want to act with similar behaviours. Likewise, Oliver et al. (2011:59) indicates that when educators act maturely and competently, students will see them as role models after whom they pattern their own behaviour. This view condemns acts by educators who run down learners' dignity in an attempt to discipline them and advocate cooperation between educators and learners in the process.

Contrary to literature opinion, findings from interviews, document analysis and observations indicate that educators use the negative confrontational approach on learners with behaviour problems when they misbehave in schools and classrooms. Educators punish whenever learners misbehave without trying to find out why they misbehave. At times they use harsh and unpleasant words on learners when they shout at learners. S3L1 mentioned that "They (educators) used words like '*good for nothing*', '*lazy boy*', and '*you will end up in the streets or in juvenile detention if you continue like this*', '*I don't expect anything less from you*' to us (learners) when we misbehave." Research findings further indicate inconsistency in the use of the negative confrontational approach on misbehaving learners. Learners are reprimanded before their views are considered later and for others, their views are considered before they may be reprimanded. In the course of the negative confrontational approach, educators make effort to educate learners on how to behave properly.

5.2.1.5 Identification and support for learners needs

Literature data reveal that with control theory (Glasser, 2010b:68), one needs to recognize that students want to have their needs met. Students feel pleasure when these needs are met and frustration when they are not. As an educator, one needs to create the conditions in which students feel a sense of belonging, have some power and control, have some freedom in the learning and schooling process, and have fun. With this situation, students will not be frustrated and discipline problems would be limited. Making reference to Glasser's work in the field of school discipline, Andrius (2007:1) insists that in an effort to meet learners' needs educators should focus on helping students make appropriate behavioural choices that lead ultimately to personal success.

By ensuring that learners meet their needs through responsible behaviour, the study sought to find out how educators teach their learners how to do things that leads to better behaviour and

increased success. Research findings indicate that educators try to control learners and their behaviour by telling them what is right and how to do it and coercing them to make sure they do it. In so doing, they do whatever it takes to get their learners to behave well and for them to succeed. Participant (S3E3) confirming this assertion remarkably said “learners know little or nothing about what is good for them. As such, we (educators) make the choice about how they should behave and get them to behave in that way.” At times this goes to the extent of some educators using corporal punishment. Some educators make an effort to teach their learners how to behave responsibly by referring to themselves as parental figures and their learners as their children. In doing so, at times they sit with their learners and talk one-on-one as an older brother or as a parent.

Empirical data indicate a move away from Glasser’s (2010b:68) and Andrius’s (2007:1) suggestion on how educators should help students make appropriate behavioural choices and have their needs met. Instead of creating a condition in which learners feel a sense of belonging and have power to shape their behaviour, educators in South African schools coerce learners to behave in the way they consider as right and thus frustrate the learners.

5.2.1.6 Managing punishment and rewards

The key question is; ‘what is the alternative to punishment?’ When an educator attempts to force or coerce or bribe a learner to do things he doesn’t want to do, she may be successful. She may be able to find the right reward or create a painful enough consequence to get the learner to do what she want but in so doing the educator is breeding resentment and contempt (Glasser 2010c:246). By this connotation, Glasser’s Choice Theory is insisting that whether punishment or rewards gets an educator what she wants out of a learner, the educator must not depend on punishment for it has certain weaknesses.

In this study, research findings show educators admit to the use of diverse punishment strategies depending on the nature of learner misbehaviour. Some of the punishment strategies are geared towards promoting academic excellence, such as like telling a learner who refuses to do his homework to do it three times in the presence of the educator or a noise-making learner to stay in class during break and study. Participant S3E1 indicated that “i use variety of punishments strategies, for instance if a learner fails to do his/her homework, i make them to do the

homework and two other activities during break.” Surprisingly though, there is also continuing but partial use of unethical or corporal punishment. This finding is in agreement with Khewu (2012:190-200) who indicates that with the abolition of corporal punishment, most educators have resorted to the use of diverse punishment strategies, some of which are acceptable and others are unacceptable as they are intended to inflict pain on the learners (Vakalisa et al. 2012:359). Although the findings indicate that educators have mixed feeling about the use of punishment in managing and modifying learners’ behaviour, the use of punishment appears to be inevitable. Some participants are of the view that educators should talk to learners in a polite way. But this is disturbing as there are students who will take advantage of the educator if they are not punished. As such, educators should punish, but not always and also they should not punish learners as if they are slaves.

Research findings from the three data tools further indicate that punishment is a necessary tool for managing learner misbehaviour, and educators rely solely on the use of punishment. In doing so, they lack proper awareness of the use of rewards in managing the behaviour of learners. This therefore limits their knowledge about other strategies except the use of punishment in managing learner misbehaviour. According to participants S3E5, “the use of punishment is the only way forward. Learners deserve to be punished if they misbehave. I am in favour of the use of punishment in managing learner’s misbehaviour, and not rewards.” This expression indicates the consistency and reliance on the use of punishment in managing misbehaviour. This finding contradicts the opinion of Glasser (2007:1) which advocates a quality school where punishment has no place. Glasser (2010c:187) further dismisses punishment as effective management because of its inability to provide students with responsibility and because he feels that it has been proven ineffective by the American judicial system.

Research findings also indicate discrimination in the use of punishment on learners. Participant S1L4 mentioned that “when it comes to some students they don’t punish them, while for others; they will give you more punishment.”

5.2.1.7 External influence on managing learners behaviour

Data from empirical study reveal that acts of misconduct and ill-discipline amongst educators and learners in the classroom are due to educators’ dependence on external control psychology in

which educators try to control learners using punishments or rewards. In some of the analysed documents, there is evidence of an annual award for the most disciplined learner in each grade at the end of the year (ref to appendix G). This is evidence of the use of reward to control learners' behaviours. Learners choose to be disciplined in order to receive the reward and not because they find the need to be disciplined in life.

In agreement with the document analysis and interviews data, Saleem's (2013:10) agree that educators are of the view that verbal warnings are given to the students and remarks are endorsed on exercise books. As a form of reward, educators commonly used non-material rewards i.e. smiles, appreciation, praise and good remarks in the note-book to appreciate and encourage the good behaviour of their students. Students perceive that smiles, appreciation, remarks on exercise books and praise are the most frequently used rewards by the educators/school.

To support this finding, Participants S3E1 attest that "learners behave in an acceptable way in schools because they are scared of being punished and not because they think they are supposed to behave in an acceptable manner at all times." This indicates that learners have little knowledge of the need to behave responsibly in schools. As such, they find it difficult to choose to behave responsibly. Moreover, it is evident in literature that educators believe that the drive for learners' behaviour is triggered by an outside stimulus. Oliver et al. (2011:6) confirm this belief by indicating that learners' behavior is shaped by the social context of the environment during the developmental process. Because of this belief, educators reacting to learners' misconducts use one or more of the seven deadly habits of criticizing, blaming, complaining, nagging, threatening, punishing, bribing or rewarding to control learners.

Contrary to this influence of external control by educators, Chris (2007:35) is of the opinion that instead of using punishments and rewards to manage discipline in the classroom, educators should rather try to understand that individual learner's behaviour, whether disciplined or undisciplined is caused not by outside stimulus, but by what a person wants most at a given time (needs). In the course of satisfying these internal needs, learners are caught in a dilemma of expressing behaviours of misconduct and indiscipline in the classroom.

5.2.1.8 Use of punishment in managing learner behaviours

Research findings from empirical study reveal mixed feelings about the effectiveness of punishment as a means of managing learner behaviours. Participant S3E3 maintains that “punishment only corrects the misbehaviour for a short period of time and when the punisher and punishment is not there, the same misbehaviour resurfaces.” This view indicates that punishment leads to a temporary behavioural change in learners. As such, punishment is not effective to any extent. Participant S1E2 indicates that “punishment creates fear that temporarily prevents learners from misbehaving.” As such, punishment is effective to a certain extent. It is also believed that learners who undergo punishment help to orientate their fellow learners to instill and maintain discipline in class.

Contrary to the interview data, literature data presents Benatar (2009:9) who questions the notion that because punishment is a form of abuse, it has numerous adverse psychological effects, including depression, inhibition, rigidity, lowered self-esteem and heightened anxiety. Although there is evidence that excessive punishment can significantly increase the chances of such psychological harm, most of the psychological data is woefully inadequate for the task of demonstrating that mild and infrequent punishment has such consequences.

In the midst of this discussion of the effectiveness or ineffectiveness of punishment in managing learner behaviours, Glasser (2010d: 127) is of the opinion that instead of using punishments and rewards to manage discipline in the classroom, educators should rather try to understand that an individual learner’s behaviour, whether disciplined or undisciplined, is caused not by an outside stimulus, but by what a person wants most at a given time (needs). In the course of satisfying these internal needs, learners are caught in a dilemma of expressing behaviours of misconduct and indiscipline in the classroom. This opinion gives an impression that managing learners’ misconduct by the use of punishment is ineffective. Williamson-Maloy (2010:15) also opposes the threatening approach of punishment by noting that positive discipline includes everything from establishing rules and expectations for your children to follow and/or meet, emphasizing listening skills on both your part and that of your child, and choosing consequences that will provide teaching opportunities, so intimidating your child into submission doesn’t work.

Considering the agreement of interview and observation data to the literature on the effectiveness of punishment, there is an impression that punishment can be effective in managing learner behaviours if carefully applied and if complemented with other non-punitive strategies which are geared towards ensuring a permanent behaviour change in learners.

Furthermore on the use of punishments, research findings from interviews in agreement with observation data reveal that educators in the course of applying punishment to misbehaving learners do not take time to identify what motivated the misbehaviour. Educators' reaction to learner misbehaviour in most cases is spontaneous. Participant S1E2 expressed this view thus "I can say only 10% chances do i really find out why the learner misbehave. Because of very limited time to cover whatever was planned in a lesson, i hardly give learners chance to express themselves. My reaction is mostly spontaneous." This expression brings to light the relationship between time available for teaching and learning and time for managing learners' misbehavior. This further reveals the need to include a discipline plan in the teaching methodology or lesson plan. Because of limited time to cover the content and manage disciplinary problems, educators ignore certain learners' misbehaviour or make use of wrong disciplinary strategies.

Contrary to the interviews and observation upshot, Burden (2010:18) holds strongly that in order to help misbehaving students behave appropriately without reliance on punishment, educators have to first identify the goal of the behaviour by examining the key signs of the misbehaviour and also consider their feelings and reactions as a means to tentatively identify the goal of the student's misbehaviour. This suggests that the best way to address learner misconduct is by first identifying the cause of the misconduct so as to design interventions to curb the cause.

Another very pertinent issue that arose from the empirical data to the use of punishment is that of inequality in responding to learners' misbehaviours. Little effort is made by educators in identifying the reasons behind learners' misbehaviour before they are punished and the punishment strategies used promotes discrimination. Participant S2L4 indicated that "for some learners, they ask why they misbehave and for others, they don't, they just punish. That is discrimination!" S1E2 also mentioned that "Well, if my very good and quiet learner misbehaves, i will want to find out why, but if it is a learner whom i know disturbs all the time, then i don't need to find out why, i just punish." In disagreement with of this move, Burden (2010:21) holds

that educators should apply punishment fairly to everyone who exhibits the targeted misbehavior. Educators should treat both sexes the same way, and low-achieving and high-achieving students the same way.

5.2.1.9 Applying punishments to learners

Punishments to learners in South African schools do not reveal individuality in application as suggested by Slavin (2009:194). In agreement with this literature data, research findings from interviews, observations and document analysis reveal the application of a consistent punishment according to classroom rules to every student upon display of a particular misbehaviour. For instance, when S4L1, S1L3 and S3L4 were found sleeping in class at different intervals during observation visit to schools, they all received the same sanction as stipulated in the classroom rule (...stand up in class for the rest of the lesson...) without any effort being made to find out individually why they were sleeping. For S4L1, the punishment was meaningless because the reason why he was sleeping was because he had not eaten all day and he was weak. For S1L4, the punishment was ineffective because the reason for his sleeping was because he was tired after walking a long distance to school. This punishment in certain instances might still be effective for student two. For student three, it was ineffective because she was feeling sick. As such, it is evident that no effort is geared towards finding out the reasons for individual learners' misbehaviours so as to elicit individual punishments or assistance according to learner misbehaviour.

In disagreement with this finding, Glasser (2009:10) emphasised that it should be recognized that different learners present unique problems and challenges or misconduct. Therefore, there is hardly any "right" way to deal with discipline problems by following specific rules for all learners at all cases. Moreover, apart from individual differences and magnitude of the punishment, another factor that influences the effectiveness of punishment, is the nature of the punishing consequence (Bechuke & Debeila, 2012:162). The events that function as punishers vary from person to person. Some events may be established as conditioned punishers for some learners and not for others because people have different experiences or conditioning histories.

5.2.1.10 Managing channels of communication between educators and learners

Data from empirical study indicate that there is a lack of acceptable outlets for learners to express their feelings. That is, schools still operate with a lack of effective communication channels between educators and learners. This promotes more learner misbehaviour such as aggression since learners are unable to release their discomfort in a discourse. Participant S3E2 indicated that “When i explain my concerns to a learner who misbehaves, i do listen to what the learner has to say. I have often found that i have misunderstood some aspects of the behaviour that would have affected the nature of punishment i was supposed to give the learner.” In this very regard, Participant S1E5 also indicated that “At times it happens so fast that.... and because the misbehaviour is disgusting, i just acted, i didn’t want to know why the learner behaved in that manner, in fact you get emotional at times to what these kids would do.” These expressions indicate an extreme scenario of lack of discourse between learners and educators verbally, and the rigid nature of classroom rules.

While this study uncovers that there is a lack of acceptable outlets for learners to express their views and feeling when educators discipline them, the findings is inimical to the views of Curwin et al. (2008:45) who stressed the need for communication outlets in schools by noting that school rules should allow increased communication among educators, students, administrators, and parents; and integrate discipline methodology with the teaching content. Through increased communication, stakeholders get to understand each other’s feelings. To indicate the importance of communication in influencing learners’ behaviours, Glasser (2004:6) insists that in order to tackle learners’ misbehaviours without coercion and hassle, educators must always try to emotionally connect with learners, although it is difficult to connect with all learners. The best way to connect with learners is through communication. To further stress the need for communication, Oliver & Daniel (2007:3) citing the Ginot Model indicate that for educators to encourage and foster learners’ autonomy and help them take responsibility for their actions, they must avoid criticism and try to understand learners’ feelings. This goal can only be achieved by establishing communications with learners and by reasoning with them. This stresses why it is important to have open channels of communication.

5.2.1.11 Educators punish learners and not the misbehaviour

In this study, research findings confirm that educators admit punishing the learners and not the misbehaviour or the learner and the misbehaviour with the excuse that it is impossible to separate the two. This further reveals the lack of knowledge by educators on how to target and punish the misbehaviour and not a learner. S3E1 mentioned that “how can you punish a misbehaviour coming from the learner without punishing the learner? That’s not possible! When you punish the learner, you punish the behaviour. We don’t have time to separate the two”.

Moreover, because educators do not take time to find out why learners misbehave or what drives the misbehaviour before punishing them, they tend to punish the learner and not the misbehaviour. That is why we have continuing learner misbehaviours in our classrooms. Criticizing this approach to managing learner behaviour, Glasser (2010e:79) insist that educators can only punish a behaviour without punishing a learner if they take time to identify what causes the misbehaviour and make an effort to ensure that the cause is removed so that the misbehaviour does not re-occur.

Confirming the need to punish learners’ misbehaviour and not the learners, Ginot (2012:4) suggests that in managing learners’ behaviour, educators need to deliver sane messages which address situations rather than the student. Sane messages address situations rather than the individual. This viewpoint stresses the need for educators to target the misbehaviour at all times and not the learner. Although it appears to be difficult to address the misbehaviour without affecting the learner, it is possible if focus is turned on the misbehaviour and not the learner.

5.2.1.12 Equating the punishment to the misbehaviour

Although it appears that educators in South African schools use a variety of disciplinary strategies ranging from least intrusive intervention to moderate responses (Vakalisa et al. 2012:362), research findings in this study indicate that educators have limited knowledge about equating and relating punishment to misbehaviour. Glasser (2009:4) holds strongly that the nature and magnitude of a particular consequence on learner behaviour should be relatively equivalent to the misbehaviour. Contrary to this view, in most cases the punishments applied to some of the learners’ misbehaviour has an intensity which is far less than the gravity of the misbehaviour and as such, the learners do not take it seriously. In other cases, the intensity of

the punishment outweighs the misbehaviour and learners are unable to accomplish the task and become frustrated and revolt.

Affirming this finding, S3E1 indicated that “I don’t know anything about equating punishment to misbehaviour. What i do is that i give you enough punishment to make you regret ever doing that again.” Maintaining the views of S3E1, S2E4 also indicated that “I do not consider this equating punishment thing, what i do is to make sure i give the punishment as it was agreed in our classroom rules or what comes to my mind.” These expressions reveal that punishment has nothing to do with the misbehaviour and does not in any way relate to the misbehaviour. This finding on lack of the ability to equate punishments to misbehaviours contradicts the stand point of Burden (2010:66) who holds that in managing discipline with the intention of influencing learners’ behaviour, educators should use a punishment of sufficient intensity to suppress the unwanted behaviour: generally speaking, the greater the intensity, the longer lasting the effect. But this does not mean that an educator needs to resort to extreme measures. For example, the loss of positive reinforcement because of inappropriate behaviour is better than shouting.

5.2.1.13 Awareness of behaviour outcomes by learners

The findings from the interviews indicate that learners are not aware of the consequences of their misbehaviours before they misbehave, until they are victims. Learners are only conversant with the misbehaviours and consequences in the classroom rules and nothing else outside their classroom life. On this note, participants S2E4 indicated that “learners are only aware of the punishment for their crimes when they are victims.” S3L5 also indicated that “the best of the consequence of my actions that i know are those in the classroom rules or schools rules. We know certain actions are bad but we don’t know what will happen to you when you do them until you do them.”

Educators also limit their interaction with learners only to the consequences in the classroom rules. Other consequences to learner misbehaviours which are not in the classroom rules only come out spontaneously when learners misbehave. This create an impression that educators focus more on the delivering of their subject content and give little attention to educating learners of possible misbehaviours and related consequences. This finding disagrees with Saleem (2013:5) who articulates strongly that learners’ lives go beyond the four walls of the classroom

and the school environment. It encompasses what happens everywhere, anytime, and for them to be able to portray a good image about the school, they should be taught the consequences of their everyday behaviours so that they can make better choices and not just simple rules to manage their classroom lives.

In agreement with the outcome of this finding and to further confirm the magnitude of the lack of knowledge about behaviour outcomes by most individuals, Baert & Da Silva (2010:129) hold strongly that so far it has been assumed that people know with certainty the consequences of their actions, but in reality people often possess only partial information regarding the relationship between particular actions and consequences. To further support this contention, Kay & Kay (1994:111) advocate that learners are intrinsically motivated to behave properly if they are taught how to do it. Educators are therefore encouraged to foster student autonomy and try to help students take responsibility for their actions (Edwards, 2008:45). This tells us that learners have limited knowledge of how to behave and the consequences of their behaviour. As such, it is the responsibility of educators to help educate learners about their behaviours and relevant consequences.

5.2.2 OPPORTUNITIES AND CHALLENGES FOR USING CHOICE THEORY

5.2.2.1 Application of the principle of least intervention

According to the principle of least intervention, when dealing with routines classroom behaviour, misbehaviour should be corrected with the simplest, least intrusive intervention that will work (Slavin, 2009:224, Robey et al. 2011, & Mary et al. 2011). If the least intrusive intervention does not work, then the educator can move up to a more intrusive approach. The main goal here is to handle the misbehaviour in a manner that avoids unnecessarily disrupting the lesson so as to strike a balance between teaching-learning time in class and time spent to manage misbehaviour. To the extent that this is possible, the lesson should continue while the misbehaviour is handled.

Paradoxical to literature upshot (Slavin, 2009:224, Robey et al. 2011, & Mary et al. 2011) on the application of the least intrusive intervention, data from empirical study reveal that the principle of least intervention is not applied in South African schools in managing learner behaviour. Findings from the interviews and observation data reveal that in their attempts to address

learners' misbehaviours, educators start by using the moderate response strategies which is a more intrusive approach than providing situational assistance to help learners cope with the instructional situation. That is, use the least intrusive approach for a start. This contradicts the application of the principle of least intervention and the relevant consequence is more time is spent solving disciplinary problems at the detriment of teaching-learning time.

Confirming this finding Participant S2E4 responded to remove the desired stimuli in order to decrease the unwanted behaviour by withholding learners' privileges, change of seat, assignment, have the student write reflections on the problem and in most cases use of harsh and humiliating reprimands. Educators at times get carried away with this verbal thrashing and humiliate students. Harsh reprimands observed included speaking to the student in an exceptionally stern manner, yelling, and screaming. These strategies distract other learners and affect the teaching learning process and may get to a point where the student is humiliated and as a response to such a feeling, disrespects the educator.

5.2.2.2 Establishing rules for controlling conduct

Data from literature study reveal that Kohn (2006:53) is of the opinion that when starting a school year, rules are not a good idea. When rules are used, students look for loopholes, educators function as police officers, and punishments are used as a consequence. This seems to contradict Glasser's (2010b:86) Choice Theory which recommends educators give room for learners to participate in making classroom rules and accept the consequences attached to each rule. In support of literature data, participants S3E5 indicated that

“to help maintain control in my classroom, i ask my students to discuss realistic expectations for all persons in the classroom, including myself, that will help lead to the students being successful. Next we discuss and select specific rules of behaviour that affect maximum learning success in the classroom. Throughout this discussion, we emphasize three key words-love, respect, and commitment. We then commit ourselves to these rules, and the recommendations for penalties are included in the agreement. Students place this list of rules in their notebooks. This approach to getting a commitment from students about classroom conduct has been effective for my 5 years of teaching.”

In the light of participant S3E5 response, interview data to this study reveal without doubt that South African schools articulate the setting of classroom rules at the start of the school year as a

disciplinary mechanism. This contravenes Kohn's suggestion and adheres to Glasser's ideas. In this study, what appears to be a bone of contention about this finding is how the rules are made. Kohn (2006:41) maintains that students learn best when they have the opportunity to reflect on the proper way to conduct themselves. It is therefore proper for educators and students to start a school year with rules, if the educator and students work together to identify how they want their classroom to be and how that can be made to happen. As such, students help create their own learning environment. This suggestion therefore agrees with on how classroom rules are made in South African schools.

5.2.2.3 Effectiveness of classroom rules

According to Glasser (2010b:79), classroom rules are essential in managing discipline. He shows that many examples of programs and classes that have attempted to operate without rules, in the mistaken belief that rules stifle initiative, responsibility, and self-direction have failed. Furthermore, rules should constantly be evaluated to see whether they are useful. When no longer useful, they should be discarded or changed. So long as they are retained, however, they must be enforced. Carey (2010:7) further indicates that classroom rules should be established by educators and students together, and should facilitate personal and group achievement. Rules should be adapted to the age, ability, and other realities of the students. To specifically indicate the rules for changing classroom rules, Curwin et al. (2008:67) noted that rules should be allowed to change with class needs; having safeguards to protect the dignity of all students, increase communication among educators, students, administrators, and parents; and integrate discipline with the teaching content.

Adhering to Glasser's ideas, research findings from observation and interviews reveal evidence of the availability of classroom rules in every classroom and with every learner. There are classroom rules pasted on one of the four walls of the classroom of every school but they are not very visible from all the angles of the classroom. It is believe that it is for this reason that students have copies of the classroom rules. Learners and educators take part in designing classroom rules although in different capacities. Research findings further indicate that although it may seem as though learners are in full control in deciding on the classroom rules, educators still dictate or impose during the process and have the final say. S5L2 indicated thus "what

worries me is that although it may seem as though we (learners) are an active half in deciding on the classroom rules, educators still dictate or impose on the process and have the final say.” Moreover, in most cases of designing classroom rules, old classroom rules are just refined. Classroom rules are changed annually and not as learners’ needs changes.

Another worrying upshot during observation 4 about the classroom rules is that although schools have them in the classrooms, the educators do not refer to them consistently. The classroom rules are too rigid and do not address an emerging classroom crisis and as such when misbehaviour occurs in classroom which is not addressed in the classroom rules, educators are forced to dictate the consequence. Classroom rules are without consequences. Moreover educators do not adhere to the classroom rules.

5.2.2.4 Management of classroom meetings

Data from empirical study reveal that educators do not constantly have classroom meetings with students for the purpose of managing discipline or as a disciplinary technique. Classroom educators only have classroom meetings annually and it is mostly for the purpose of designing the classroom rules at the start of the school year. In the course of the school year, they don’t organize meetings with the learners to find out their needs except when there is a serious problem in the classroom or if demanded by their superiors. Participant S2L4 indicated that “we do have classroom meetings but not all the time, maybe once or twice a year. It is of no use ‘cos’ we just sit and say one and the same thing. At times it’s just noisy or if something serious happens.” S2E2 also mentioned that “when we call classroom meetings, learners don’t attend. For that reason i hardly call classroom meetings except there is an urgent incident, then we do that. At times when i have a double slot and we are done with what we prepared for the day and we still have time, then we can have a brief meeting.”

Contrary to the empirical finding in this study, literature data in trying to portray the importance of classroom meetings as a discipline management tool (Samia, 2011:6) holds strongly that classroom meetings bring social and ethical benefits, foster intellectual development, motivate students to be more effective leaders, and greatly cut down on the need to deal with discipline problems. Educators lack awareness about the use of classroom meetings for managing learners’ misbehaviours.

When disagreeing with the finding of this study on the holding of classroom meetings in South African schools as a disciplinary strategy, Glasser (2010:79) holds that discussions in which learners' responsibility is explored and clarified should occur in classroom meetings. These meetings must occur as regular parts of the curriculum. Students should sit in a tight circle with the educator and discuss matters that concern the class. Furthermore, classroom meetings are seen and considered by Kohn (2006:44) as valuable tools to create a community and to address classroom problems and issues.

5.2.2.5 Source of learners' misconduct

Mendler, Curwin, & Mendler (2008:58) point out that discipline problems may be caused by student boredom, feelings of powerlessness, unclear limits, a lack of acceptable outlets for feelings, and attacks on dignity. Moreover Kegan, et al. (2004:67) indicates that students do not disrupt when engaged in a curriculum that is interesting and adequately challenging. This gives us an impression that an educator's classroom management technique and teaching methodology has a big role to play in managing or curbing learners' misbehaviours.

In agreement with Mendler, et al. (2008:58) and Kegan, et al. (2004:67), research findings from empirical study reveal that misbehaviour of learners in the classroom was traced to boredom as a result of uninteresting lessons and mood of learners at that time of the day. Interview data affirms the observation findings that the boredom responsible for learners' misbehaviour is as a result of learners' mood at certain hours of a school day (after 12 noon), nature of certain learning areas (mathematics) and uninteresting topics. Moreover, research findings further reveal that educators have limited ideas on how to deal with misbehaviours as a result of boredom. As such, they consider the problem to be out of their hands. Participant S3E2 indicated that "i have told the deputy principal that maths lessons should always be in the morning. During the day, these learners can't concentrate." On the very note, participant S3E5 mentioned that "the learners don't like maths." These responses clearly express how the hour of the day and dislike of certain learning areas can cause boredom which then causes learners' misbehaviours. S3E2 also mentioned that "the nature of certain learning areas like mathematics and certain uninteresting topics in some learning area also cause learners to be bored and when that happens, they refuse to pay attention." S3E2 further indicated that "you see! When this happens, it

becomes difficult to get learners to pay attention again. At times we just suspend the lesson or carry on in such chaotic environments.”

5.2.2.6 Educators’ perceptions of discipline management

According to Miltenberger (2008:5), although behaviour modification procedures are developed by professionals or paraprofessionals trained in behaviour modification, the procedures are often implemented by people such as educators, parents, job supervisors, or others to help people change their behaviour. People who implement behaviour modification procedures should do so only after sufficient training. Precise descriptions of procedures and professional supervision make it more likely that parents, educators, and others will implement procedures correctly. By implication, educators are already allocated the responsibility of managing and modifying learners’ behaviour. So the responsibility is embedded in the profession.

In this study, research findings from the empirical study in agreement with the literature reveal that the duty of managing discipline or managing learners’ behaviour is rightly perceived by educators. Educators see managing discipline as part of their job as an educator and as parents and not something that comes with the job. Participant S4E3 indicated that “from the moment i decided to become a teacher, i knew i will have to work with younger once. So that very moment i accepted that shapping their behaviour is part of my job.” In agreement with the interview data, document analysis data reveal that schools system and policy sees educators involved in everything that happens in the classroom, so disciplining is a part of their job. It is considered as one of the seven roles of a good educator.

5.2.2.7 Integrating discipline plan in teaching strategy

Research findings from interviews and document analysis reveal that educators lack knowledge how to, and are inconsistent in integrating a discipline plan in their teaching methodology. Educators lack of awareness on how to integrate a discipline plan in their teaching methodology. Participants S5E3 indicated that “I am not aware of how to integrate a discipline plan in teaching methodology. How is it done?”

In concession with the interview data, it was observed that educators handle learners’ misconduct as it surfaces in the course of the lesson. Educators do not envisage learners’ misbehaviours and

so do not plan ahead on how to counter the misbehaviour in their teaching methodology and lesson plan.

In disagreement with these findings, Curwin et al. (2008:84) noted that rules should be allowed to integrate discipline methodology with the teaching content. This implies that a discipline plan for every educator should be reflected and captured in his/her teaching methodology. A discipline plan is not supposed to be a separate entity from teaching and to come up only spontaneously when misbehaviour occurs in class.

5.2.3 MANAGING AND MODIFYING LEARNER BEHAVIOUR IN AN ASSERTIVE, YET NON-CONFRONTATIONAL APPROACH IN SCHOOLS

5.2.3.1 Establishing goals for influencing behaviour

Research findings from the interviews indicate that educators' main goal for punishing a misbehaving learner is to see some transformation. Educators are interested to see a change in the behaviour of the learner. In order to do this most educators punish with the intention of inflicting pain on the misbehaving learners so that for fear of pain they will change the behaviour. As such, the main purpose of punishing misbehaving learners is to inflict pain so as to change the learner's behaviour. Participant S4E3 indicated that "when i punish a learner, i want to see changes in their behaviour. But the only way to do this is if you inflict pain on them. I don't mean beating them. But whatever can be done to make have an undesired feeling."

Contrary to the finding of this study, Bruveris (2006:4) & Glasser (2010b:94) hold that when educators use punishment on learners, the main goal should be to eradicate the problem behaviour permanently and in doing this, the punishment technique should be directed to the problem behaviour and not the learner.

5.2.3.2 Protection of learners' dignity while managing behaviour

Mendler, Curwin, & Mendler (2008:68) point out that discipline problems may be caused by attacks on dignity. These attacks can be from fellow learners or from educators. To further stress the need to protect learners' dignity, Khewu (2012:70) noted that school rules should allow safeguards to protect the dignity of all students. Contrary to the views above, research findings from interviews and observations indicate that educators use sarcastic remarks on learners, using

statements that deride, taunt, or ridicule learners in the attempt to manage misbehaviour. When doing this, the educators consider these statements as punishment. Educators force their learners to apologise when they misbehave. However, forcing a student to express an apology that is not felt is a way of forcing him to lie (Burden: 2010:91) and solves nothing. All these strategies mentioned in participants' the data from empirical study indicate that educators do not protect the dignity of their learners when managing learners' misbehaviour.

Participant S1E3 is particularly noted in this study for expressing a personal experience pertaining to the protection of learners' dignity while managing misbehaviours;

“When i discipline my learners, i do it in a way that does not humiliate or affect the dignity of my learners, i normally ask misbehaving learners to meet me in the staffroom for a one-to-one discussion. This is because i have experienced that confrontations in class create avenues for power plays and embarrassment that urges learners to want to fight back, so i don't correct learners in front of the class but at times, it just happen before you know it.”

Participant S3E5 remarkably indicated that “at times you want to protect a learner's dignity but just for you to notice that the misbehaviour is robbing down on your own dignity. So in order to protect your dignity, you might end up affecting the learner's dignity.”

5.2.3.3 Effectiveness of punishment in influencing learners behaviour

According to Miltenberger (2008:123) the focus of an effective punishment is to follow the suggestion expressed in positive and negative punishment. Positive punishment is defined as the occurrence of a behaviour which is followed by the presentation of an aversive stimulus (punishment) and as a result, the behaviour is less likely to occur in the future. Negative punishment is similarly defined as the occurrence of a behaviour followed by the removal of a reinforcing stimulus (the driving force behind that behaviour) and as a result, the behaviour is less likely to occur in the future. The key factor and focal point expressed in these two definitions is expressed by Oliver et al. (2011:12) as the likelihood that the misbehaviour will cease to occur in the future. The focus for using or applying punishment to learners' behaviours should therefore be solely for the fact that the behaviour will cease to occur in future.

Instead of using punishment on learners' behaviour with the main goal of ensuring that the behaviour ceases to occur in future, research findings from this study indicate that educators have a wrong focus when using punishment on misbehaving learners. They focus on the present outcome when punishing misbehaving learners. They want to see a change in behaviour immediately in their presence and do not care about what happens later. Such educators punish for a temporary behavioural change in learners. S2E1 indicated that "when i discipline a learner, my main intention is to see that the learner refrain from the misbehaviour immediately. I know they might do it again in future but i want it to stop right there." S3E5 also mentioned that "when i 'dish' out punishment on learners, my intention is to see that the misbehaviour stops immediately. I also desire to see that the misbehaviour stops forever in future, but you know i don't have control over the future. So i want it to stop immediately."

In the event of such drive, learners also display satisfactory behaviour in front of educators to please them, and the contrary when they are out of sight. Educators focus on both the present and the future. Although they desire to see an immediate change in learners' behaviour, they also desire to see a permanent change. In doing this, they make use of constant punishment and advice to ensure a permanent change in behaviour, but it is ineffective.

5.2.3.4 Defining the concept 'punishment'

The concept 'punishment' which is viewed in Choice Theory as the consequence to the display of problem behaviour or a response to an assertive behaviour, is wrongly perceived and applied by educators in South African schools. A critical review of the transcribed data from individual in-depth interviews with disciplinary committee members established a clear revelation that the concept punishment is wrongly perceived and applied by educators. Punishment as depicted from the data collected is perceived and applied in schools as something meted out to students who have committed a crime or other inappropriate behaviour. In this context, punishment involves not only the hope that the behaviour will cease, but also elements of retribution or retaliation; part of the intent is to hurt the student who displayed the misbehaviour. Seen as something that the wrongdoer deserves, punishment has moral or ethical connotations. This finding agrees with the perception of punishment in criminal law. According to Dressler (2005:32) punishment is considered in criminal law to be any pain, penalty, suffering, or

confinement inflicted upon a person by the authority of the law and the judgment and sentence of a court, for some crime or offence committed by him.

Criticising the intention of punishment to inflict pain as uncovered in the findings of this study, and to ensure that punishment is always effective in changing behaviour, by definition, psychologists consider any stimulus that reduces the strength of a behaviour in some measurable way to be a punishment for that behaviour (Stein, 2005:12). From a behaviourist perspective, humans like other animals are motivated to produce behaviours rewarded by the environment and to avoid behaviour that is punished (Nazri, Ahmad, Yusoff, Amin, Ishak, Nor, Sidik, Hambali & Suliman, 2011:3). The perception of punishment as applicable in schools, though it may be viewed as the preferred option by a wider society, the concept should rather be considered as a behavioural principle which views a learner engaged in a behaviour in which there is an immediate consequence that makes it less likely for the person to repeat the same behaviour in similar situations in future. Perceptions of the concept 'punishment' should carry a clause which ensures that the challenging behaviour is less likely to occur in the future and the intent should not be geared at the student but at the misbehaviour.

5.2.3.5 Establishing contingency

Moreover, there is no contingency in the administration of punishment in schools. This indicates that the conception and application of the concept 'punishment' is again incorrect. Contrary to this finding, Miltenberger (2008:5) holds that for punishment to be most effective, the punishing stimulus should occur every time the behaviour occurs. A punisher is most likely to weaken a behaviour when it is contingent on the behaviour. This means that punishment is less effective if it is applied inconsistently. Kim (2009:2) suggests that contingency is a rule of thumb for the effectiveness of punishment. All punishment should be contingent on the behaviour. Disagreeing with the views of other research findings, findings from an analysis of the sanctions record of students in this study (ref to appendix G) indicate that the same challenging behaviour does not always face the same consequences and most often it is not immediate. Sometimes, a consequence of a previous misbehaviour is responding to a different behaviour.

In agreement with the document analysis data, the interview data also indicate that consequences to misbehavior are not consistent. Participant S1E4 indicated that “I give whatever punishment comes to mind when the offence occur. There is nothing specific offence, specific punishment.”

5.2.3.6 Promoting teamwork in managing discipline

In order to promote teamwork in managing discipline, Curwin et al. (2008:32) insist that school rules should be allowed to increase communication among educators, students, administrators, and parents so as to promote co-operation among the stakeholders. Active participation of all the role players of a school in managing discipline makes the process orderly and consistent. In agreement with this and to further specify how the team members should conduct themselves; Joseph (2013:1) affirms that the key to gaining parental support for academic undertakings is to learn to take criticism seriously without taking it personally. The educator’s legal role has always been ‘in loco parentis’, a Latin phrase meaning having the same responsibility for a child as a parent has. In view of this suggestion, the bottom line is that parents have primary responsibility for educating their children. Joseph (2013:2) further indicates that an effective communication system with parents is vital to effective teaching and learning.

In agreement with the views from the literature stated above, the findings of this study reveal that in order to make sure that parents, learners and educators work together rather than at odds with each other, schools strive to establish effective communication systems using a variety of techniques and devices that will convey messages to parents. Newsletters, notes, phone calls, weekly folders sent home, daily reports sent home and parent conferences represent some commonly used forms of communication with parents. Despite this variety of means of communication, there is a lack of interest and reluctance from parents to work together with educators in this regard. Participant S3E1 indicated that “We call parents to the disciplinary hearings of their children when they misbehave. We inform parents when their children are detained (detention) so that they may know when to pick them up after school.” In agreement with this finding, Joseph (2013:46) indicates that opening communication lines with parents should be a high educator priority at the beginning of each school year. Parents can represent a great deal of potential help and support for educators and schools. However, this help and

support is too often locked up by insecurity, ignorance, timidity, and apathy, as well as a hands-off attitude towards schools by many parents.

5.2.3.7 Parental involvement in managing learner behaviour

According to Burden (2010:41), educators need to share their plans for classroom management and discipline with families and the principal. If educators expect families to be involved when they are needed, they need to know that the educators have a plan and to be aware of the educator's rationale for rules, positive recognition, and consequences. At the start of the school year, educators need to discuss rules, consequences, and other aspects of management with students. A copy of this information sheet should be given to the students to take home to their parents. The information sheet should provide details of the classroom management and discipline plan and explain why it is important. In agreement, Joseph (2013:47) also affirms that well-planned parent-educator conferences and home visits are most productive in removing barriers and establishing healthy parent-school relationships. While it is true that parent-educator conferences can be one of the most productive techniques to get parents involved in school, they can be a discouraging waste of time, or even turn into ugly confrontations

The findings of this study maintain that schools try to get families involved in their discipline plan. Unfortunately, the parental involvement as stakeholders of schools is not mostly involved in supporting schools in their attempt to manage learners' misbehaviours. Parents adopt a lukewarm attitude when requested to give their support and inputs towards addressing the misbehaviours of their children. In the light of this lack of cooperation, participant S1E1 indicated that "We call parents to disciplinary hearings of their children when they misbehave. We inform parents when their children are detained (detention) so that they may know when to pick them up after school." S3E3 also mentioned that "We also send warning letters to parents informing them of their children's misconduct in school".

From the responses, it appears clear that families are involved only by being present during the execution of behaviour management strategies or by being informed (just to create awareness) of their children's misbehaviour and subsequent strategies towards addressing it. Little or no contribution is made by families towards influencing learners' behaviour. This assertion is supported by participant S2E5 who indicate that "parents' role in the disciplinary committee

towards the disciplining of their children is just an ‘eye witness’ responsibility, they make no contribution in deciding how we have to discipline their children because we have rules in place, some will just take sides with their children and complicate things instead of addressing things” S2E5 further mentioned “we don’t have behaviour modification plans put in place for parents to implement at home when we discipline learners as most of our disciplinary strategies are more of physical activities.” Moreover, parents do not attend when invited to participate in matters concerning their children’s behaviour and when they do come, their voices are not recorded in the minutes, which indicates their inactiveness. The few who manage to say something are mostly against the school/they take sides and refuse to be objective which indicate lack of cooperation. Students are also present physically only. Their voices are not heard

To support the need for families and schools to work together, Epstein et al. (2009:14) indicate that it is helpful to identify ways to build a family support system so that educators can communicate effectively with families and enlist their help when need be. Educator need to help all families establish home environments to support learning, recruit and organize families’ help and support and provide ideas to families on how to help the child at home with homework, other curriculum related activities and behaviour modification.

5.2.3.8 Personal trait weakness

Based on the data from the observation visit 9 (school 3) and observation visit 12 (schools 2), one can attest that educators have natural softness as a personal trait. This trait is expressed in the way they talk and behave in the classroom. This could be confused with leniency, ignorance or lack of seriousness. It’s just the way they are. In this study, it was observed that natural softness as a personal trait is a weakness that promotes learner misbehaviour in class. Learners do not take educators with softness seriously. It was observed that educators with this trait make use of a soft voice when addressing students, they are firm and anger free when responding to learner misbehaviour and learners misinterpret this expression for leniency and so their lessons are overtaken by learners’ misbehaviours.

5.2.3.9 Approach to evaluating learners behaviour

An understanding by educators of the patterns of neurobiological aggression is needed to help them understand what drives a particular aggressive behaviour in learners and how such behaviour can be managed. Glasser (2009:3) indicates that it is preferable and suitable to manage challenging learner behaviour not by how it seems but by what drives that learner to that action.

In this study, it was observed that most educators use a surface approach to understanding learners' misbehaviour. Learner misbehaviours were handled by how it seems and not what drives it. No attempts were made to find out what drives the misbehaviour. Once the misbehaviour links to what is in the classroom rules, the consequence is applied. In the surface approach, educators look at the misbehaviour and not the individuals who misbehave. Educators fail to understand that what drives learner A to make noise might not be the same thing that drives learner B to make noise and as such they should not be handled the same. Rather, attempt should be made to find out what drives the individual learner to display the particular misbehaviour so as to be able to target the source of the misbehaviour. That is the deep approach to understanding learners' misbehaviour.

5.2.3.10 Coordination of disciplinary committee meetings

Misbehaving learners are not consistently given opportunities to express and defend themselves. In some cases, they are judged. Sanctions applied to the learners are geared towards controlling the learners. There is a lack of consistency in the punishment strategies used on the learners. In school 4, observation visit 25, there are instances where two learners with the same misbehaviour had relatively different sanctions.

5.2.3.11 Deciding the main purpose for punishing

In this study, it was observed that most educators really do not pick the right target in their playing of the disciplinary 'game' -i.e in deciding the main purpose for punishing. In this study, the findings revealed that the main focus of most educators as they discipline their learners is to win over the learner rather than wining the learner over. In this view, educators see learners as opponents in a game (Bechuke & Debeila, 2012:360). As such, they strive to win over the learners. For instance, in observations 16 (school 1), a learner was misbehaving in order to gain

attention from fellow learners and the educator in responding to this learner did not want to lower his morale in front of the learners and in front of the researcher by letting the learner succeed. And this became a game. Now, both the educator and the learner want to win and achieve their objective. This strategy is ineffective because the educator's target is out of focus. Rather the educator's focus should be on winning the learner over to see the need not to misbehave. Contrary to this finding of this study, Glasser (2010b:48) holds strongly that in deciding the purpose and focus for punishing, the educator's target should be the challenging or problem behaviour and not the learner.

5.2.3.12 Improper responses to learners' behaviour

In responding to learners' behaviours, Glasser (2004:86) and Smith (2002:3) maintains that educators must avoid discussing the past and non-relationship issues. Unsuccessful past relationships, particularly dysfunctional childhoods do affect the present. Discussing them is likely to function more as a distraction to solving the problem of the current relationship than to teaching the learner anything new. Contrary to this approach, the observation data reveal that most educators are being overly negative towards learners and focus on discussing learner's past. In school 3, educator four is indicated to use words like "*good for nothing*", "*lazy boy*", "*you will end up in the streets*", and "*I don't expect anything less from you*" to learners when they misbehave. They provide discouraging statements to learners that further undermine learners' dignity. This is being too negative to the learners. No effort was made to educate the learner how to behave properly next time or to encourage learners to behave responsibly next time.

Educators maintained an authoritarian climate in the classroom and learners are unable to express themselves. In agreement with the observation data, educators remind learners of their unsuccessful past. They do not identify the reasons behind learners' misbehaviour (Epstein, 2004:24). At times they fail to alter their reaction to learners' misbehaviour and respond immediately. Educators accept excuses for certain learner misbehaviours that are against the classroom rules. They ignore minor misbehaviours until it gets out of hand and learners take advantage of that. Educators focus only on their task of teaching and pay little attention to disciplinary problems. Participant S1E5 indicated that "I normally ignore minor utterances in my lesson because there is limited time for teaching and for focusing on disciplinary issues."

5.2.3.13 Learners' behaviours are controlled through threats

According to Bluestein (2008:19) when a learner is under threat, whether real or imaginary, the brain releases certain hormones that are biologically ideal for mobilizing his or her flight, fight or freeze response. Consequently, Glasser (2004) indicates that because counter reaction to threat learners is mostly aggressive, educators must avoid using threats on learners. Data from school observation visit 21 (school 4) reveal that educators handled cases of learners' misbehaviours in the classrooms, through the control philosophy. Learners are not given a chance to choose their behaviours. Learners' behaviour is controlled through threats and rewards. Educators use harsh threatening words and tones to get learners to behave in the way they consider as the right way to behave, and rewards serve as benefits to those who do so. For fear of the threat or desire of the rewards, learners' behaviours are controlled.

5.2.3.14 Levels of learner behaviour

Burden (2010:11) classifies challenging learner behaviour as ranging from mildly to severely disruptive behaviour. When selecting an appropriate response to challenging learner behaviour, it is important that educators take into account the degree of severity of the misbehaviour. Severity can be evaluated looking at factors such as appropriateness, magnitude, intent, and extent to which a behaviour differs from what is expected in a particular setting. In agreement with the views of Burden (2010:11), the findings of this study reveal that the nature of learner misbehaviours observed in the classrooms of selected schools took the following forms: **Mildforms:** sleeping in class, clowning, needless talk, disruption, talking and laughing inappropriately, late coming to class; **Moderate forms:** movements in the classroom, cheating, homework not done, breaking rules, arguments, lack of honesty, name calling, teasing others, annoying others; **Severe forms:** swearing at other learners, defiance of authority, talk back to educator, verbally abusing others, cruel to others and non-compliance.

5.2.3.15 Giving instructions and directions to learners

In response to learner behaviour, Colvin (2009:67) indicates that it is particularly important when considering issues of challenging learner behaviour that the students clearly understand directions and know what is required of them. Confirming this, Samia (2011:18) also holds strongly that educators must avoid implicit directions which include established routines,

expectations, and rules in the classroom and school. Against the background of the ideas stated in the literature, the findings of this study prove the contrary. Data from interviews and observation revealed that instructions and directions given to learners were implicit. Instruction and directions to learners in class are not clear and unambiguous and as such learners find it difficult to follow the directions. S2E2 indicated that “i reckon that at times my instructions are not clear and when that happens, i experience numerous cases of non-compliance. But when the instructions are clear, the non-compliance reduces.” This promoted acts of misbehaviours.

5.2.3.16 Influence of classroom atmosphere on learner behaviour

Burden (2010:9) suggests that the physical arrangement of the classroom, temperature, noise, lighting, and student crowding may affect student behaviour. These factors may contribute to a student’s lack of commitment to a lesson, and may lead to inattention and misbehaviour. Problem behaviours have a variety of causes, and evidence suggests that some factors are within the school and classroom environment (Charles, 2008:23). To promote classrooms that are conducive to learning and to help prevent problem behaviours, Khewu (2012:167) suggests that educators must address certain contextual factors within the classroom. In agreement with the expressions in the literature, data from observation revealed that some of the classes were overcrowded and promoted learners’ misbehaviour. More learner misbehaviour was observed in overcrowded classrooms. Moreover, educator 3 (school 4) lessons were boring and had a lack of clear instructional goals. In observation 14 (school 3), the educator was pausing for too long during instruction giving room for learners to misbehave. Most of the identified factors that promoted learners misbehaviours were contextual.

5.2.3.17 Educators’ influence on learners’ behaviour

Since educators make many decisions about the content and delivery of instruction in the classroom, they tend to play a great role in promoting learners’ behaviour in class. Educators sometimes needlessly create disciplinary problems by the way they manage and conduct their classes (Burden, 2010:87). Inappropriate educator behaviours include being overly negative, maintaining an authoritarian climate, overreacting to situations, lacking a clear instructional goal, repeating or reviewing already learned material, pausing too long during instruction. Data from observation affirms the suggestion of the literature as it was observed in school 1 that

learners misbehaved in lessons of educators who present uninteresting lessons, did not plan meaningful activities to engage students in the lesson, were ineffective in instructional delivery, use mass punishments for all students, blaming students, dealing with one student at length, lacking recognition of student ability levels, and did not deliberately plan to incorporate motivational elements into the instructions.

5.2.3.18 Availability of records of learner behaviours

To emphasize the need to always have records of learners' misbehaviour available and handy, Canter & Canter (2008:14) hold that it is important to keep a written record of the incidents of misbehaviour and the actions taken by the educator in a separate folder for each challenging student. This documentation helps the educator to see any patterns in the behaviour. In agreement with this suggestion, data of this study from interviews and document analysis indicate that educators in South African schools keep documentation of incidents of learners misbehaviours in a document referred to as the misdemeanour register. When learners misbehave in the classroom, educators register the misbehaviour and the number of warnings in the misdemeanour registers. The register is structured in a way that every act of learner misbehaviour is fitted into a particular category and it caters for mild and moderate forms of misconduct. When learners display severe acts of misconduct in class or the school environment, it is documented in the disciplinary committee register. In confirmation with the data from document analysis, S3E4 indicated that "we somehow have documentation of learners' behaviour. We have the misdemeanour register to record the minor offences in class and also serious offences are discussed at the disciplinary committee meetings."

5.2.3.19 Application of punishment strategies

At the school level, after careful analysis of classroom rules and school policies on disciplinary issues (punishment), and a more critical analysis of records of disciplinary sanctions imposed on students, it can conveniently be acclaimed that the concept of punishment as applied in the disciplinary sanctions records of schools is wrongfully perceived and applied. None of the punishments meted out to any of the misbehaving learners respected all the clauses of the technical definition of the concept 'punishment'. Miltenberger (2008:120) after careful

assessment of the concept ‘punishment’, and demonstrating many examples of punishment, splits the definition of punishment into three parts thus:

- A particular behaviour occurs;
- A consequence immediately follows the behaviour; and
- As a result, the behaviour is less likely to occur again in the future (The behaviour is weakened).

This statement is motivated by the fact that misbehaviour of students in the participating schools are followed by consequences which are not immediate (e.g. compiling points for detention). Punishments are executed in schools without follow-up strategies to enforce modification of learners’ behaviour or less likelihood of the behaviour occurring again in the future. The strengths of the existing disciplinary policies and records of past sanctions of schools are just to ensure that the challenging behaviour stops on one occasion (Burden, 2010:78). Nothing is done to modify the behaviour. No tools are established to check if the behaviour has ceased to occur only temporarily or to find out if the behaviour has changed environment and not stopped. This was evident in the findings from the analysis of disciplinary records for names of students in the use of current disciplinary strategies. It revealed that the same names of learners kept featuring. This is an indication that follow-ups are not made to shape their behaviour through being punished.

5.2.4 EFFECTIVENESS OF CHOICE THEORY IN MANAGING AND MODIFYING LEARNER BEHAVIOUR

5.2.4.1 The application of Choice Theory in South African schools

From the loopholes identified in the current strategies used in managing challenging learner behaviours, coupled with the heightened behavioural problems in schools today, it is obvious that there is need for a new approach. Choice theory is the possible new approach as it addresses the identified weaknesses and it is suited for the South African community for the following reasons;

- Corporal punishment has been abolished in South Africa
- South African educators already practice some of the pieces that form the whole of the theory
- The theory has worked in other European countries that have similar systems of education to south Africa

- Choice Theory is cherished by both educators and learners.
- Ineffectiveness of current disciplinary strategies in managing learners behaviour

Moreover, the overwhelming majority of discipliners and learners in the study registered strong support for the use of Choice Theory in enforcing discipline in South African schools. This stand was defended by the fact that for a number of years now behaviour management theories and practices are gradually moving away from a educator-directed-controlling orientation to discipline. It is no coincidence that this movement has paralleled the paradigm shift from instrumentalist to constructivist views about how children learn and the belief that students can be self-regulatory and can be given much greater responsibility for their own learning and behaviour (Fields, 2011:8). As school curricula change to reflect the view that students need to have greater control over their learning experiences and that learning is facilitated when students are given the opportunity to reflect on and construct their own understanding, so too behavioural management approaches have moved away from the stance that children need to be managed, because they are capable of controlling their own behaviour (Bechuke & Debeila, 2012:250).

5.2.4.2 Managing learners' behaviours in South African schools

Miltenberger (2008:5) indicates that behaviour modification is the field in psychology concerned with managing and modifying human behaviour. It involves altering environmental events so as to influence behaviour. Therefore, for learners' behaviours to be influenced positively, they have to be managed and modified. A critical analysis of all the strategies on dealing with challenging learners' behaviours mentioned in the data collected from interviews, noticed during observation and analysed from documents, reveals that efforts are being made by educators in managing learners' misbehaviours. In none of the data did it occur that educators tried to identify the functional relationship between environmental events and particular behaviours in order to understand the reasons for those behaviours or determine why the learners behaved as they did. In agreement with this finding, Bechuke & Debeila (2012:252) indicate that the strengths of the existing disciplinary policies and records of past sanctions of South African schools are just to ensure that the challenging behaviour stops in one occasion. Nothing is done to modify the behaviour. No tools have been established to check if the behaviour has ceased to occur only temporarily or to find out if the behaviour has instead changed environment and not stopped

Moreover, none of the educators attempted developing and implementing procedures to help change the unwanted behaviour of the learners. These two important approaches constitute the core to modifying learners' behaviour. Without educators practicing them, the study concludes that learners' behaviours in South African schools are managed and not modified. To support the contention of lack of modification strategies, it is evident by the constant rise of learners' misbehaviour in South African schools.

5.2.4.3 Alternative to corporal punishment

With the abolition of corporal punishment and lack of a workable alternative strategy in managing challenging learner behaviours, most educators resort to the use of force (coercion). Educators coerce learners through the use of threats and various kinds of punishment not considered as corporal to get the learners to behave in the way they see as desirable. Contrary to this approach, Glasser (2004:47) insists that rather than putting energy into coercive discipline programs, energy should daily be put into emotionally connecting with students. Glasser does not imply that connecting is possible with every student. It is implied that even the best traditional coercive discipline systems are less successful than continually-failing attempts to connect with that student.

In the same light, Choice Theory conforms to section 17 of SASA which outlawed corporal punishment in South African schools. The principles of managing discipline and modifying learners' behaviour in South African schools by using Choice Theory does not entails any form of punishment through the use of physical force with the intention of causing a learner pain, but not injury, for the purpose of correction or control of the learner's behaviour. As such, it is ideal in South African schools as it provide answers to the main arguments against corporal punishment in South Africa. Corporal punishment is not seen to demonstrate a desired behaviour; it merely tries to extinguish a negative behaviour. Thus learners are not provided with real examples of alternatives to challenging behaviours. Choice theory strives both to extinguish the negative behaviour and at the same time teach learners how to behave acceptably. Analysis of disciplinary policies, code of conducts and records of disciplinary sanctions of schools complemented by data from individual in-depth interviews with disciplinary committee members reveals that disciplinary strategies used in schools comply with section 17 of SASA. Identified

disciplinary strategies included the use of detention, kneeling, sitting on the floor, all of which are not corporal punishment strategies.

Hough et al. (2009:94) argues that for change in the use of corporal punishment to occur, interventions should be aimed at four levels: the individuals (learner and educator), classroom, school and district. Interventions should also build links and empower connection between and within these levels. The achievement of all these are encompassed in the use of Choice Theory which recommends a pastoral care model of managing and modifying learner behaviours consisting of positive reinforcement, support and counselling aimed at increasing desired behaviour, over the disciplinary model of practice which consist of task such as writing lines, detention and exclusion which are more traditional techniques to discipline. Choice Theory at classroom level further considers a broad concept of classroom management in which activities that provide structure and order in the classroom such as the use of registers, checking of homework, planning are all brought under one category. Since Choice Theory complement behaviour modification which is an extensive contributing function of parents, in managing challenging learner behaviours in schools, the links between educators and caregivers which is a vital component of a systemic approach to discipline is maintained.

5.3 CONCLUSION

Application of Choice Theory in managing and modifying learner behaviours is not about better ways to punish children or simply searching for more effective negative consequences for student misbehaviour. The lack of motivation, bad attitudes, and disruptions we see are not happening because we do not have enough rules or bad enough punishments in our schools. This research is less concerned with the specific reasons for individual learner misbehaviour than it is with what can be done to reduce the likelihood of this behaviour occurring in the first place. As such, discussions on challenging learner behaviour ultimately lead back to educator behaviour. Motivating cooperation from learners usually means modifying our own behaviours, learning new interaction skills, and letting go of ineffective or destructive policies and techniques to manage misbehaviours.

From the findings of the study, it is important for educators to clarify their beliefs concerning the degree of freedom and control they apply to their classrooms. Educators who want to control

students use rewards and punishments, but educators who want to empower students to make decisions and to resolve their own problems will give students opportunities to think, act, and take responsibility. The best way to teach students how to make good decisions is to put them in situations that call for decisions; ask them to make the decisions, possibly with guidance from the educator; and let them experience the result of their decision. Educators should not rescue students from bad decisions, but rather guide the student to new decisions that will solve the problem. When students are given ownership of the problem and situations, this allows students to take responsibilities for their decisions.

Traditional punishments sometimes meet the criteria for punishment in psychology by changing the behaviour of learners. This easily makes educators believe that they are doing behaviour modification when they apply behavioural principles. When educators succeed in making children feel punished, they sometimes mistakenly believe that they are punishing the behaviour of the learners. But just because learners feel punished does not mean that the educators have succeeded in punishing their behaviour. Traditional punishments make children feel punished even when having little or no effect on their behaviour. In psychology, punishment is always effective in changing behaviour, even when children don't feel punished. Not only is it possible for children's behaviour to be punished without punishing children, it is possible for their behaviour to be punished while at the same time being nice to them.

When educators teach learners to behave to avoid punishment, children sometimes believe that the only reason to behave is to avoid punishment. They lose sight of other reasons to behave well, such as the approval of their parents, having friends who like and trust them, being safe and healthy, or getting an education. In situations where they cannot get caught or punished, they have only their impulses to guide them. Why therefore would we resort to a strategy that may make their behaviour worse? It is not necessary to punish every misbehaviour, and it is rarely necessary to punish children. It is often necessary to teach children. These strategies are about teaching children about feelings, values, and responsibility.

5.4 CHAPTER SUMMARY

This chapter presented a summary of the findings from the three data collection tools integrated with the findings from existing literature and made conclusion based on the presented findings.

Furthermore, the chapter presented recommendations for further research based on shortcomings of this study and the possible future of the study.

The next chapter presents a proposed model for the application of Choice Theory in managing learner behaviours and for further recommendations aimed at addressing the findings in chapter four.

CHAPTER SIX

A PROPOSED MODEL FOR APPLYING CHOICE THEORY IN MANAGING AND MODIFYING LEARNER BEHAVIOUR IN SCHOOLS IN THE NMMD, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 INTRODUCTION

The present chapter focuses on the recommendations and the proposed model for applying Choice Theory in managing and modifying learner behaviours in South African schools. The model suggests strategies for addressing learner behaviours in a non-coercive, non-confrontational, yet assertive way in South African schools. To clearly express the co-ordination and interaction of the model that guarantees its effectiveness, attention is focused on the evaluation of the model, essential characteristics and benefits of the model as well as the need for the model, its structure/logic, its assumptions, and not excluding its adequacy in assisting to manage and influence learner behaviours.

6.2 EXPLANATION OF THE PROPOSED MODEL

This model just like any other model was taken through a gradual interrelated but coherent process from start to finish and efforts were made to ensure that it met the requirements of a model. The model obeys the following requirements suggested by Anakoka (2008:218):

A model should order and relate systems to each other so as to organize things. A model should help in explaining key points for guidance to other parties such as researchers and students. A model should help in predicting outcomes of training events. A model should explain educational phenomena.

6.2.1 Implementation concerns of the model

Although this model seems to be the right solution to the problems that prompted its creation, concerns surface around how well it will work. Below are some of the implementation issues.

- **Finances**

The implementation of this model will require large amounts of money to train educators, learners and parents on how to apply the model in practical scenarios. Money is also required to train skilled individuals who will assist in workshopping educators and learners on the trends of the model. Lack of finance for this purpose might jeopardize the effective implementation of the model.

In order to resolve this particular implementation concern, a proposal can be made to the Ministry of Basic Education requesting financial support. The proposal should contain a clear specification of the worth of the model in addressing South African educators' lack of an alternative strategy to managing discipline since the abolition of corporal punishment and the need to stop today's unprecedented learner behaviour problems in school. The Ministry will have every reason to want to provide finance for the implementation of the model. More finance can be generated by Non Governmental Organisations (NGOs) who are willing and ready to contribute towards the development of education in South Africa.

- **Human resources**

In order to implement this model successfully, there is a need for available skilled personnel who have the capacity and a qualification of at least a recognized teaching certificate to workshop the educators and learners on the application of this model in managing learner behaviour.

With the availability of finance, the Ministry of Basic Education through its provincial sub-structures can disseminate information to the general public, requesting qualified personnel with a minimum of a teaching certificate to apply and be recruited for training on how to apply the model. While this process is being coordinated, the designer of this model will be contacted and arrangements made for him to prepare workshop presentations to train the recruited persons. Once the persons have been trained on the necessary didactics for the application of the model, they can now be sent out to the schools and communities to train educators, learners and parents in their responsibilities and strategies to apply Choice Theory in managing and influencing learner behaviour in schools.

- **Physical resources**

In terms of the physical resources needed, it requires a lot of communication devices to bridge the gap between educators and parents in actively participating in managing learners' behaviour and also to increase communication. More physical resources are needed in constantly meeting the needs of learners in the classroom and school environment. The absence of these resources might render this model unsuccessful.

In order to resolve the implementation concerns of physical resources, principals from schools could make an analysis of the resources needed to improve communication between parents, learners and educators and many other situational needs of the learners and come up with a list of requirements which will be sent to the provincial Departments of Education. With the availability of the list of requirements from the different schools, the provincial departments can make use of finance from the Ministry to provide the schools with the requested requirements. A special committee can be set up to handle these responsibilities.

Still on physical resources, means of transport and communication will be needed to get the recruited personnel to the schools around the clusters to train stakeholders in their responsibilities in the application of this model.

- **School policies**

The implementation of this model might warrant radical changes in the school policies and classroom rules of many schools which is a concern. Schools might have to redesign their school and disciplinary policies to reflect the nature of the environment and to suit learners' needs.

In order to resolve this implementation concern, the Ministry, through its provincial sub-structures would send a communiqué to all schools requesting them to analyse and redesign their disciplinary policies to reflect the nature of the school and classroom environment and to suit learners' interest. Classroom rules should be designed with learners' input and should be detailed. Disciplinary measures should be accompanied by follow-up strategies and structures should be put in place to ensure that educators make an effort to find out the reasons behind learners' behaviour before instituting disciplinary strategies. Lastly, measures should be put in place to ensure that all educators adhere to the policies.

- **Time**

Sufficient time is needed for the training and workshopping of educators, learners and parents to be completed. Moreover, educators need to wait patiently as the transformation process in managing the behaviour of learners is gradual.

In order to resolve this concern, the process for the implementation of this model can span three years. Since educators, learners, and parents need to be workshopped in the course of the school year, it has to be given at intervals so that the process does not affect teaching and learning. Moreover, while educators apply the theory in influencing learner behaviours, they need to be patient, for behaviour modification is a gradual process.

6.2.2 Evaluation of the model

In order to attest to the level at which the suggested model would be effective in applying Choice Theory in managing and modifying learners' behaviour in schools, the model was evaluated following key questions used in the evaluation of a program. According to James, Mc David, Huse & Hawthorn (2013:17-30), some of the key questions that many program evaluators are expected to address can be worded as follows;

- To what extent, if any, were the intended objectives met? Usually it is assumed that a model is aimed at some intended objectives. In this case, the main objective is looking at the extent to which the model addresses the application of Choice Theory in managing and modifying learner behaviours in South African schools.
- Was the model effective (in achieving its intended outcomes)? Assessing program effectiveness is the most common reason for conducting model evaluations. Here, the focus is to know whether, and to what extent, the model's actual results are consistent with the expected outcomes. This is why in this study, as a suggestion for further research, the researcher advocated the testing of the model in order to verify the extent to which it addresses the intended outcome.
- To what extent, if at all, was the model responsible for the observed outcomes?
- To what extent, if at all, are the observed outcomes consistent with the intended outcomes? Here, the government or DoE should be comparing what they actually find with what the program was expected to accomplish.

The designing and structuring of the proposed model aimed at applying Choice Theory in managing and modifying learner behaviour in South African schools was guided and led to

address these key questions suggested by James et al. (2013:18) in the design of the model. As such, the following possible evaluation questions were addressed;

- What is the need for the model?
- Is the model relevant?
- Is the structure/logic of the model appropriate?
- Will the model be implemented as intended?
- Is the model technically efficient?
- Is the model responsible for the outcomes that actually occurred?
- Does the model achieve its intended objectives?
- Is the model cost effective?
- Is the model cost beneficial?
- Is the model adequate?

6.2.2.1 Current practice in South African schools

Reflecting on the findings from chapter four, this study identified gaps and challenges on participants' knowledge of Choice Theory and on how to manage and modify learner behaviours in a non-coercive, yet assertive manner in South African schools. Some of the shortcomings include educators' dependence on external control; educators directly/indirectly trying to control learners' behaviour, educators punishing learners and not the misbehaviour, improper responses by educators to learners' misbehaviour, lack of channels for communication during interventions, lack of classroom meetings as a disciplinary tool, lack of contingency in enforcing punishments, lack of interventions designed to meet learners' needs responsibly, lack of follow-up interventions to modify learners' behaviour, lack of knowledge about Choice Theory, lack of knowledge on how to integrate discipline plan into teaching methodology, learners' behaviours being controlled through threats.

Moreover, behaviour modification is seen as the sole responsibility of school counsellors, consequences to learners' misbehaviours are not immediate, corporal punishment is replaced with coercion in South African schools, learners lack awareness of the consequences of certain misbehaviours, learners misbehaviour in South African schools is mostly externally motivated, learners misbehaviours in South African schools are managed and not modified, misperception and incorrect application of the concept 'punishment', nature of the classroom serves as a source of learners' misbehaviour, no evidence of Choice Theory practice in the classrooms, protecting

learners' dignity while managing misbehaviour is not practiced, educators apply the surface approach to evaluating learners misbehaviour, educators do not apply the principle of least intervention, educators apply negative confrontational approach to misbehaving learners, educators keep records of learner misbehaviours, educators' target in the discipline 'game' is out-of-focus, no individuality is practiced when punishing learners, non-involvement of families in the behaviour modification of learners.

6.2.3 Recommendations for the model

The model under discussion is designed to overcome problems identified above in the current practice. That is, to address the learner misbehaviours we experience in schools today with the intention of modifying the behaviours of the learners such that the misbehaviours cease to occur in the future. Most importantly, the model is intended to do this in an assertive, yet non-coercive way without sole reliance on punishment and unnecessary rewards.

6.2.3.1 Assumptions of the suggested model

An analysis of the entire design, structure and processes in this model reveals that the model encompasses a holistic approach to addressing the shortcomings identified and is based on the following assumptions:

- The greater the degree of collaboration in the model, the more efficient the model.
- The greater the degree of collaboration, the more efficient the operation system.

6.2.3.2 Adequacy of the suggested model

The purpose of the suggested model is to address the application of Choice Theory in managing and modifying learner behaviour in South African schools. Its effectiveness is that it is more comprehensive, multi-dimensional and multi-faceted in that it empowers educators to manage learners' behaviour and at the same time modifying the behaviours such that the misbehaviours ceases to occur in the future. The coordination of this managing and modifying of behaviour is done in an assertive, yet non-confrontational way. As such, educators don't have to worry about using punishment and rewards unnecessarily.

This model also relieves educators of stress and burnout incurred in dealing with learners' misbehaviours. It further provides educators and learners with an alternative approach to managing learners' misbehaviours since corporal punishment is abolished. The model further increases collaboration amongst stakeholders as they all participate in the joint venture towards addressing learners' misbehaviours. The model is also less expensive as managing and modifying of behaviours was undertaken by educators and school counsellors, and now it is all undertaken by the educators.

6.2.3.3 Characteristics of the suggested model

It fosters cooperative discipline

The model is founded on three key concepts of behaviour: (a) students choose their behaviour; (b) the ultimate goal of student behaviour is to fulfil the need to belong; and (c) students misbehave to achieve one of the four immediate goals (attention, power, revenge, and avoidance of failure). The main focus of this theory is on helping educators meet student needs so that students choose to cooperate with the educator and with each other. Cooperative learning includes five action steps: pinpoint and describe the students' behaviour, identify the goal of the misbehaviour, choose intervention techniques for the moment of misbehaviour, select encouragement techniques to build self-esteem, and involve parents as partners.

This model involves working with the students to develop the discipline plan. It requires educators to give up some of their power so as to involve some of the students in decision making. The main goal of responsibility in this model is to teach students to make responsible choices, and students are expected to learn from outcomes of these decisions. This model fosters critical thinking and promotes shared decision making. As such, students feel affirmed even though they don't always get their way. They understand that they have some control of the events that happen to them and they get a chance to learn that educators also have rights, power, knowledge, and leadership.

Meeting of needs responsibly

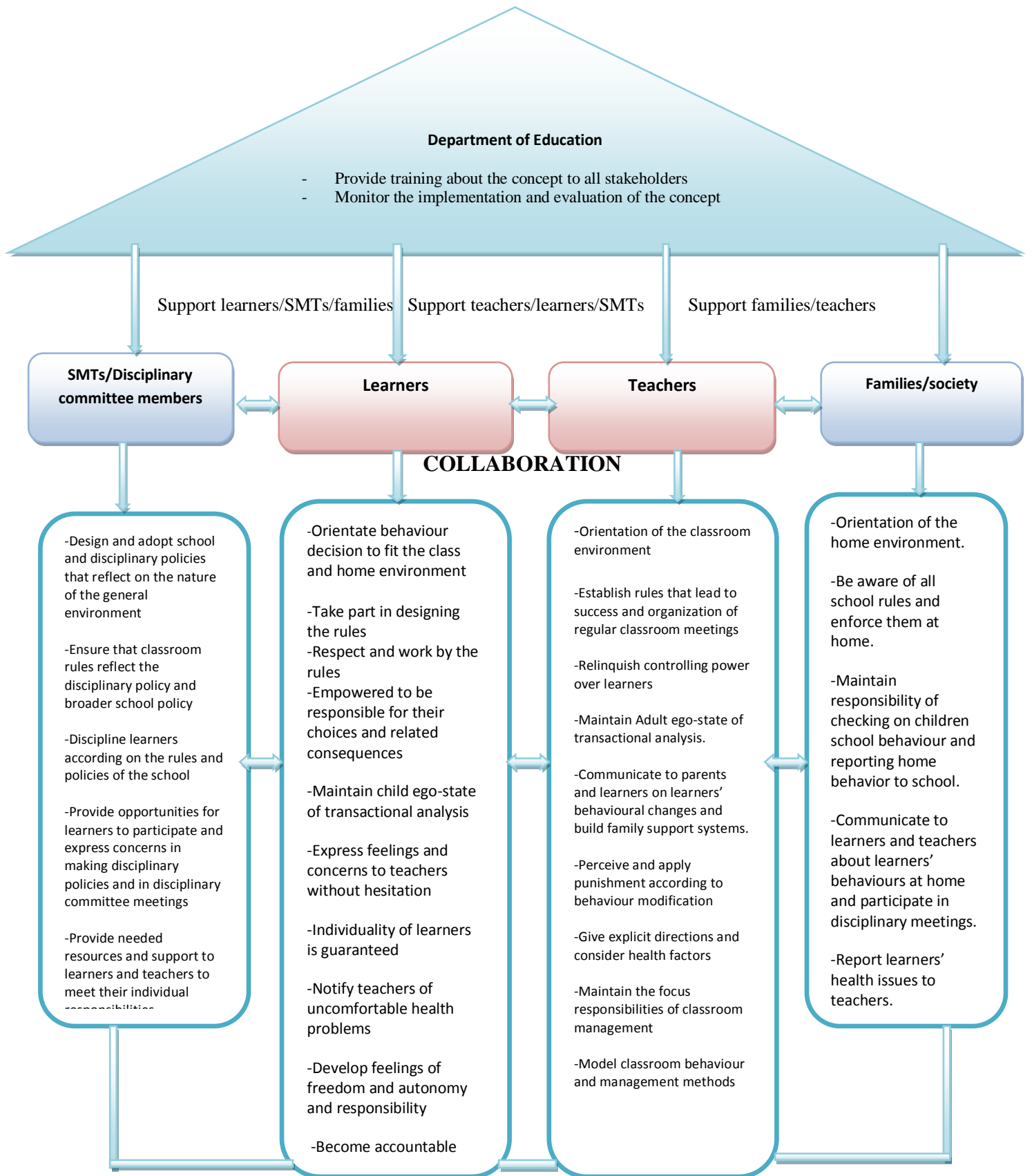
In this model, educators and learners meet their needs through responsible, non-disruptive behaviour and develop long-term life skills. As such, to be on the same side in establishing good discipline, educators and students treat discipline as a joint responsibility. This enables educators to work with students so that needs that might otherwise prompt disruptive behaviour can be identified and satisfied in non-disruptive ways. Heavy emphasis is placed on preventing disruptive behaviour through attention to curriculum, instruction, and management. Kegan, et al. (2004) indicate that student do not disrupt when engaged in a curriculum that is interesting and adequately challenging.

Through this model students will develop inner discipline. These views are humanistic and focus on promoting students self-worth and dignity. With the guidance from educator (adults), students can grow to like themselves and think for themselves. As such, to enable students to develop inner discipline, educators in this model provide the appropriate degree of structure and support for students.

6.2.3.4 Logic of the model

This is a visual representation of the structure of the model that describes and explains the intended cause-and-effect linkages connecting resources, activities and results.

Figure 6.1: A dynamic model for applying Choice Theory in managing and modifying challenging learner behaviour in South African schools



Source: Bechuke's (2014) design

6.3 INTERSECTORAL COLLABORATIVE FUNCTIONS IN THE MODEL

Many schools have taken action to address violent behaviour with formal violence prevention programs, increased school security, and zero-tolerance policies. To be successful with challenging and possibly violent students in a classroom, an educator must assume responsibility for addressing the situation and take steps to have the student behave within acceptable limits. In doing this, educators need to make a commitment to help challenging students succeed. These students are sometimes accustomed to educators trying to help them but then later giving up. Actually giving up on the student only reinforces and perpetuates the problem behaviour; the behaviour will not go away without intervention. The inappropriate behaviour will continue unless educators make the commitment to help the challenging student. In doing so, educators must clearly communicate their concern to these students. They must know that the educator will do everything possible to help them succeed. Since educators may not be in a position to change any of the underlying factors contributing to the misbehaviour, they should focus on the inappropriate classroom behaviour. This commitment is a vital step in overcoming problem behaviours.

6.3.1 Collaborative discipline (Parents/society, educators/SMTs & learners)

Educators, students, and parents need to work together in collaboration rather than at odds with each other towards building responsible behaviour. All the stakeholders are supposed to provide support to one another. The mentality that orienting the behaviour of the child is the sole responsibility of school counsellors, or educators or SMTs or parents has to be abolished and replaced by the belief that it is a joint venture if it is to be successful. Milstein & Henry (2008:xiii) aver with certainty that moving schools and communities towards resiliency or a better state of wellness and effectiveness requires that everyone's involvement needs to be encouraged. It is believed that it is urgent for schools, families and communities to come together to provide mutual support and improve the potential for everyone. Collaborative discipline is founded on three concepts of behaviour: (a) students choose their behaviour; (b) the ultimate goal of student behaviour is to fulfil the need to belong; and (c) students misbehave to achieve one of the four immediate goals (attention, power, revenge, and avoidance of failure).

The main focus of this theory is on helping educators meet student needs so that students choose to cooperate with the educator and with each other. Collaborative learning includes five action steps: pinpoint and describe the students' behaviour, identify the goal of the misbehaviour, choose intervention techniques for the moment of misbehaviour, select encouragement techniques to build self-esteem, and involve parents as partners.

6.3.2 Building family support systems

In building family support systems, educators need to:

- Understand home conditions
- Enlist help from families about dealing with their children

Students ultimately benefit from good communication and an effective working relationship between the school and home. Information about a student's home setting can help educators to decide on an appropriate course of action with the student (Burden, 2010:68). A educator may learn parents are having marital and material difficulties, exert excessive pressure for the child to excel academically, or tend to be abusive to the student when there are problems at school. Such factors are important to educators when deciding on how best to help each student academically and behaviourally. When a student has difficulties, the family should be contacted to identify ways they might help. When a student misbehaves, the family should be contacted so that they can work together to help the student stay on task and be successful. Families exert much influence on their children, and they can cooperate with and support educators. Educators and families may agree on strategies to help the child and to build the child's cooperation and commitment to address any problems.

As SMTs, it is helpful to identify ways to build a family support system so that educators can communicate effectively with families and enlist their help when need be. Epstein et al. (2009) identified six types of family involvement.

Parenting: Help all families establish home environments to support learning.

Communicating: Design more effective forms of communication to reach families.

Volunteering: Recruit and organize families' help and support.

Learning at home: Provide ideas to families on how to help the child at home with homework, other curriculum related activities and behaviour modification.

Decision making: Include families in school decisions, developing parent leaders and representatives.

Collaborating with community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

6.3.3 Orientation of the classroom and home environment to meet learners needs

All human behaviour operates on the physical and social environment in some way, regardless of whether we are aware of its impact. The occurrence of behaviour is systematically influenced by environmental events. Therefore, for educators to be able to change the behavioural misconduct of learners, they have to understand the environmental events that cause the misconduct to occur, so that they can change the events in the environment to alter the behaviour. To do this, educators, with the help of SMTs, need to first provide a classroom environment and curriculum which motivate students to reduce inappropriate behaviour by meeting students' basic needs for belonging, power, fun, and freedom. The physical arrangement of the classroom, temperature, noise, and lighting may affect student behaviour. Student crowding may also be involved. These factors may contribute to a student's lack of commitment to a lesson, and may lead to inattention and misbehaviour.

The second focus is on helping students make appropriate behavioural choices that lead ultimately to personal success. Students are rational beings who can control their own behaviour. They choose to act the way they do. Good choices produce good behaviour and bad choices produce bad behaviour. As such, educators must always try to help students make good choices. All children come to school with similar pictures in their minds. They want to belong and be liked. They want to gain power, to learn and have status. They want to have fun, to be recognized and be happy. They want to be free, to be their own person and make their own choices. In short, they want to fulfill their basic needs through school activities. By orientating the school environment to meet the needs of learners, schools recognize four fundamental needs that play powerful roles in student behaviour. Schools recognize that students cannot deny those needs and must try to fulfill them, and recognize that schooling can and should be reconstructed in such a manner that it will meet those needs for students.

Simple improvement in meeting student needs, while tremendously important, does not do away with all misbehaviour. The classroom is a complex environment for students as well as for educators. Students are confronted with challenges, temptations, and circumstances that will cause them to make decisions about their own behaviour. Their own personalities and habits come into play here. Given all of these factors, students will sometimes make poor decisions that lead to misbehaviour. Students therefore should still be helped to see that good behaviour choices lead to better results. Students should still be urged to show responsibility for their actions and to be considerate of others. Thus, Glasser's model of discipline can now be seen in this expanded form- first organise the class to meet the needs as well as possible, then continue to use intervention strategies for controlling and improving behaviour.

Since conditions in learners' home environment may be related and influential to behaviour problems, there is also need for parents to orientate the home environment to reflect the school environment so as to promote continuation of learner behaviour. Student behaviour problems may be associated with a lack of adequate clothing or housing, parental supervision and types of discipline, home routines, or significant events such as divorce or the death of a friend or relative. Factors in the community or society may contribute to student behaviour problems.

6.3.4 Development and implementation of a comprehensive discipline plan

It is vital for a educator to develop a comprehensive classroom management and discipline system for all students in the classroom. This is the foundation for any additional actions that they need to take when addressing the special challenges of working with difficult students. To deal with discipline problems caused by student boredom, feelings of powerlessness, unclear limits, a lack of acceptable outlets for feelings, and attacks on dignity and to create an effective learning environment, educators need to develop and implement the three-dimensional discipline plan suggested by Curwin et al. (2008): (1) the *prevention dimension* which focuses on what educators should do to actively prevent discipline problems and how to deal with the stress associated with classroom disruptions; (2) the *action dimension* which deals with actions that educators can take when misbehaviour occurs; and (3) the *resolution dimension* which addresses ways educators can resolve problems with chronic rule breakers and more extreme, out of control students.

Because of the individuality of learners, in developing a comprehensive plan, educators need to establish a plan to deal with each challenging student. Because there are different types of challenging students, educators may need to use a different approach with each type. In addition, each student has his or her own personality, academic history, and circumstances to be considered. For these reasons, it is helpful to establish a plan to deal with the unique characteristics of each challenging student. Handling each incident as a separate act is not sufficient. Preplanned, sequential actions are needed to address the problem behaviour systematically.

A comprehensive discipline plan should serve as a learning process rather than a system of retribution. There are four principles of discipline plans that use discipline as a learning process rather than a system of retribution which educators must consider. (1) Educators must consider that dealing with student behaviour is part of the job and not something that comes with their job. (2) Educators must always treat students with dignity. (3) Educators need to consider that discipline works best when integrated with effective teaching practices. (4) Educators need to consider that acting out is sometimes an act of sanity. With these considerations, educators need to develop a specific plan for responding to misbehaviour with a hierarchy of interventions: Have a specific set of strategies to stop misbehaviours, keep students positively on track, and preserve good relations.

6.3.5 Organizing of regular classroom meetings

Family and class meetings can be effectively used to address misbehaviour. Positive discipline principles can be applied to the classroom through the use of classroom meetings. In addition to eliminating discipline problems, classroom meetings help students develop social, academic, and life skills, and help them feel that they are personally capable, significant, and can influence their own lives. With positive discipline, educators demonstrate caring by showing personal interest, talking with students, offering encouragement, and providing opportunities to nurture important life skills (Nelsen, Lott, & Glen, 2000). Nelsen, et al. (2000) provides detailed descriptions for ways to conduct effective classroom meetings and cautioned that it is easy to misuse logical consequences because they are often simply punishments.

In order for educators to organise classroom meetings that will assist in addressing challenging learner behaviour, it is imperative for them to involve students in solutions to problems, focus on the future rather than on the present, plan solutions carefully in advance, and make connections between opportunity, responsibility, and consequences. Classroom meetings are seen by Kohn (2006) as valuable tools to create a community and to address classroom problems and issues. Classroom meetings bring social and ethical benefits, foster intellectual development, motivate students to be more effective leaders, and greatly cut down on the need to deal with discipline problems. Classroom meetings have four focal points which are of essence; (1) sharing, such as talking about interesting events; (2) deciding about issues that affect the class, such as procedures for working on projects; (3) planning for various curricular or instructional issues; and (4) reflecting about issues such as what has been learnt, what might have worked better, or what changes might improve the class.

6.3.6 Establishing rules that lead to success

Class rules are essential. There are many examples of classes that have attempted to operate without rules, in the mistaken belief that rules stifle initiative, responsibility, and self-direction and have failed. Glasser emphasised that rules are essential, especially for students who have done poorly in school. Permissiveness for those students tends to be destructive. It fosters antagonism, ridicule, and lack of respect for educators and others. Rules should be established by educators and students together, and should facilitate personal and group achievement. Rules should be adapted to the age, ability, and other realities of the students. One thing is essential: rules must reinforce the basic idea that students are in school to study and learn. Furthermore, rules should constantly be evaluated to see whether they are useful. When no longer useful, they should be discarded or changed. So long as they are retained, however, they must be enforced.

How do we establish classroom rules that lead to success?

A social contract (classroom rule) is a basic tool for discipline planning between the educator and students about the rules and consequences for classroom behaviour. The following important aspects must be adhered to when designing the contract; students must be involved in the process; educators must ensure that the rules are clear; educators need to ensure that there are

consequences to every rule, not punishment; develop predictable consequences; allow the rules to change with class needs; have safeguards to protect the dignity of all students, increase communication among educators, students, administrators, and parents; and integrate discipline methodology with the teaching content.

- *Components of the classroom rules*

The classroom rule is supposed to state clearly the following components:

The expected classroom behaviours: In order for an educator to make sure she covers all aspects of classroom behaviour, the educator and her classroom rules will lose credibility with students if rules are made up as the educator goes along or if changes are conditionally made during the incentive program. Educators should state behavioural expectations succinctly and positively to help learners know what they should do and should not do.

The reward the student will be working towards: Here, an educator may want to survey students to find out what motivates them as they will be more likely to work towards something they want.

Method used to collect and present the data: Students need to have some tangible way to know they are on the right track with their behaviour. Points accumulated on the board, stamps on the calendar, or graphs are some of the ways to visually present this information. Always communicate to the learners what they are earning and why they are earning it. In addition to keeping students informed throughout the class hour, it is a good idea to summarise the total points earned at the end of each class.

Realistic criteria for success: Criteria that are set too high may be unattainable, while criteria set too low will not challenge the student to improve behaviour to a more acceptable level. Educators are therefore advised to establish a graduated scale of success with increased incentive for meeting higher criteria.

The method of explaining the plan and how often the plans expectations will be reviewed: One of the more common reasons class rules plan fall apart is lack of communication. The best-laid plans will fall flat if educators don't devise a way to explain the incentive programme clearly.

Students need to be well advised on all of the above elements of the plan. In addition, they need frequent reminders about expectations, feedbacks on progress and recognition for their appropriate behaviour.

6.3.7 Relinquishing controlling power over learners

In order to help students make positive decisions, however, educators must give up their controlling power. All educators need to do is to guide and influence students and also take actions to create an environment where students can make decisions about their behaviour. In doing this, educators need to follow the following prominent steps:

Identify who owns the problem

This can be done using Gordon's device called the behaviour window which determines who owns the problem. The student's behaviour may cause a problem for a educator or for the student, or there may be no problem. The person feeling the negative consequences of the behaviour is said to own the problem, and this person is the one to take steps to solve the problem.

Use confronting skills when educators own the problem

Educators can modify the environment, recognize and respond to students' feelings, word statements so they do not trigger the student's coping mechanism, shift gears, and use a no-lose method of conflict resolution. All these approaches are intended to help guide and influence the student into effective interactions in the classroom.

Use helping mechanisms when a student owns the problem

When a student owns the problem, the student needs to take steps to solve it. Educators can provide assistance through the use of helping skills. This can be done by using listening skills and by avoiding communication roadblocks.

Use preventive skills when neither the student nor educator has a problem with the behaviour. As a means to avoid problems from occurring, educators can use techniques such as collaborative setting rule and using participative problem solving and decision making.

6.3.8 Educator responsibilities towards class management

Maintain focus on your major task in teaching: A educator's major task is to help students be successful in achieving educational objectives, to promote student learning and to help students develop the knowledge and skills to be successful in the classroom and beyond.

Understand and respect ethnic or cultural difference (diversity): With an understanding of the ethnic or cultural background of the students, educators will be more confident to facilitate learning and guide behaviour.

Teach critical social skills: Many students lack the social skills necessary to relate positively to peers and to do well academically. Educators who help students develop these social skills help promote learning and successful classroom discipline.

Involve parents and guardians to a reasonable degree: Communicate with the parents regularly about what you are doing in the classroom and about the progress of their children. Make it clear that you want and need their support.

Make a commitment to help challenging students succeed: These students are sometimes accustomed to educators trying to help them but then later giving up. Actually giving up on the student only reinforces and perpetuates the problem behaviour; the behaviour will not go away without intervention. The inappropriate behaviour will continue unless educators make the commitment to help the challenging student. In doing so, educators must clearly communicate their concern to these students. They must know that the educator will do everything possible to help them succeed. Since educators may not be in a position to change any of the underlying contributing factors for the misbehaviour, they should focus on the inappropriate classroom behaviour. This commitment is a vital step in overcoming problem behaviours.

Keep documentation and anecdotal records: It is important to keep a written record of the incidents of misbehaviour and the actions you have taken in a separate folder for each challenging student. This documentation will help the educator to see any patterns in the behaviour. If at a later point the educator needs to consult the parents, principal, counsellor, psychologist, or others about the student, this documentation will help them better understand the nature and scope of the problems.

There are several types of documentation. First, keep a written anecdotal record to document specific events of misbehaviour. An anecdote is a brief, narrative description of an incident. Anecdotal records can be quite simple in design and may include the student name, the date and time of the incident, the location of the incident, a brief description of the student's behaviour, and a brief description of the educator's response. Secondly, the educator might ask the student to fill out an incident reaction sheet outlining an incident of misbehaviour. Students could write this while in time-out. The incident reaction sheet provides the student with an opportunity to evaluate his or her behavioural choices while calming down.

6.3.9 Perceive and apply punishment by the behaviour modification approach

In applying punishment or consequence on learner behaviour, the following behaviour modification approach should be enforced:

Immediacy: The time between the occurrence of a behaviour and the reinforcing consequence is important. For a consequence to be most effective as a reinforcer, it should occur immediately after the behaviour occurs (after the response). The longer the delay between the response and the consequences, the less effective the consequence will be because the contiguity or connection between the two is weakened. If the time between the response and the consequences becomes too long and there is no contiguity, the consequences will not have an effect on the behaviour. Consider the importance of immediate reinforcement on social behaviour. When you talk to someone, you receive immediate social responses from the listener such as smiles, head nods, eye contact, and laughter, which reinforce saying the things you say.

Contingency: If a response is consistently followed by an immediate consequence, that consequence is more likely to reinforce the response. When the response produces the

consequence and the consequence does not occur unless the response occurs first, it is considered that contingency exist between the response and the consequence. When a contingency exist, the consequence is more likely to reinforce the response (Miltenberger, 2008:85). Consider the example of a learner having to stand in class when he/she disturbs a lesson. This is an example of contingency: every time a learner disturbs, he stands in class. The behaviour of disturbing is reinforced by standing in class. If the learner stands only sometimes when he disturbs, and if he stands even when he did not disturb, the behaviour of disturbing will not be weakened very much. A person is more likely to avoid a behaviour when it results in a consistent reinforcing consequence. That is, a behaviour is strengthened when a reinforcer is contingent on the behaviour.

Establishing operations: Some events can make a particular consequence more reinforcing at some times than at other times. For example water is a more potent reinforcer for someone who has not had a drink all day than for someone who just finished a large glass of water. In this example going without a drink is an event that makes water more reinforcing. Events that change the value of a stimulus as a reinforcer are called establishing operations. In other words, these are operations that establish the effectiveness of a reinforcer at a particular time or in a particular situation and make the behaviour that result in that reinforcer more likely to occur.

Individual differences: The effectiveness of a consequence being a reinforcer varies from person to person, so it is important to determine that a particular consequence is a reinforcer for a particular person. It is important not to assume that a particular stimulus will be a reinforcer for a person just because it appears to be a reinforcer for most people. For example, praise may be meaningless to some people even though it is a reinforcer for most.

6.3.10 Use of explicit directions and learners' capacity to complete the direction

Compliance or non-compliance as a challenging learner behaviour in school refers to whether or not students follow the direction of instructions presented by a school authority (Colvin, 2009:11). The directions may be explicit or implicit. An explicit direction is unambiguous in its interpretation and directly delivered by school personnel. It is particularly important when considering issues of challenging learner behaviour that the students clearly understand directions and know what is required of them. Shores, Gunter, & Jack (1993) in an eye-opening

study report that less than 20% of educator directives to students, with and without disabilities, were preceded with information that would enable the students to respond correctly. As such, students response to directions cannot be assess as challenging learner behaviour if they did not properly understand the directions.

It is also important for the educator to have a solid basis of knowing if the direction or task required is something the student is capable of completing satisfactorily. The student must have the necessary skills to complete the task before a judgment can be made on whether or not the student is being non-compliant.

6.3.11 Consider health factors

Student behaviour problems may be related to health factors. As such educators need to always take time to evaluate if the the cause of learner misbehaviours has a health related underpinning. Lack of sleep, an allergy, illness, or an inadequate diet may greatly affect the student's ability to complete assignments or interact with others. For some children, sugar has an effect on their behaviour and may result in hyperactivity. Physical impairment such as a vision or hearing loss, paralysis, or a severe physiological disorder may also contribute to behaviour problems.

Some students may have a mental disorder that affects their behaviour in some way. For example, attention deficit disorder is a mental disorder which the area of the brain that control motor activity doesn't work as it should. This is among the most common childhood mental disorders and affects about 4% of school-age children, according to the National Institute of Mental Health (NIMH) (2006). Such students may be inattentive (easily distracted, don't follow direction well, shift from one unfinished task to another, and seem not to be listening), hyperactive (talkative, fidget, and squirm), and impulsive (don't wait their turn, blurt out answers, and engage in dangerous activities without considering the consequences).

6.3.12 Realize almost all problems are with present relationships, or lack thereof

Educators must avoid discussing the past and non-relationship issues. Unsuccessful past relationships, particularly dysfunctional childhoods do affect the present. Discussing them is likely to function more as a distraction to solving the problem of the current relationship, than to

teaching the learner anything new. Most difficult past relationships are well remembered and can be considered as “evidence.” The only way to learn from that evidence and get resolution on a painful past is to stop focusing on it directly and to feel success in a similar relationship in the present or future (Glasser, 2004:34).

Focusing on suffering and confusion is the ultimate form of distraction from the problem at hand. Do not deny or diminish suffering, but do quickly move the conversation back to solving the problem. Do not discuss food or physical image with an anorexic or overweight learner. Do not discuss cutting with a self-mutilator. Do not discuss “how hard it is” with a student who whines or complains. For learners who are too comfortable with dwelling on negatives – and therefore not ready to deal with the problem, this can prove difficult (Glasser, 2004:34).

6.3.13 Apply logical and natural consequences

Educators must use natural and logical consequences as a means to inspire a positive atmosphere for winning children over rather than winning over children. Educators need to believe that students are motivated to get recognition and to belong with others. Students seek social acceptance from conforming to the group and making useful contributions to it. This approach is viewed as democratic in that educators and students together decide on the rules and consequences, and they have joint responsibility for maintaining a positive classroom climate. This encourages students to become more responsibly self-governing. To Dreikurs, discipline is not punishment; it is teaching students to impose limits on themselves. With this approach, students are responsible for their own actions, have respect for themselves and others, have the responsibility to influence others to behave appropriately, and are responsible for knowing the classroom rules and consequence. In doing this, educators need to address the following:

First, identify the goal of the behaviour. Examine the key signs of the misbehaviour and also consider your feelings and reactions as a means to tentatively identify the goal of the student’s misbehaviour. The student goal may be to gain attention, to seek power, to seek revenge, or to display inadequacy. Then disclose this goal to the student in a private session as a means to confirm the goal. This is a positive means of confronting a misbehaving student. Its purpose is to heighten the student’s awareness of the motive for the misbehaviour.

Second, alter your reactions to the misbehaviour. Once the goal of misbehaviour has been identified, first control your immediate reaction to misbehaviour so that your response does not reinforce the misbehaviour. For example, if the student's goal is to seek attention, never give immediate attention, but try to ignore the behaviour whenever possible. Then have a discussion with the student to identify a number of alternatives for changing the behaviour.

Third, provide more encouragement statements to students. Use encouragement as a means of inspiring self-evaluation and focusing on the actions of the child. Encouragements consist of words of actions that acknowledge student work and express confidence in them. Encouragement statements help students see what they did to lead a positive result and also help students feel confident about their own abilities. For example, you might say, "I see that your extra studying for the test paid off because you did so well." The focus is on what the student did that led to the result obtained.

6.3.14 Respect the ego levels of the transactional analysis

Transactional analysis studies the interactions of behaviour between educators and students. Ginot (2012:61) suggests three stages of development called ego-states. These ego-states are called Child, Parent, and Adult. In order for educators to be successful in transactional analysis, they need to remain in the Adult ego-state and be able to recognize the ego-state of students around them. Educators can then recognize the games that students may play in a Child ego-state and teach students to behave in an Adult ego-state. The strengths of this approach are that students are encouraged to monitor their own communication and behaviour. The disadvantage of this system is that it may be too difficult for students and cause them to disrespect each other (Oliver & Daniel, 2007:11).

6.3.15 Increase communication between parents, educators and parents

There is need for increase and effective communication between educator and student. This approach concentrates on avoiding criticism and trying to understand the student's feelings. Educators are encouraged to foster student autonomy and try to help students take responsibility for their actions. These goals are accomplished by establishing a communication with the students and by reasoning with the student (Joseph 2013:46).

6.3.16 Model classroom behaviour and classroom management methods

Educators should model appropriate behaviour, and use appropriate classroom management methods. Educators must convey dignity and cooperation. If students feel they are respected as individuals, they will want to act with similar behaviours. Likewise, when educators act maturely and competently, students will see them as role models after whom they pattern their own behaviour.

Not only do good educators tell students how to act, they demonstrate appropriate behaviour in all their daily routines and interactions. Jones (2006:18) developed a model of classroom discipline which stressed the physical presence of the educator. The basic assumptions of Positive Discipline Model are that children need to be controlled and that educators can achieve this control through body language, administration, and parental support. His model is based on extensive observation of classroom educators and student behaviour. Jones believes that discipline problems occur because of mismanaging various routines and procedures in the classroom. Rules may be misunderstood. Seating arrangements may prevent easy access to students. Thus it will be difficult to monitor their behaviours. Moreover, interactions between the educators and the students may promote misbehaviour.

6.3.17 Use punishment effectively

When educators free themselves from the mistaken belief that learners must be punished for their misbehaviour (a belief that has strong traditions) they can usually find creative ways to insure that misbehaviour is punished effectively without having to punish learners. First, behaviour is often punished by its natural consequences; there is no need for adults to impose additional punishment. A second strategy is to impose logical (or rational) consequences that are designed logically to punish a specific behaviours rather than children. A third strategy is to impose token consequences that are too mild to feel like punishment.

6.3.18 Use of logical consequence by educators

Instead of using punishment, Dreikurs prefers to let students experience the consequences that flow from misbehaviour. Logical consequences are consequences that are designed logically to

target specific behaviours rather than targeting learners with punishments. A logical consequence to this effect is an event that is arranged by the educator that is directly and logically related to the misbehaviour. Logical consequences are indicated whenever educators cannot rely on natural consequences to teach learners. Some natural consequences may be too dangerous; responsible educators have to protect learners (e.g., playing in the street). Other natural consequences may be irrelevant to learners or beyond their understanding (e.g., coming home late or not doing homework).

For instance, if a student leaves paper on the classroom floor, the student must pick the paper off the floor. If a student breaks the rule of speaking out without raising his or her hand, the educator ignores the response and calls on the student whose hand is up. If a student makes marks on the desk, the student is required to remove them. Consider the behaviour of the child who goes out to play after school and repeatedly comes home late, tired and cannot do his/her homework. The natural consequences are that parents may be worried; learner goes to school without doing the home work, educator worried about learner's studies, and subsequent learner failure. None of these are likely to be very important to learners of certain age.

Preventing the behaviour: The misbehaviour can be prevented by not allowing the child to go out to play after school. As such, he can't be late if he's at home and have rested enough when it's time to do his homework. The consequence is not designed to impose punishment on the child but to be sure he's home when it's time to do his homework. If he's not allowed to go out for weeks, it begins to feel like punishment. Using this strategy for a few days then letting him try again and repeating it whenever he is late will eventually be effective. He has to learn a new skill of being aware of the time.

One of the problems caused by the misbehaviour is that parents are worried and may have to sleep late trying to help the learner with his homework. This problem can also be solved by the learner taking responsibility for doing the homework alone before sleeping. This is a very unpleasant consequence that has nothing to do with punishment. By this, the parents are just asking their child to be responsible for his behaviour.

6.3.19 Orientation of the quality world of learners with challenging behaviours

Since the quality world of learners with challenging behaviours are made up of storage of pictures of things that have satisfied one or more of their basic needs in the past and may satisfy them in the future, an orientation of the pictures in the quality world will automatically change their perceptions of the things that will satisfy their basic needs. Olver (2006:1) suggest that there are only two requirements for pictures to enter into the quality world – it has to meet one or more of our needs and it has to feel good. As such, the display of challenging behaviours which learners see as criteria to meet their needs can be oriented and replace by acceptable behaviours worthy of satisfying the very needs.

6.3.20 Any Program of Quality Education Must Meet Students' Needs

- Survival needs are met when the school environment is kept safe and free from personal threat
- Students sense belonging when they receive attention from the educator and others and participate actively in class concerns
- Students sense power when the educator asks them to participate in making decisions about topics to be studied and procedure for working in class or assigns them responsibility for class duties
- Students experience fun when they are able to work and talk with others, engage in interesting activities and share their accomplishments
- Students sense freedom when the educator allows them to make responsible choices concerning what they will study, how they will do so, and how they will demonstrate their accomplishments.

6.3.21 How schools can improve student behaviour and learning

- Provide an engaging curriculum
- Emphasize quality
- Influence students non-coercively to make good choices about learning and responsible conduct

Quality Curriculum

- Schools must be places where students learn useful information and learn it well
- Glasser suggests that if students are old enough you may ask them to identify what they would like to explore in depth—learning a smaller number of topics in depth is preferable to covering many topics superficially
- Quality learning requires depth of understanding combined with a good grasp of its value
- Ask students to explain why the material they have learned is valuable
- Ask students regularly to assess the quality of their own efforts

Quality Teaching

- Provide a warm, supportive classroom climate
- Use **lead teaching** rather than **boss teaching**
- Ask students only to do work that is useful (knowledge and skills that they will make use of in their lives)
- Always ask students to do the best they can
- Ask students to evaluate work they have done and improve it
 - o Ask students to explain why they feel their work has high quality
 - o Ask students how they think they might improve their work further
 - o Progressively help students learn to use self-evaluation, improvement and repetition
- Help students recognize that doing quality work makes them feel good
- Help students see that quality work is never destructive to them, others or the environment.

Relation of Quality Teaching to Discipline

Misbehaviour can be reduced greatly if educators do the following:

- Work with students to establish standards of conduct in the classroom
- Discuss the importance of quality work

- Ask students about class behaviour they believe will help them get their work done and truly help them learn
- Ask for student advice on what should happen when behaviour agreements are broken—behaviour problems are best solved by looking for ways to correct the underlying problem
- Whenever appropriate, ask students what you the educator “could do to help”
- Once agreements and consequences are established they should be put in writing and all students should sign the document
- Agreements established and dealt with in this way show that the educator’s main concern is quality, not power
- Hold classroom meetings to explore alternatives to inappropriate behaviour

Implementing Glasser’s Ideas in the Classroom by educators

- Remember that your students’ behaviour is internally motivated and purposeful—adjust your curriculum to help students meet those needs
- Remember that your students will not commit themselves to class activities they find boring, frustrating or dissatisfying
- Hold a discussion with your class on how school could be made more interesting and enjoyable
- Following the class discussion, indicate that you will try to organize activities as students suggested and that you will do all you can to help them learn and succeed
- Hold meetings with your class to discuss new efforts and any results you see in classwork and behaviour—focus on improving learning
- Befriend students and provide encouragement and stimulation
- Ask students what kinds of class behaviours will help them improve class behaviour while acquiring quality learning
- When students misbehave, discuss their behaviour and why it was important and what they feel they could do to avoid misbehaving in the future.

Training in discipline techniques is needed by any educator. Many educators know little or nothing of non-behaviouristic discipline techniques and are generally thrilled to hear about alternative methods.

Non-behaviouristic discipline techniques need to be taught to educators more than once. These techniques are the most difficult for educators to grasp and to be comfortable applying in the classroom.

Educators must role play Reality Therapy many times in a learning environment such as a seminar before they can apply this method in the classroom. Although educators may choose this as their method, educators may not be successful in its application without sufficient practice.

Classroom management is an on-going process which is unlikely to be learned in a single seminar. Given that many discipline seminars are only a day long, such a short seminar may not give all the information needed for educators to make a education decision regarding classroom discipline techniques.

6.3.22 Prevalence of natural consequences in schools

If experience is the best educator, it's because natural consequences are the best punishments. Natural consequences are consequences that occur naturally as the result of behaviour. They are not imposed by anyone. There is no one to blame but oneself. No question of justice or fairness. They just are. When natural consequences are obvious, learners often learn quickly from them, provided that educators do not interfere by distracting learners with unnecessary and irrelevant punishments. When natural consequences are not so obvious, learners can still learn from them when educators help them understand those consequences (and refrain from imposing unnecessary punishments).

Some examples of natural consequences that may not be obvious to learners but that can be effective once educators help them include loss of friends, loss of trust, loss of respect, or having other people avoid you. There are many others. Natural consequences are the most effective means of teaching children about feelings and values that are necessary for happiness and success in their society and culture.

6.3.23 The application of Choice Theory in South African schools is possible

From the loopholes identified in the current strategies used in managing challenging learner behaviours, coupled with the heightened behavioural problems in schools today, it is obvious that there is need for a new approach. Choice theory is the possible new approach as its underpinnings address the identified weaknesses and it is suited in the South African community for the following reasons:

- Corporal punishment is abolished in South Africa
- South African educators already practice some of the pieces that constitute part of the whole of Choice Theory
- The theory has worked in other European countries that has similar system of education with South Africa
- Choice Theory is cherished by both educators and learners.
- Ineffectiveness of current disciplinary strategies in managing learners' behavior

6.4 SUGGESTIONS FOR FURTHER RESEARCH

The research design was explorative and qualitative in temper and outlook. It is recommended that future research be conducted in both qualitative and quantitative research paradigms to ensure that weaknesses inherent in one approach are strengthened by strong points that characterised the second research paradigm.

Secondly, since the research was delimited just to one district and in only one province, it is recommended that future studies on the application of Choice Theory in managing and modifying challenging learner behaviours be conducted in other districts and provinces to determine whether similar outcomes will be obtained. Otherwise the outcomes of the research cannot be safely generalised to other parts of South Africa. Considering the fact that the research project was conducted at one university campus only, it is recommended that future research be conducted countrywide in order to document existing scenarios, views and perception of educators and learners at different district/provincial levels.

Moreover, it is also recommended that further research be conducted on the effectiveness of the proposed model in schools. In this way, the model would be tested and evaluated to find out the strength and weaknesses and to open it up for improvement.

Lastly, without relying on the concept Choice Theory, further research can be conducted on how to develop a holistic approach to managing and modifying challenging learner behaviours without reliance on punishment.

6.5 CHAPTER SUMMARY

In view of the foregoing discussion, the suggested model has the potential value to set out an effective, comprehensive, multi-dimensional approach to managing and modifying learner behaviour in an assertive, yet non-confrontational way in South African schools. If properly used, the model can assist in providing long lasting behavioural change among learners with problem behaviours without educator stress and burnout.

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APPENDICES

APPENDIX A

LETTER OF REQUEST TO CONDUCT RESEARCH IN SCHOOLS

NWU Mafikeng Campus

Private Bag X2046

Mmabatho 2735

South Africa

4THJUNE 2013

FACULTY OF EDUCATION

DIRECTOR: SCHOOL OF POSTGRADUATE STUDIES

Dear Sir/Madame;

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

I am a Doctor of Philosophy in Educational Management (PhD in Edu Man) student studying at North West University-Mafikeng Campus (South Africa). I am currently conducting a research titled: **Exploring the application of Choice Theory in managing and influencing learner behaviours in schools in the Ngaka Modiri Molema District.**

Permission is hereby sought to go and collect data in selected school within the jurisdiction of the study.

I hope that my request will be considered.

Thanks in anticipation.

Yours faithfully

Name: AL Bechuke

SUPERVISORS

Student number: 22037977

Prof T.B. Assan & Prof JR Debeila

APPENDIX B

PERMISSION AND ACCEPTANCE LETTER TO CONDUCT RESEARCH IN SCHOOLS



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa, 2735

Tel: 018 389-2111
Fax: 018 392-5775
Web: <http://www.nwu.ac.za>

Education Leadership Development
Tel: 018 3892500 (Secretary)
Email: eliza_senne@nwu.ac.za

The Principal
.....High school
Mmabatho 2735

Date 30 March 2013

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Bechuke Andre Leke-ateh, student No.22037977** is a PhD in Edu Management student registered at the North West University, Mafikeng Campus. One of the student's assignments is a research project. The topic of this project is: **Exploring the application of Choice Theory in managing and influencing learner behaviour in South African schools.**

Permission is requested to enter **your school and classrooms** to collect data from the **teachers and learners**. Data collection will be done by way of interviews and observations.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: Prof T.E.B Assan on 0183892550

Herewith permission is requested to perform this research in your School. It would be appreciated if you would kindly grant permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Prof P du Toit
Director: School for Education Leadership Development (School in which the Hons is registered)
Mafikeng Campus

APPENDIX C

SCHOOLS CONCENT FORM FOR PARTICIPANTS

RESEARCHER: BECHUKE ANDRE LEKE

CONTACT DETAILS: 0787879740

The Faculty of Education's Higher Degrees Committee of the North-West University has given approval for this research project. You are by this note invited to consider participating in this research study. The research project is focused on exploring the application of Choice Theory in managing and modifying challenging learner behaviours in schools. In particular, the study is only interested in patterns of information on how challenging learner behaviours are managed and modified in order to identify gaps and explore avenues to suggest the application of Choice Theory.

For ethical reasons, you deserve to be well informed of your rights to participate in this research project. If you agree to participate in this research after reading the guiding clause below, please sign this consent form.

For information on your rights as a research subject, contact _____

You may contact _____ at _____ at any time you have questions about the research.

You may contact _____ at _____ at any time in the course of the research if you have questions about your rights as a research subject.

In this research, the following clauses will apply:

- A tape-recorder and at times video camera will be used during the interview and observations to record what you will be saying or doing.
- Everything you say will be strictly confidential.
- You are guaranteed anonymity. No information pertaining to your identity as a participant or that of your school will be revealed.
- The information you provide will be used solely for educational purposes.
- There are publication possibilities to the outcome of this research project.
- Each interview activity will take approximately 1-2 hours.
- Your participation in this research is voluntary.
- You will not be penalized or lose any benefits if you do not participate or decide to stop at any stage.

- I undertake to give you a written summary of the research result if you so wish.
- You pledge to provide this study with the most honest information to the best of your knowledge and ability.

I have read the information provided in this informed consent form. All my questions regarding my participation to the study were answered to my satisfaction. I voluntarily agree to participate in this study.

Signing this document means that the research studies and the above information has been described to me orally and that I agree to participate with respect to the clauses.

Signature of participant _____ Date _____

APPENDIX D

INTERVIEW QUESTIONS FOR EDUCATORS (DISCIPLINERS)

Dear participants,

I am a Doctor of Philosophy in Educational Management student in the Faculty of Education North West University-Mafikeng campus undertaking a research study titled; **Exploring the application of Choice Theory in managing and modifying challenging learner behaviours in schools in the Ngaka Modiri Molema District**. This research aims at suggesting how Choice theory can be applied in managing and modifying challenging learners' behaviours in schools. In an attempt to do this, the study will unveil the inherent weaknesses in the use of current disciplinary strategies in schools that leads to continuous learners misconduct.

Just to familiarise you all with the working concept (Choice Theory) of this study, i would say Choice Theory involves bringing learners to an awareness of their responsibility to make their own decisions about their learning and behaviour in the classroom.

This philosophy is based on Glasser's "Choice Theory" which posits that students must have a choice, and that if they help choose their curriculum and decide on the rules in the classroom, they will then have ownership of their learning, have pride in their participation, will have higher self-esteem and will exhibit greater levels of self-confidence and higher levels of cognition.

Participating in this interview is not obligatory. There is no right or wrong answer. Responds to these effects are strictly for educational purpose. The information you provide will be treated with utmost confidentiality.

Thanks in advance

BECHUKE ANDRE L.A

RESEARCH INTERVIEW QUESTIONS

Main research question

How can Choice Theory be applied in managing and modifying challenging learner behaviours in schools in the Ngaka Modiri Molema District?

Sub-Questions

1. How can Choice Theory be applied in managing discipline in school?

Category one: Applicability of the Choice Theory to classroom discipline

- a. What do you know about the concept Choice Theory?
- b. Do you give learners a chance to make a choice about their behaviour and related consequences?
- c. How do you confront a misbehaving student?
- d. How do you ensure that learners do things that lead to better behaviour and increased success?
- e. What are your views towards the use of punishment (not corporal) in managing learners' misbehaviour?
- f. How often do you use punishment in managing learners' misbehaviour?
- g. What are the different punishments techniques used to manage learners misbehaviours?
- h. How would you refer to the effectiveness of punishment in managing learners' misbehaviour?
- i. Judging from students to whom punishment has been used, has there been a temporal or permanent behaviour change?
- j. How do you enforce punishment to student's misbehaviour? Do you take time to identify the goal of a student's misbehaviour before enforcing punishment?
- k. How do you ensure that the consequence (punishment) that a learner receives equates/relates to the misbehaviour?

2 What are the opportunities and challenges for using Choice Theory in schools?

Category two: Opportunities and challenges for using Choice Theory in schools

- a. How would you react to a student who is talking in class, disturbing others, and not getting her work done?
- b. How often do you have classroom meeting and how are they conducted?
- c. Do you consider that boredom as a result of uninteresting lessons can foster discipline problems in your class? How do you try to resolve that?
- d. How would you approach the selection of rules and procedures for your class at the start of a school year?
- e. How often do you change contracts? Does your contract change with the class needs?
- f. How do you ensure communication between students and between student and educator?
- g. Do you consider the fact that acting out is sometimes an act of sanity when disciplining learners?
- h. How do you view the process of dealing with student behaviour? Do you see it as part of your job or something that comes with your job?
- i. How do you integrate your discipline strategy in your teaching methodology?
- j. What is your view towards the use of current disciplinary strategies to learners' misbehaviours looking at the constant rise in learners' misbehaviours in schools today? Are the disciplinary strategies resulting in decrease in challenging learners' behaviours?

3 How can challenging learner behaviours be managed and modified in an assertive, yet non-confrontational way in schools?

Category three: Managing and modifying challenging learners in an assertive, yet non-confrontational manner in schools

- a. As a educator, what is your main goal when punishing a misbehaving learner?
- b. When applying punishment of misbehaving learners, where is your focus and why? Do you focus on what happens in the present or the future?
- c. What techniques would you use to ensure a permanent behaviour change of misbehaving learners?

- d. What techniques would you use to help misbehaving students behave appropriately without reliance on punishment?
 - e. How would you help students make responsible choices in how to conduct themselves?
 - f. In your effort towards building responsible behaviours, how would you ensure that educators, students and parents work together rather than at odds with each other?
 - g. What is the focus of your discipline plan? Does it focus on action, resolution and prevention dimension?
 - h. How have families been involved in the modification of the behaviour of their children when they misbehave in schools?
- 4 How effective is the Choice Theory in managing and modifying learner behaviour in schools?

Category four: Effectiveness of Choice Theory in managing and modifying learner behaviour

- a. How can we help students meet their needs through responsible, non-disruptive behaviour and to develop long-term life skills?
- b. In maintaining discipline, do you provide acceptable outlets for learners to express their feelings?
- c. Do you consider learners dignity in the act of choosing and using disciplinary strategies on misbehaving learners?
- d. What are your views of what motivates learners' behaviour? Are they internally or externally motivated?

APPENDIX D 2

INTERVIEW QUESTIONS FOR STUDENTS

Dear participants,

I am a Doctor of Philosophy in Educational Management student in the Faculty of Education North West University-Mafikeng campus undertaking a research study titled; **Exploring the application of Choice Theory in managing and modifying challenging learner behaviours in schools in the Ngaka Modiri Molema District**. This research aims at suggesting how Choice theory can be applied in managing and modifying challenging learners' behaviours in schools. In an attempt to do this, the study will unveil the inherent weaknesses in the use of current disciplinary strategies in schools that leads to continuous learners misconduct.

Just to familiarise you all with the working concept (Choice Theory) of this study, i would say Choice Theory involves bringing learners to an awareness of their responsibility to make their own decisions about their learning and behaviour in the classroom.

This philosophy is based on Glasser's "Choice Theory" which posits that students must have a choice, and that if they help choose their curriculum and decide on the rules in the classroom, they will then have ownership of their learning, have pride in their participation, will have higher self-esteem and will exhibit greater levels of self-confidence and higher levels of cognition.

Participating in this interview is not obligatory. There is no right or wrong answer. Responds to these effects are strictly for educational purpose. The information you provide will be treated with utmost confidentiality.

Thanks in advance

BECHUKE ANDRE L.A

INTERVIEW QUESTIONS

Main research question

How can Choice Theory be applied in managing and modifying challenging learner behaviours in schools in the Ngaka Modiri Molema District?

Sub-Questions

2. How can Choice Theory be applied in managing discipline in school?

Category one: Applicability of the Choice Theory to classroom discipline

- l. What do you know about the concept Choice Theory?
- m. Are you given learners a chance to make a choice about your behaviour and related consequences?
- n. How are you approached when you misbehave?
- o. What are your views towards the use of punishment (not corporal) in managing your misbehaviour?
- p. How often do educators use punishment on you when you misbehave?
- q. What are the different punishments techniques used?
- r. How would you refer to the effectiveness of punishment in managing your misbehaviour?
- s. When educators enforce punishment on you, do they take time to identify the reasons for the misbehaviour before enforcing punishment?
- t. Do you think that the consequence (punishment) that you receive equates/relates to the misbehaviour?
- u. Why do you misbehave? Is it a drive towards accomplishing a particular goal or satisfying a need?
- v. Are you at all times aware of the consequences of your misbehaviours before choosing to misbehave?

- 2 What are the opportunities and challenges for using Choice Theory in schools to solving disciplinary problems?

Category two: Opportunities and challenges for using Choice Theory in schools

- a. How often do you have classroom meeting and how are they conducted?
- b. Does boredom as a result of uninteresting lessons make you to want to or misbehave in class? (Why?)
- c. Do you have classroom rules?
- d. Are you involved in designing classroom rules? During discussions to establish the social contract or classroom rules, what if you don't agree or accept the suggestion for consequences of the educator or the educator doesn't accept your suggestion for consequences?
- e. How do you approach the selection of rules and procedures for your class at the start of a school year?
- f. How often do you change classroom rules? Does your contract change with the class needs?
- g. Do your educators ensure communication between students and between student and educator? (How?)

- 5 How can challenging learner behaviours be managed and modified in in an assertive, yet non-confrontational way in schools?

Category three: Managing and modifying challenging learners behaviours in an assertive, yet non-confrontational way in schools

What do you think is the main goal for an educator to punish you when you misbehave?

- a. How has the kind of punishment that you have been receiving change the way you perceive yourself and the way you think you should behave?
- b. Do the consequences or punishment for your misbehaviour reduce the chances of you behaving in that manner in the near future?
- c. How does the techniques that educators use to ensure a permanent behaviour change of your of your misbehaviour impact on you as a learner?
- d. How do educators help you to make responsible choices on how to conduct yourselves? Are they helping to you?

- e. In an effort towards building responsible behaviours, how would you ensure that educators, students and parents work together rather than at odds with each other?
 - f. How are your families involved in the modification of your behaviour when you misbehave in schools?
- 6 How effective is the Choice Theory in managing and modifying learner behaviour in schools?

Category four: effectiveness of Choice Theory in managing and modifying learner behaviour in schools

- a. In maintaining discipline, are you provided acceptable outlets for you to express your feelings? How does this affect your behaviour?
- b. Do educators consider your dignity in the act of choosing and using disciplinary strategies on you when you misbehave? How do you react to that?
- c. In enforcing punishments to your misbehaviour, are efforts made to provide the needs that necessitated the misbehaviour?
- d. Do you share in decision making and have open communication to express your feelings and share your needs?
- e. What is your view towards being involved in decision making concerning your behaviour and related consequence?
- f. How has current disciplinary strategies enforced on your acts of misbehaviour impacted on your behaviour?
- g. How would you love to be helped in modifying your behaviour to an acceptable manner?

APPENDIX E

CLASSROOM OBSERVATION CHECKLIST

Main research question

How can Choice Theory be applied in managing and modifying challenging learner behaviours in schools in the Ngaka Modiri Molema District?

NAME OF SCHOOL: -----

GRADE: -----

LESSON 1

NATURE OF MISBEHAVIOUR	<ul style="list-style-type: none"> • Mild • Moderate • Severe 	Specific misbehaviour	Purpose	
		<ol style="list-style-type: none"> 1. ----- 2. ----- 3. ----- 4. ----- 5. ----- 	<ul style="list-style-type: none"> • Externally motivated • Internally motivated • Needs oriented 	
EDUCATOR'S REACTION	<ul style="list-style-type: none"> • Positive confrontation • Negative confrontation • Positive reinforcement • Focus on behaviour 	-Where learners given a chance to decide how they want to behave? -How often did educators use punishment in a lesson? -What are the different punishments techniques applied? -What is the average time spent on punishing learners to ensure discipline in class?	P	N

		<p>-Did the punishments applied equate/relate to the misbehaviour?</p> <p>-Where the consequences consistently implemented at all times when needed?</p> <p>-Where the consequences applied with immediacy?</p> <p>-Where there contracts with stated rules and consequence or educators had to come up with consequences every time learners misbehaves?</p> <p>-Check proximity between educators and students when implementing consequences.</p> <p>-Where eye contact gesture respected (direct or indirect)?</p> <p>-Voice/tone of educator</p>		
		<p>-Was educator firm and anger-free when given consequence?</p> <p>-Did educator accept excuses, bargaining or whining from students when dishing consequence?</p> <p>-Were students embarrassed in front of their peers?</p> <p>-Is educator displaying model behaviour for learners to learn from?</p> <p>-Nature of lesson, interesting or boring?</p> <p>-Was effort made to find out what drives the misbehaviour?</p> <p>-Was effort made to educate learner on how to behave properly next time?</p> <p>-Did student receive more encouraging statements?</p> <p>-Where channels of communication open for learners to express their?</p>		

LEARNER'S RESPOND	<ul style="list-style-type: none"> • Acceptable • Confrontational • Ignoring 			
REMARKS/POSSIBLE FINDINGS	<ul style="list-style-type: none"> • Behaviour change • No behaviour change 		<ul style="list-style-type: none"> • Temporal 	
			<ul style="list-style-type: none"> • Permanent 	

GENERAL COMMENTS

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NAME OF SCHOOLS: SCHOOL ONE AND TWO

GRADE: 7, 8, 9, and 10

LESSONS OBSERVED: 10 (5 PER SCHOOL)

Summary of observation checklist

	Mild	Moderate:	Severe:	Observations points	General observations	Comments and findings
Nature of	Sleeping in class,	Movements in the	Swearing at other	-Where learners given a chance to decide how they want to behave?	-Educator focuses on his task of teaching and paid little attention on disciplinary problems.	-Choice theory was not practice although there where evidence of some pieces of the whole

<p>misbehaviours observed in schools</p>	<p>clowning, needless talk, disruption, talking and laughing inappropriately, late coming to class</p>	<p>classroom, cheating, homework not done, breaking rules, arguments, lack of honesty, name calling, teasing others, annoying others</p>	<p>learners, defiance of authority, talk back to educator, verbally abusing others, cruel to others non compliance</p>	<p>-How often did educators use punishment in a lesson? -What are the different punishments techniques applied? -What is the average time spent on punishing learners to ensure discipline in class? -Did the punishments applied equate/relate to the misbehaviour?</p>	<p>-Learner not given opportunity to express herself. -Educator provided unclear rules to guide learners conduct -Educator tried to promote good personal relationship with learners. -Educator kept documentation of incidents of learners misbehaviours -Educator instruction and directions are ambiguous. -Class over crowded -Boring lesson (lack of clear instructional goal) and educator pausing for too long during instruction.</p>	<p>-Learners were controlled and not given a choice to choose their behaviours -Learners behaviour were controlled through threats and rewards -educators are authoritarian -Nature of misbehaviour ranges from mild to severe -Educators ignore minor misbehaviours and learners take advantage of that -Good educator-learner relationship that promote effective communication. -Educators keep records of learners misbehaviours -Instruction and directions to learners in class are not clear and ambiguous -Boring lessons with lack of instructional goal especially in mathematics lessons</p>
<p>What drives the misbehaviour</p>	<p>Eternally motivated</p>	<p>Externally and internally motivated</p>	<p>Externally and internally motivated</p>	<p>-Where the consequences consistently implemented at all times when needed? -Where the consequences applied with immediacy? -Where there contracts with stated rules and consequence or</p>	<p>-There are classroom rules pasted in one of the four walls of the classroom but it is not very visible from all the angles of the classroom. -Students have copies of the classroom rules. -as a disciplinary action, learners where referred to the vice principal's office for further action when they misbehave</p>	<p>-Rigid classroom rules -Severe misbehaviours are referred to higher office for further decision -Educator accept excuses for misbehaviour punishable by the school rules (inconsistency) -Lack of inquiry into</p>

				educators had to come up with consequences every time learners misbehaves?	severely. -Educator made use of threats and rewards to control learners behaviour Lesson (Mathematics) was boring and uninteresting and chaotic. -Educator accepted excuses to certain learner misbehaviours that is against the classroom rules	what drives learners to misbehaviour -
Educators' reaction to learners' misbehaviour	Negative confrontation	Positive and negative confrontation	Negative confrontation and focus on learner and not on misbehaviour	-Check proximity between educators and students when implementing consequences. -Where eye contact gesture respected (direct or indirect)? -Voice/tone of educator	-Educator reminded learner of his unsuccessful past. Educator did not identify the reasons behind learners' misbehaviour. -educator fails to alter his reaction to learners misbehaviour and responded immediate -Educator provided discouraging statement to learner and further undermined learner's dignity	-Improper respond to learners misbehaviour -Undermined learners dignity
Learners' respond to educator's reaction	Accept educators reprimand	Accept educators reprimand and ignore certain reprimand	Aggressive and confrontational	-Was educator firm and anger-free when given consequence? -Did educator accept excuses, bargaining or whining from students when dishing consequence? -Were students embarrassed in front of their peers? -Is educator displaying model behaviour for learners to learn from?	-Educator main focus is to win over the learner rather than winning the learner over -educator being too overly negative Educator maintained an authoritarian climate. -Classroom rules are too rigid and do not address the emerging classroom crisis. -Some classroom rules are without consequences -Learner misbehaviour was handled by how it seems and not what drives it.	-Educators target in the discipline game is out of focus -Surface approach to evaluating learners misbehaviour
				-Nature of lesson, interesting or	-Educator made use of a soft voice when	

<p>Learners behaviour change</p>	<p>Temporal behaviour change</p>	<p>Temporal behaviour change</p>	<p>No behaviour change</p>	<p>boring? -Was effort made to find out what drives the misbehaviour? -Was effort made to educate learner on how to behave properly next time? -Did student receive more encouraging statements? -Where channels of communication open for learners to express their?</p>	<p>addressing student. -educator was firm, anger free when responding to learner misbehaviour. -lesson overtaken by learners misbehaviours and educator spent most of teaching time trying to solve disciplinary problems. -Educator too soft and learner do not take her serious. -There are classroom rules in the class but the educator do not refer to them</p>	<p>-Teaching-Learning time Vs Time spent in managing learners misbehaviour -Personal trait weakness</p>
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APPENDIX F

DOCUMENT ANALYSIS CHECKLIST

Main research question

How can Choice Theory be applied in managing and modifying challenging learner behaviours in schools in the Ngaka Modiri Molema District?

SCHOOL ONE REVIEW RESULT VERBATIM

Focus areas	What to look for	Remarks/Notes
1. School disciplinary policies	<ul style="list-style-type: none"> • Clarity of policies • Are there consequences to each rule? • Are there uniform consequences to every misbehaviour • Does the consequence equate the rules? • Are the interventions designs to help students meet their needs through responsible behaviour? • Are there interventions tailored in accordance to the type of disruption and reasons for the misbehaviour? • Are learners voice reflected on the policies? • Do the policies open up communication channels for learners to express themselves? 	
2. Reviews of disciplinary committee meetings minutes	<ul style="list-style-type: none"> • Kinds of sanctions offered to misbehaving students • Consistency of names of misbehaving students • Are there interventions align to the punishments to help modify the learners' behaviours? • Are all stakeholders represented in the disciplinary committee meetings? • Are the consequences to the misbehaviours immediate? • Were the misbehaving learners given the opportunity to express 	

	<p>themselves?</p> <ul style="list-style-type: none"> • Are the sanctions on the learners geared towards controlling the learners' behaviours? • Was there consistency in the punishments sanctioned on the learners? • Was the focus of the consequence on the learner or on the misbehaviour? • Do the punishments include follow-up strategies to modify learners behaviours? • Are the punishments centred on the learner as an individual or on the misbehaviour? 	
<p>3. Classroom rules or contracts</p>	<ul style="list-style-type: none"> • Clarity of rules/contracts • Are there consequences to each rule? • Are there uniform consequences to every misbehaviour • Does the consequence equate the rules? • Are the interventions designs to help students meet their needs through responsible behaviour? • Are there interventions tailored in accordance to the type of disruption and reasons for the misbehaviour? • Do the consequences include behaviour modification strategies? 	

Document analysis checklist summary

Focus areas	What to look for	Notes on findings
<p>4. School disciplinary policies</p>	<ul style="list-style-type: none"> • Clarity of policies • Are there consequences to each rule? • Are there uniform consequences to every misbehaviour? • Does the consequence equate the rules? • Are the interventions designs to help students meet their needs through responsible behaviour? • Are there interventions tailored in accordance to the type of disruption and reasons for the misbehaviour? • Are learners voice reflected on the policies? • Do the policies open up communication channels for learners to express themselves? 	<p>Well formulated schools disciplinary policies</p> <ul style="list-style-type: none"> - School disciplinary policies were clear and comprehensible - Lack of consequences/punishment to every rule/misbehaviour - The consequences/punishment to every misbehaviour is uniform and equate/relate to the misbehaviour <p>Lack of designed interventions to meet learners needs responsibly</p> <ul style="list-style-type: none"> - Most of the consequences are tailored in relation to the type of misbehaviour and not the reasons for the misbehaviour. - Learners voice are not clearly reflected in the policies but they are part of the membership of this committee. - Channels of complains and handling of disciplinary issues for educators according to hierarchy is outlined but little or nothing is done for learners
<p>5. Reviews of disciplinary committee meetings minutes</p>	<ul style="list-style-type: none"> • Nature of sanctions offered to misbehaving students • Consistency of names of misbehaving students • Are there interventions align to the punishments to help modify the learners' behaviours? • Are all stakeholders represented in the disciplinary committee meetings? • Are the consequences to the misbehaviours immediate? • Were the misbehaving learners given the opportunity to express themselves? 	<p>Lack of follow-up interventions to modify learners behaviour</p> <ul style="list-style-type: none"> - Nature of sanctions offered addresses the problem at hand. For instance: - The punishments do not include follow-up strategies to modify learners behaviours <p>Ineffectiveness of current disciplinary strategies</p> <ul style="list-style-type: none"> - Consistency of names of misbehaving learners in disciplinary committee sanction list <p>Stakeholders inactively and cooperatively represented</p> <ul style="list-style-type: none"> - Parent click of stakeholders are always invited but mostly absent. - Most of the parents who are present, their

	<ul style="list-style-type: none"> • Are the sanctions on the learners geared towards controlling the learners' behaviours? • Was there consistency in the punishments sanctioned on the learners? • Was the focus of the consequence on the learner or on the misbehaviour? • Do the punishments include follow-up strategies to modify learners' behaviours? • Are the punishments centred on the learner as an individual or on the misbehaviour? 	<p>voices are not heard in the minutes which indicate their inactiveness</p> <ul style="list-style-type: none"> - The few of those who manage to say something are mostly against the school/they take sides and refuse to be objective which indicate lack of cooperation - Student click are also present physically only. Their voices are not heard. <p>Consequences to learners misbehaviours are not immediate</p> <ul style="list-style-type: none"> - Based on accumulation of misdemeanours/points. <p>Coordination of disciplinary committee meetings</p> <ul style="list-style-type: none"> - Misbehaving learners are not consistently given opportunities to express and defend themselves. In some cases, they are judged upon. - Most of the sanctions passed on the learners are geared towards controlling the learners - Lack of consistencies in the punishment sanctioned on the learners. There are instances where two learners with the same misbehaviour had relatively different sanctions <p>Nature of sanctions are centred on the learner and not on the misbehaviour</p>
<p>6. Classroom rules or contracts</p>	<ul style="list-style-type: none"> • Clarity of rules/contracts • Are there consequences to each rule? • Are there uniform consequences to every misbehaviour • Does the consequence equate the rules? • Are the interventions designs to help students meet their needs through responsible behaviour? • Are there interventions tailored in accordance to the type of disruption and reasons for the misbehaviour? • Do the consequences include behaviour modification strategies? 	<p>Updated and clarified classroom rules</p> <ul style="list-style-type: none"> - Classroom rules are clear and in simple tense - Attach to each rule is a consequence which is uniform, equate and relate to the misbehaviour. <p>Rigid classroom rules</p> <ul style="list-style-type: none"> - Classroom rules are too rigid. In most cases it was just a page with 6-10 rules which does not address even half of what happens in our everyday classrooms - Classroom rules are without interventions designed to help students meet their needs in a responsible way - Interventions/punishments in the classroom rules are tailored in accordance to how the misbehaviour looks like and not what drives the misbehaviour - Classroom rules lack follow up strategies to help modify the behaviours of misbehaving learners.

APPENDIX G

SAMPLE OF DOCUMENTS REVIEWED DURING DOCUMENT ANALYSIS

CLASSROOM RULES OF SCHOOL A

CLASS RULES (Grade 10E)

1. Respect your classmates and educators.
2. No noise making
3. Follow instructions when given
4. Pay attention and participate in class
5. Preserve a positive learning environment
6. No cell phones allowed
7. No late coming
8. Use polite and appropriate language
9. Do your best on your school work and submit on time
10. Do not cheat, plagiarise or copy
11. Be at your best behaviour at all times
12. No drinks or food allowed during school hours (except for water)
13. No mirrors allowed in class (make up) during school hours.

SIGNATURE

DATE: _____

CLASS EDUCATOR _____ **STUDENT REP** _____

SCHOOL DISCIPLINARY COMMITTEE MINUTE

Minutes of disciplinary committee meeting held on the 13th of March 2013 at the principal's office

Apology was received from Mr Medupe who was administering examinations.

Members present

1. Mr Lepothe S.B (Principal)
2. Mr Kukama (Deputy principal)
3. Mr Mahoko (Dean of learner council)
4. Mr Mampone (Member of disciplinary committee)
5. Ms Synthia (SGB member)
6. Mr Asong J.A (Member of committee and victim of theft)
7. Mrs Naledy Jouyc (Mother of learner who is a suspect of stealing a laptop)
8. Lobello Tirisano (learner and suspect of theft)

Agenda

1. Opening and welcome (Principal)
2. Reading of previous minutes and adoption
3. Follow up on the stolen laptop and court ruling
4. AOB
5. Closure

The principal welcomed every member present and went ahead to explain that the session is an urgent one giving that the learner who stole Mr Asong J.A laptop and mother had to return to school with the court ruling on the same case.

The minutes of the previous meetings were read and adopted

Issues raised from the minutes were as follows:

- Has Lobello Tirisano carried out his punishment as per the last meeting discussion? The principal responded by saying he had not done it based on the fact that he was arrested by the police and kept in court study while investigating further on the laptop issue which he confessed he sold it to someone in town for R600.
- Will he write the examination giving that theft of property is a section four offense according to the code of conduct and giving that he had been suspended?

The principal replied that he will only commence his suspension after the court proceedings have been finalised and he will only come in to write the exam and leave the campus immediately.

The decisions of the last meeting on the theft case handed to the culprit were read again and it stated thus:

1. The parents will replace the educator's laptop with a new one since the parents pleaded that they exploited all avenues at their disposal and could not get the very laptop.
2. The learner will be expelled from school but will be allowed to come and write test, SBA or CASS component and exams for the term.

The principal then informed the members that the learner appeared in the Mmabatho magistrate court on the 12th/03/2013 with respect to the laptop case and the court decision demanded that:

1. The parents pay the financial value of the laptop to the educator or replace the laptop within the period of 6 months.
2. The learner should be readmitted back to school and be offered the chance to study since it is the fundamental right of every citizen under the supervision of a social worker who will from time to time pay visits at school and home to monitor the boy/learner.

Deliberating on the court decision, the members present concluded thus:

- The learner will be readmitted as per the court decision but the learner will be suspended for 10 school days.
- They requested parent of learner to meet Mr Asong and decide how to replace the laptop since the parent said she is not knowledgeable about computers and needed guidance.
- The learner if involve in another grade four offence will be expelled from school and the case will no longer be allowed to go to court.
- Members agreed that in the future if such an offence should happen again, it should be dealt with internally before involving the police or as in the case like the one at hand were the learner only confessed to the police, the police will be involved and if the suspect confessed to the school, then the case will be dealt with internally.

On this note, the principal proposed closure and thanked all members present for their participation.

Adoption of minutes

- First _____
- Second _____

Committee chair

Committee Sec

SCHOOLS' POLICIES AND CODE OF ETHICS

CODE OF CONDUCT FOR EDUCATORS

EDUCATORS'S EDUCATIONAL TASK

Although the teacher's primary task is to unlock learning contents for the child, the secondary task, as substitute parent, is a definite educative responsibility. As a substitute parent the educator will demonstrate a pedagogic love for the children in his / her care and demonstrate a heartfelt affection, attachment and deep rooted interest in the child's welfare. By displaying a positive caring disciplined attitude, the teacher will create a climate conducive to the development of trust, authority and understanding. Such environment will to the development of self discovery, self understanding and eventual self actualisation.

1. The educator practice his / her calling in an awareness that education is founded on the bible. He / she shall nevertheless, in the implementation of policy, at all times respect the convictions of both parents and learners in regard to religious education and religious ceremonies.
2. The teacher accept that education has a broad national character that must be cultivated through the conscious expansion of every learner's knowledge of the country, its languages and cultural heritages, histories and traditions.
3. The educator's conduct must set an example so that the child can identify with him / her. The educator instil a sense of norm and values into the child from his / her particular philosophy of life and the child identifies himself / herself with these norms and values on the basis of the example set the teacher.
4. The educator must create a favour atmosphere in the class room in which the pedagogic essences can be actualised. The child must come to the complete unfolding of hi / her potential in this education and teaching situation under the guidance of the class teacher. Differentiated teaching also comes into its own in his / her class since he / she knows each child and his / her potentialities and adapts his / her educative teaching to it so that every child's potential can be fully unfolded.
5. The educator must fully effect an educational relation with the pupils in which the essences of trust, understanding / knowing and authority are all realised. He or she must also form good relationships with the parents in order to get to know the child better (domestic circumstances), so as to be able to guide the child more effectively.
6. The educator must get to know every child (in the formal and informal teaching situation) as an individual with his / her own unique potentialities (cognition, affectivity, sociability, aptitude and interests), and guide him / her towards independence within and also outside the class room situation.
7. Any changes in the child's performance / achievement and behaviour can be appraised / evaluated in the light of these facts. In this way the child's total becoming is monitored on continuous basis.
8. The class manager must always be prepared to identify problems and to deal with less serious behaviour and learning problems himself / herself. Serious problems should be referred to the HOD.
9. The educator guides the learner with regard to :
 - ❖ Effective study methods
 - ❖ Planning a study time table
 - ❖ Managing / use of leisure time and
 - ❖ The planning of extra mural activities
10. The educator has the advantage of being very closely involved with the learners in his / her class room. It is possible for him/ her to get to know each learner with his / her own unique personal potential as well as the learner's parents, and to make an early identification of problems the child might experience so that he / she can act preventatively rather than remedial.
11. It is, however compulsory for every educator to be a member of the South African Council for Educators (SACE). Although this code of conduct is direct to Sebetwane Secondary School, it is imperative that all educators familiarise them with Code of Conduct for Educators as pre scribed by SACE. We at Sebetwane Secondary School support, follow and embrace SACE Code of conduct. Educators should refer to the attached document 'SACE Code of Professional Ethics'.

SOUTH AFRICAN COUNCIL FOR EDUCATORS CODE OF PROFESSIONAL ETHICS

GENERAL

1. The educators who are registered or provisionally registered with the South African Council for Educators :
 - 1.1. Acknowledges the noble calling of their profession to educate and train the learners of our country .
 - 1.2. Acknowledges the attitude ,dedication , self-discipline, ideals ,training and conduct of the teaching profession determine the quality of education in this country.
 - 1.3. Acknowledges ,uphold and promote basic human rights as embodied in the Constitution of South Africa.
 - 1.4. Commit themselves therefore to do all within their power ,in the exercising of their professional duties ,to act in accordance with the ideals of their profession as expressed in this Code , and
 - 1.5. Act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

CONDUCT

THE EDUCATOR AND THE LERANER

2. An Educator

- 2.1. Respect the dignity ,beliefs and constitutional rights of learners and in particular ,children ,which includes the right to privacy and confidentiality .
- 2.2. Acknowledges the uniqueness ,individuality , and specific needs of each learner, guiding and encouraging each to realise his or her potentialities
- 2.3. Strive to enable learners to develop a set of values consistent with the fundamental rights contained in the constitution of South Africa
- 2.4. Exercises authority with compassion
- 2.5. Avoids any form of humiliation ,and refrain from any form of abuse ,physical or psychological
- 2.6. Refrain from improper physical contact with learners
- 2.7. Promotes gender equality
- 2.8. Refrain from any form of sexual harassment (physical or otherwise)of learners
- 2.9. Refrain from any form of sexual relationship with learners at school
- 2.10. Uses appropriate language and behaviour in his / her interaction with learners ,and acts in such a way as to elicit respect from the learners
- 2.11. Take reasonable steps to ensure the safety of learners .
- 2.12. Does not abuse the position she or he holds for financial ,political or personal gain
- 2.13. Is not negligent or indolent in the performance of his or her professional duties, and
- 2.14. Recognise ,where appropriate, the learners as partners in education

CONDUCT

THE EDUCATOR AND THE PARENT

3. An Educator where appropriate

- 3.1. Recognise the parents as partners in education, and promotes a harmonious relationship with them and
- 3.2. Does what is practically possible to put parents adequately and timeously informed about the well being and progress of the learner

CONDUCT
THE EDUCATOR AND THE COMMUNITY

4. An Educator

- 4.1. Recognises that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community, and
- 4.2. Conducts him/ herself in a manner that does not show disrespect to the values, customs and norms of the community

CONDUCT
THE EDUCATOR AND HIS OR HER COLLEAGUES

5. An Educator

- 5.1. Refrain from undermining the status and authority of his or her colleagues
- 5.2. Respect the various responsibilities assigned to colleagues and the authority that arises there from, to ensure the smooth running of the educational institution
- 5.3. Uses proper procedures to address the issues of professional incompetence or misbehaviour
- 5.4. Promote gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues

CONDUCT
THE EDUCATOR AND THE PROFESSION

6. An Educator

- 6.1. Acknowledges that the exercising of his or her professional duties occurs within a context requiring co-operation with and support of colleagues
- 6.2. Behaves in a manner that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute
- 6.3. Keeps abreast of the educational trends and developments
- 6.4. Promote the ongoing development of teaching as a profession
- 6.5. Accepts that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession

CONDUCT
THE EDUCATOR AND THE EMPLOYER

7. An Educator

- 7.1. Recognises the employer as a partner in education
- 7.2. Acknowledges certain responsibilities and authorities are vested in the employer through legislation , and serves his or her employer to the best of his her ability
- 7.3. Refrains from discussing confidential and official matters with unauthorised people or persons

CONDUCT
THE EDUCATOR AND THE COUNCIL

8. An Educator

- 8.1. makes every effort to familiarise him / herself and his / her colleagues with the provision of the Code
- 8.2. complies with the provisions of this Code
- 8.3. Disclose all relevant information to the council
- 8.4. Inform council and or relevant authorities or alleged or apparent breaches of the Code within his / her knowledge
- 8.5. Co-operate with the council to best of his / her ability
- 8.6. Accepts and complies with the procedures and requirements of the Council, including , but not limited to the Registration Procedures , the Disciplinary Procedures of the Council and the payment of compulsory fees

TEACHERS CODE OF DRESS
IN GENERAL

- ✦ Dress in a smart / casual, casual or smart beyond everything presentable way
- ✦ Educators should be well groomed and neatly dressed at all times even on the sports field

N/B

Remember at all times that a neat well groomed educator (that includes everything from hair to shoes) will portray a more positive and professional image to him/herself and to his / her colleagues and learners

❖ *Disciplinary procedures and Grievance Procedures will be followed as guided by the employment of Educator's Act*

Adopted and duly signed by

- 1. Principal :
- 2. Teacher Component in the SGB :
- 3. SGB Chairperson :
- 4. Witness : Union Rep 1 (SADTU) :
- 5. Witness : Union Rep 2 (NAPTOSA) :

- ✚ Participate actively in departmental and union forums, and in developmental opportunities.
- ✚ Protect and respect the educational resources in their care.
- ✚ Accept change through consultation.

THE EDUCATOR AND THE LEARNER

- ✚ Takes reasonable steps to ensure the safety of learners.
- ✚ Is authoritative but compassionate.
- ✚ Does not abuse his/her position for financial, political or personal gain.
- ✚ Does not harass learners sexually or physically.
- ✚ Does not humiliate learners or have sexual relationship with them.
- ✚ Respect the dignity, beliefs and rights of learners, and the right to privacy and confidentiality.
- ✚ Acknowledge the individuality and needs of each child and guides and encourage them to reach their potential.
- ✚ Does his/her best to imbue learners with value consistent with Bill of rights in the Constitution.
- ✚ Use respectable language and behavior and acts in way that will earn respect from learners.
- ✚ NB. Must obey the law which prohibits the use of corporal punishment on learners – SASA (ACT NO. 84 OF 1996: 10 (1)).
- ✚ Know that should any educator fails to comply with the contents of the above act, the Department will deal with him/her accordingly
- ✚ NB. Know that no learners should undertake any tour without having completed indemnity forms

EDUCATOR AND THE PARENT

An educator:

- ✚ Keeps parents informed of a learners progress, through meetings, newsletter and intervention reports.
- ✚ Promote good relationships with parents, recognizing them as partners.

EDUCATOR AND THE COMMUNITY

An educator recognizes that his/her school/institution serve the community, and accepts different customs, codes and beliefs within the community.

EDUCATOR AND COLLEGUES

An educator:

- ✚ Uses proper procedures in cases of professional incompetence or misbehavior.
- ✚ Respects the responsibilities and authority of colleague.
- ✚ Do not harass colleague sexually.
- ✚ Does not undermine the status and authority of colleagues.

EDUCATORS AND THE PROFESSION

An educator:

- ✦ Accepts that he/she has a professional obligation towards education and the induction into teaching of new members.
- ✦ Promotes the ongoing development of teaching as a profession.
- ✦ Keep abreast of educational trends and developments.

EDUCATOR AND THE EMPLOYER

An educator:

- ✦ Does not discuss confidential and official matters with unauthorized people.
- ✦ Found guilty of criminal offence in a court of law may subject to a disciplinary hearing if the offence is also a breach of the code of conduct.
- ✦ Recognizes the employer as a partner.
- ✦ Acknowledges that the employer has responsibilities and authority, and so serve the employer to the best of his/her ability.

EDUCATOR AND THE COUNCIL

The council will on the nature and extent of disciplinary measures against educator guilty of breaching the code of conduct.

LEARNER'S CODE OF CONDUCT

THE IMPORTANCE OF CODE OF CONDUCT

- ❖ To avoid conflict at school.
- ❖ To see to it that school runs smoothly as far as discipline is concerned.
- ❖ So that all stakeholders can be in position of what to do and not to do both inside and outside the school.

HOW TO MAKE THIS CONDUCT, TO WORK AS A LEARNER

- ❖ As a learner I should recognize the right to teach and to be taught without interfere.
- ❖ As a learner, I should avoid violence, vandalism and other in appropriate conduct in our school.
- ❖ As a learner, I am committed to the development of the full potential of myself and a learner, educators and our community at large.

AS A LEARNER, I SHOULD BE RESPONSIBLE IN DEALING WITH EDUCATORS, PARENTS AND OTHER LEARNERS

- ❖ Be punctual for the school, and respond to the school bell.
- ❖ Wear a school uniform with the correct combination of colours as chosen for different days.
- ❖ Do homework, class works, tests and other academic tasks at the right time.
- ❖ Be proud of my school and school work for better results and attraction of the school surroundings.
- ❖ Help where I can with the renovation of the school and upkeep of my school e.g. fixing of the school yard.
- ❖ Support and be subjected to appropriate and fair school discipline.
- ❖ Look after and protect school and school property.
- ❖ To avoid things that can cause us to suffer from national challenges e.g. AIDS, CHOLERA, etc

WHAT I ALSO UNDERTAKE NOT TO DO

- ❖ To destroy or steal school books and other school equipments.
- ❖ To be bully or victimize teachers and learners.
- ❖ To bring or consume drugs or alcohol on school premises.
- ❖ To bring weapons to school or anything else that can endanger the life of other learners.
- ❖ To play with money (zwephe) or dize.
- ❖ To use hands in stead of mugs/buckets to drink water from taps.
- ❖ Fail to do homeworks, class works, tests.
- ❖ Come late to school.
- ❖ Fail to know that littering is an offence.

RIGHT OF LEARNERS

- ❖ Every learner has a right to be loved and protected from harm.
- ❖ Every learner has right to education.
- ❖ Every learner has a right to make mistakes but not purposely and learn from it.
- ❖ Every learner has a right to be proud of his or her heritage and beliefs.
- ❖ Every learner has a right to get special needs.
- ❖ Every learner has a right to fair process in terms of disciplinary procedure.
- ❖ Every learner has a right to school safety.

APPENDIX H

INTERVIEW TRANSCRIPTS

Interview transcript with educators

Categories	Interview questions,	Participants response verbatim	Emerging codes	Themes and patterns; Summary and notes
<p>Applicability of the Choice Theory to classroom discipline</p>	<p>What do you know about the concept Choice Theory?</p> <p>(Educators knowledge of Choice Theory)</p> <p>Do you give learners a chance to make a choice about their behaviour and the consequence to the behaviour?</p>	<p>Participant S1E3: <i>hmmm, not really, in fact no. i have never heard of that concept.</i></p> <p>Participant S3E5: <i>i never heard of it before but i now understand it especially after the briefing we had earlier before the interview.</i></p> <p>Participant S2E4: <i>i heard about it before, but not in the context of discipline and behaviour management</i></p> <p>Participant S1E2: <i>I have heard about it but i don't know how it is implemented in a school set-up.</i></p> <p>Participant S5E1: <i>No! They know little or nothing about what is good for them, so I make the choice about how they should behave.</i></p> <p>Participant S3E2: <i>No, the choice on how they have to behave is already spelled out in the school rules and regulations so they don't have to make any choice.</i></p> <p>Participant S1E4: <i>They partially got a choice in chosen their behaviour and subsequent consequence. This is done through the deciding of the classroom rules.</i></p>	<p><u>Not really, in fact no. i have never heard of that concept</u></p> <p><u>I never heard of it before</u></p> <p><u>I heard about it before, but not in the context of discipline</u></p> <p>No! They know little or nothing about what is good for them, so I make the choice about how they should behave.</p> <p>The choice on how they have to behave is already spelled out in the school rules and regulations so they don't have to make any choice.</p> <p>They partially got a choice in chosen their behaviour and subsequent consequence. This is done through the deciding of the classroom rules.</p>	<p>-Lack of knowledge about Choice Theory</p> <p>-Learners behaviour is controlled by educators.</p> <p>Learners are not given chance to decide on how they want to behave except partially through the making of the classroom rules</p>
		<p>Participant S1E1: <i>There are a number of factors that cause learners to misbehave, they might not be satisfy with the educator and the content,</i></p>	<p><u>Not satisfy with the educator and the content,</u></p>	

	<p>Why do you think learners misbehave?</p> <p>(Reasons for learners misbehaviours)</p> <p>How do you confront a misbehaving learner?</p> <p>(confronting misbehaving learners)</p>	<p><i>they might not be satisfy with the school set up and environment.</i></p> <p>Participant S3E1: <i>At times learners misbehave due to peer pressure and use of substance.</i></p> <p>Participant S2E5: <i>I think there are diverse and various reasons. It could be from background, upbringing and lack of parental guardian and classroom size.</i></p> <p>Participant E3S3: <i>It depend on the type of misbehaviour</i> <i>-I personally don't follow the policies or rules at all time in managing discipline</i> <i>-When I find a learner misbehaving (like in smoking) I discipline at the spot.</i></p> <p>Participant S4E1: <i>when a learner misbehave (when it is serious, I send than to the principal office where further measures are taken.</i></p> <p>Participant S2E1: <i>I normally want to find out why the learner is misbehaving but given the limited time we have for a slot, i normally reprimand a learner and later ask them to see me after the lesson to find out why they misbehave. Some learners' havediverse reasons such as dislike of educator, self-complex.</i></p> <p>Participant S1E4: <i>I normally make them aware that by misbehaving they are not only being prevented from getting the much needed information, but they prevent other as well.</i></p>	<p><u>Not satisfy with the school set up and environment</u></p> <p><u>peer pressure and use of substance</u></p> <p><u>Dislike of educator, self-complex.</u></p> <p><u>Normally make them aware that by misbehaving they are not only being prevented from getting the much needed information, but they prevent other as well.</u></p> <p><u>Personally, i don't follow the policies or rules at all time in managing discipline</u></p> <p><u>I normally want to find out why the learner is misbehaving but given the limited time we have for a slot, i normally reprimand</u></p>	<p>The drive to learners misbehaviour is mostly externally motivated</p> <p>Inconsistency in the approaches used in confronting misbehaving learners</p> <p>Learners are reprimanded before the views are considered</p> <p>Effort is made to educate learners on how to behave properly</p>
<p>Opportunities and challenges in using Choice Theory in managing and</p>	<p>How do you ensure that learners do things that lead to better behaviour and increased success?</p>	<p>Participant S3E3: <i>I tell them what is right and how to do it and i make sure they do it.</i></p> <p>Participant S2E5: <i>For me, eeeh, i do whatever it takes to</i></p>	<p><u>I tell them what is write</u></p> <p><u>I make sure they do it</u></p> <p><u>I do whatever it takes to get them to do</u></p>	<p>-Educators try to</p>

<p>modifying learner behaviours</p>	<p>(teaching learners how to behave responsibly)</p>	<p><i>get them to do behave well and for them to succeed. Even if i have to punish them, i do that.</i></p> <p>Participant SSE3: <i>I am a father too, you know, and i know what is good for my kids, so too are my learners. So i tell them how to behave and that's it. If they don't comply, i make them.</i></p> <p><i>At time I seat with the students and we talk one – on-one as a senior brother and as a parent. In the example of smoking I came with poster of the dangers of smoking on their heath and I try to make them see reason why they are not supposed to smoke.</i></p> <p><i>-I also try to refer them to the lives of some great heroes who have fallen because of addiction of smoking.</i></p> <p><i>-Some will accept to change and change, some will accept in your present and continue in your absence.</i></p>	<p><u>behave well</u></p> <p><u>Even if i have to punish them,</u></p> <p><u>I know what is good for my kids, so too are my learners</u></p> <p><u>If they don't comply, i make them</u></p>	<p>control learners and the behaviour of learners.</p> <p>Effort is made to teach learners how to behave responsibly</p>
	<p>What are your views towards the use of punishment and rewards (not corporal) in managing learners' misbehaviour? (educators views towards the use of punishment and rewards on learners)</p>	<p>Participant S4E3: <i>I think punishment is the only way forward. Learners deserve to be punished if they misbehave, so it's ok to use punishment in managing misbehaviour.</i></p> <p>Participant S1E5: <i>I am in favour of the use of punishment in managing learner's misbehaviour and not rewards. What are we rewarding them for? For their misbehaviour? This is where i think corporal punishment should be reinstated. It worked for us and can as well work for these learners.</i></p> <p>Participant S3E1: <i>I strongly agree in the use of punishment to make learners behave well. Our learners are out of control. That's the only music they dance to these days.</i></p>	<p><u>Punishment is the only way forward. Learners deserve to be punished if they misbehave</u></p> <p><u>I am in favour of the use of punishment in managing learner's misbehaviour and not rewards</u></p> <p><u>It worked for us and can as well work for these learners</u></p> <p><u>I strongly agree in the use of punishment to make learners behave well</u></p> <p><u>That's the only music they dance to these days</u></p>	<p>-Punishment is a necessary tool for managing learner misbehaviour (over reliance on the use of punishment)</p> <p>-Lack of proper awareness on the use of rewards in managing behaviour of learners</p> <p>-Limited knowledge on other strategies except the use of punishments in managing learners misbehaviours</p>

		<p>Participant S1E2: I support the use of punishment, only if it is corrective. Like in the case of a learner who fails to do his homework, and is punishment has not done anything on the offence. I accept a punishment in which when learners are doing the punishment, they benefit academically at the same time.</p> <p>Participant:</p>		
<p>Do you use punishment in managing challenging learners' behaviours in schools?</p> <p>How often do you use punishment in managing learners' misbehaviour?</p> <p>(Consistency in the reliance and use of punishment)</p>	<p>Participant S2E4: Whenever the learners misbehave, i punish them. I don't spare them, because if you spare them, they take advantage of you.</p> <p>Participant S5E2: I only use punishment when the offence is serious.</p> <p>Participant S2E5: I use punishment and at times even use corporal punishment. Maybe twice a week or thrice a week. I normally group the type of punishment at time because we have limited time to t each while managing discipline.</p> <p>Participant S3E2: Yes I do use punishment it is a way to let learner understand that they have done something wrong and need to be reprimanded. Some of the strategies i use will depend on the offence.</p> <p>Participant S2E2: Not often but will use punishment when case of misbehaviour occurs. But it depends on the nature of the misbehaviour, some minor misbehaviour is ignored and others are dealt with in order not to set the presidencies.</p>	<p><u>Whenever the learners misbehave, i punish them. I don't spare them,</u></p> <p><u>I only use punishment when the offence is serious</u></p> <p>I use punishment and at times even use corporal punishment. Maybe twice a week or thrice a week. I normally group the type of punishment at time because we have limited time to t each while managing discipline.</p> <p>Yes I do use punishment it is a way to let learner understand that they have done something wrong.</p> <p>Not often but will use punishment when case of misbehaviour occurs. But it depends on the nature of the misbehaviour, some minor misbehaviour is ignored</p>	<p>-Consistent use of punishment in managing misbehaviour</p> <p>-Reliance on punishment in managing learner misbehaviour</p>	
		<p>Participant S4E1: Sometime, let say a learner who does not</p>	<p>I might say in a biology class if the assignment</p>	

	<p>What are the different punishments techniques used to manage learners misbehaviours?</p>	<p><i>do his /her work I want to punish that learner, I might say in a biology class if the assignment was to draw the heart and laser it, I might keep the learner during break or after school to draw and label the diagram in front of me. Or ask him to draw and label that some diagram four times and label it.</i></p> <p><i>I use detention also with other misbehaviour. At time I use other methods which I cannot explain now.</i></p> <p>Participant S1E3: <i>In the beginning of the year, learner and educators try to set down rules; we came up with certain punishment when learners break the rules. For instance if the learner chew bubble gum in class, the learner write "I will never chew bubble gum in class" 500 times and that is included in the learner file. So that HOD, parent and SMTs may understand the different learner and the behaviour the form of punishment depends on the misbehaviour the learner presented</i></p>	<p>was to draw the heart and laser it, I might keep the learner during break or after school to draw and label the diagram in front of me. Or ask him to draw and label that some diagram four times and label it</p> <p>I use detention also</p> <p>At time I use other methods which I cannot explain now.</p> <p>If the learner chew bubble gum in class, the learner write "I will never chew bubble gum in class" 500 times and that is included in the learner file</p>	<p>-Use of diverse punishment strategies depending on the nature of misbehaviours.</p> <p>-Most punishment strategies are geared towards promoting academic excellence</p> <p>-Continuous but partial use of unethical or corporal punishment.</p> <p>-Focus is on punishing learners and not the misbehaviour</p>
	<p>How would you refer to the effectiveness of punishment in managing learners' misbehaviour? (Effectiveness of punishment)</p>	<p>Participant S2E1: <i>If I say there is a change of learner's behaviour after the use of the punishment above, then I am lying. Most time the punishments only correct the misbehaviour within the short period of time the next day the same misbehaviour resurfaces.</i></p> <p><i>-so I can say punishment is not effective, I think we need other approach to manage this misbehaviour of learners.</i></p> <p>Participant S3E4: <i>The learners i have had in many years in the profession have shown considerable changes with punishment. After the learner undertake the punishment</i></p>	<p>If I say there is a change of learner's behaviour after the use of the punishment above, then I am lying the punishment only correct the misbehaviour within the short period of time the next day the same misbehaviour resurface</p> <p>I can say punishment is not effective.</p> <p>The learners i have had in many years in the profession have shown considerable changes with punishment</p> <p>Learners who undertake punishment</p>	<p>-Mixed feelings about the effectiveness of punishment as a means of managing challenging learners behaviours.</p>

		<p>after the misbehaviour, the learners always come back to the educator at the end of the lesson to apologise and confess, this shows that the learner acknowledges that their behaviour was not the best and they promise to do better and well behave in future.</p> <p>Learners who undertake punishment help to orientate their fellow learners to instil and maintain discipline in class.</p>	<p>help to orientate their fellow learners to instil and maintain discipline in class</p>	
	<p>Judging from students to whom punishment has been used, has there been a temporal or permanent behaviour change? (educator priority in the use of punishment or goal of punishment)</p>	<p>Participant S1E1: Change of learner misbehaviours is temporal.</p> <p>Participant S3E5: Since we do not follow at home to see what happens at home, i will say it's a temporal change of behaviour to suit the requirements of that institution.</p>	<p>Change of learner misbehaviours is temporal.</p> <p>I will say it's a temporal change of behaviour to suit the requirements of that institution.</p>	<p>-Punishment leads to temporal behavioural change in learners</p>
	<p>How do you enforce punishment to student's misbehaviour? Do you take time to identify the goal of a student's misbehaviour before enforcing punishment? (identifying reasons for learners misbehaviour before applying punishment)</p>	<p>Participant S2E4: Reaction to learner misbehaviour in most cases in a spontaneous reaction.</p> <p>Participant S4E3: I can say 10% chances do I really find out why the learner misbehaviour and this is most when the quiet and obedient learners are the victims. But for some of the regular misbehaving learners, I just without asking why.</p> <p>The entire leaner are not treated equally when I respond to their misbehaviour. Some learner follow the cool approach and other don't, as such the approach changes with the type of leaners.</p> <p>Participant S1E3: Because of very limited time to cover whatever was planned in a lesson, I hardly give learners</p>	<p>Reaction to learner misbehaviour in most cases in a spontaneous reaction.</p> <p>I can say 10% chances do I really find out why the learner misbehaviour</p> <p>Because of very limited time to cover whatever was planned in a lesson, I hardly give learners chance to express themselves. My reaction is mostly spontaneous.</p>	<p>-Spontaneous reaction to learners misbehaviours</p> <p>-Inequality in reacting to learners misbehaviours.</p> <p>-Direct relationship between time available and managing learners miabeaviour</p>

		<p>chance to express themselves. My reaction is mostly spontaneous. During break learners may want to appeal to their punishment and if their appeal is considered, the punishment might be withdrawn.</p>		
	<p>How do you ensure that the consequence (punishment) that a learner receives equates/relates to the misbehaviour? (equating the punishment to the misbehaviour)</p>	<p>Participant S2E5: Late coming: stand and take notes Consistent late coming: write to parents</p> <p>Participant S5E2: I am very consistent whenever a particular misbehaviour occur, relative punishment follows irrespective of the learners</p> <p>Participant S3E1: The issue of equating the punishment to misbehaviour is very difficult. Because the purpose the purpose of the punishment is actually for the learner to understand that the action he did was not the best. But if a child fails to do his homework, my punishment must see to it that he does the home work and not clean the toilet.</p>	<p>The issue of equating the punishment to misbehaviour is very difficult.</p> <p>Because the purpose of the punishment is actually for the learner to understand that the action he did was not the best.</p>	<p>-Limited knowledge on equating punishment to misbehaviour</p>
<p>Managing and modifying learner behaviour in an assertive, yet non-confrontational approach in schools</p>	<p>How would you react to a student who is talking in class, disturbing others, and not getting her work done?</p> <p>Do you have classroom rules which are enforced at all times?</p>	<p>Participant S2E5: Change the seat of the learner</p> <p>Participant S1E4: We have classroom rules but we don't apply then strictly because we swap classes and the might not be the same across the classes.</p> <p>Learners were involved in designing classroom rules. Learner did all their rules sign it then the principal also sign it they even included corporal punishment.</p>	<p>Change the seat of the learner</p> <p>Send the learner out of class</p> <p>Find out why she is misbehaving</p> <p>We have classroom rulers but we don't apply then strictly because we swap classes and the might not be the same across the classes.</p> <p>Learners were involved</p>	<p>-Diverse punishment strategies of dealing with misbehaving learners</p> <p>-Both learners and educators took part designing of classroom rules although in different capacities</p> <p>-Availability of classroom rules</p>

	<p>How would you approach the selection of rules and procedures for your class at the start of a school year?</p> <p>(Approach and procedure in selecting classroom rules)</p> <p>How often do you change contracts? Does your contract change with the class needs?</p> <p>(Criteria/consistency in changing classroom rules)</p>	<p><i>I have used certain classroom rules that I met in the class but with the help of the student we try to refine the rules we don't use them as they are.</i></p> <p>Participant S2E5: <i>we have classroom rules</i> <i>Next to our classroom rules are forms of punishment that applies to defaulters who break those rules.</i> <i>Applying classroom rules always; each at times we try to stick to the later and at times we deviate, because there are some situation where the rules are soft.</i></p> <p>Participant S1E5: <i>What we do is at the beginning of the year, the learners coordinate, they put their points and we decide how we can implement after serious debates. That which is accepted we go with it and that which is rejected, we keep aside. But since they reject some points because they fear becoming victims, I tell them it will be determine by scenario.</i></p> <p>Participant S3E4: <i>Rules are not imposed on the learners. It is a general agreement we change classroom rules yearly, these are put there at the beginning of the year and we carry on with them throughout the year.</i></p> <p>Participant S5E5: <i>Laws or rules that so many people have gone against we change and that so many people have respected, we maintain. As such, we change rules as classroom need changes.</i></p> <p>Participant S4E5: <i>Rules are or can be change depending on the context and needs of the class.</i></p>	<p>in designing classroom rules.</p> <p>we have classroom rules</p> <p>Next to our classroom rules are forms of punishment that applies to defaulters who break those rules.</p> <p>Applying classroom rules always; at times we try to stick to the later and at times we deviate, because there are some situation where the rules are soft.</p>	<p>-Incomplete classroom rules which do not address most classroom misbehaviours</p> <p>-Classroom rules not strictly adhere to.</p>
	How often do you		I have hardly organized	

	<p>have classroom meeting and how are they conducted?</p> <p>(Using classroom meetings as a means to ensure discipline and managing misbehaviours)</p>	<p>Participant S2E2: <i>I have hardly organized classroom meetings. I only succeeded in talking to a group of learners.</i></p> <p>Participants S1E4: <i>when we organize classroom meeting, learners don't attend.</i></p> <p>Participant S4S2: <i>As a classroom educator, once a week when i have double period, I try to dedicate about 10 – 15 minutes to and listen to learners about their needs. As educators we also have our weaknesses which learners are not comfortable with and by having meeting with them, they express these and it helps us to improve on ourselves. Some of these meeting terms from what colleagues have to say about are classes.</i></p>	<p>classroom meetings.</p> <p>When we organize classroom meeting, learners don't attend.</p> <p>As a classroom educator, once a week. When i have double period, I try to dedicate about 10 – 15 minutes to and listen to learners about their needs.</p>	<p>Lack of classroom meetings with students for the purpose managing discipline.</p>
	<p>Do you consider that boredom as a result of uninteresting lessons can foster discipline problems in your class? How do you try to resolve that?</p> <p>(uninteresting lessons as a source of learners misbehaviour)</p>	<p>Participant S1E3: <i>Yes, boredom can cause disciplinary problems in classroom some topics are first boring no matter how the educator tries to teach it. When it comes to such topic, I give the learners class work in order to get everybody involved</i></p> <p>Participant S3E3: <i>It depends on the mode of the learner at a particular time of the day and not the topic being interested or boring.</i></p> <p>Participant S2E1: <i>When learners are tired and moody, there are bound to misbehave and there is nothing you can do as a educator.</i></p>	<p>Yes, boredom can cause disciplinary problems in classroom some topics are first boring no matter how the educator tries to teach it.</p> <p>It depends on the mode of the learner at a particular time of the day and not the topic being interested or boring</p>	<p>-Boredom leads to misbehaviour in class.</p> <p>-Boredom is as a result of learners' mode and nature of certain topics and not uninteresting lesson.</p> <p>-Educators have limited ideas on dealing with misbehaviours as a result of boredom.</p>
	<p>Do you consider the fact that acting out is sometimes an act of sanity when disciplining learners?</p> <p>(Ignoring unnecessary distraction)</p>	<p>Participant S4E5: <i>Yes, acting out is acceptable. But it depends on the learner and the kind acting out. Times I learn from it.</i></p> <p>Participant S3E2: <i>No! When learners act out, it's an act of disrespect so they deserve to</i></p>	<p>Yes, acting out is acceptable. But it depends on the learner and the kind acting out.</p> <p>No! When learners act out, it's an act of disrespect so they deserve to be punished and I punish them.</p>	<p>Educators respond to almost every utterance in the classroom, even unnecessary distraction.</p>

		<p><i>be punished and I punish them.</i></p> <p>Participant S1E4: <i>yes, it may be an act of sanity but that does not make it right so the learner has to be punished.</i></p>	<p>it may be an act of sanity but that does not make it right</p>	
	<p>How do you view the process of dealing with student behaviour? Do you see it as part of your job or something that comes with your job?</p> <p>(impact of educator perception of his duty towards managing discipline)</p>	<p>Participant: <i>I see managing discipline as part of my job as an educator and a parent.</i></p> <p>Participant S3E1: <i>The system of our schools see educator involve in everything that happens in the classroom. As such disciplining is part of my job.</i></p>	<p>I see managing discipline as part of my job as a educator and a parent</p> <p>The system of our schools see educator involve in everything that happens in the classroom. As such disciplining is part of my job</p>	<p>The duty of managing discipline or managing learners behaviour is rightly perceived</p>
	<p>How do you integrate your discipline strategy in your teaching methodology?</p> <p>(integrating discipline plan in teaching methodology)</p> <p>What is your view towards the use of current disciplinary strategies to learners' misbehaviours looking at the constant rise in learners' misbehaviours in schools today? Are the disciplinary strategies resulting in decrease in challenging learners' behaviours?</p>	<p>Participant S4E3: <i>In certain topics, my lesson plan specify how discipline will be done in class and in some topics, it is difficult. Sometime, I integrate it unconsciously.</i></p> <p>Participant S2E5: <i>Learner does not fine interest in certain learning areas and topic, like English. Unfortunate for them, English is the medium of communication. As such i am a bit rigorous in my approach so that our purpose is not defeated.</i></p> <p>Participant S3E1: <i>They are ineffective</i></p> <p>Participant S1E2: <i>They seem to be effective for some learners and not effective for others. But I believe it has to do with the nature of the school and the background of the learners. Admission policies of certain schools accept learners from every background and are as such expose to uncontrollable disciplinary problems</i></p>	<p>In certain topics, my lesson plan specify how discipline will be done in class and in some topics, it is difficult. Sometime, I integrate it unconsciously.</p> <p>They are ineffective</p> <p>They seem to be effective for some learners and not effective for others. But I believe it has to do with the nature of the school and the background of the learners</p>	<p>Lack of knowledge and inconsistency in integrating discipline plan in teaching methodology.</p> <p>Ineffective current disciplinary techniques in schools.</p>
<p>Effectiveness of Choice Theory in</p>	<p>As an educator, what is your main goal</p>	<p>Participant S2E5: <i>I want to see some transformation in the</i></p>	<p>I want to see some transformation in the</p>	<p>-Use of pain to see some</p>

<p>managing and modifying learner behaviour</p>	<p>when punishing a misbehaving learner?</p> <p>(main goal for punishing a misbehaving learner)</p> <p>When applying punishment on misbehaving learners, where is your focus and why? Do you focus on what happens in the present or the future?</p> <p>(focus of using punishment)</p> <p>What techniques do you use to ensure a permanent behaviour change of misbehaving learners?</p> <p>How do you help students make responsible choices on how to conduct themselves?</p>	<p>learner, having the poor attitude aside and adopting a good attitude .At time I punish because I want to inflict pain.</p> <p>Some student I can't cause pain because they are hardened and pain does not scare them. While it work for others. As such I talk with them one on one.</p> <p>Participant: Change of behaviour that is for the learners to be responsible and will behave learner in the future. It is not to inflict pain but a form of correction and not to set precedence on the other learner.</p> <p>Participant: My focus when I apply punishment is a about seeing that the seeing in the situation is addressed in the present very few cases do we consider the future.</p> <p>Participant: The focus is both trying to arrest the situation at the particular moment and also trying to ensure that such actions do not repeat themselves in the future</p> <p>Participant: I constantly discipline them whenever they misbehave until they decrease from the misbehaviour. But I tell you it is difficult for these learners to get a permanent change in behaviour. For some, they even get worse.</p> <p>Participant: I try talking to them, you know advice them. Especially if punishment seems not to be working. But this cannot also guarantee a permanent change in misbehaviour.</p> <p>Participant: I refer them to the school counselor where they will get help.</p>	<p>learner, having the poor attitude aside and adopting a good attitude.</p> <p>At time I punish because I want to inflict pain.</p> <p>Some student I can't cause pain because they are hardened and pain does not scare them.</p> <p>Change of behaviour that is for the learners to be responsible and will behave learner in the future.</p> <p>My focus when I apply punishment is a about seeing that the seeing in the situation is addressed in the present very few cases do we consider the future.</p> <p>..also trying to ensure that such actions do not repeat themselves in the future</p> <p>I constantly discipline them whenever they misbehave until they decrease from the misbehaviour.</p> <p>....You know, it is difficult for these learners to get a permanent change in behaviour. For some, they even get worse.</p> <p>..try talking to them, you know advice them.</p> <p>This cannot also guarantee a permanent change in misbehaviour</p>	<p>transformation and change of behaviour</p> <p>-Most educators focus on the present outcome when punishing misbehaving learners.</p> <p>-Some focus on both the present and the future.</p> <p>-Constant punishment and advice is used to ensure a permanent change in behaviour but it is ineffective</p> <p>-External support from counselors and motivational speakers is also used</p>
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	<p>In your effort towards building responsible behaviours, how do you ensure that educators, students and parents work together rather than at odds with each other?</p> <p>What is the focus of your discipline plan? Does it focus on action, resolution and prevention dimension?</p>	<p>Participant: Like I said before, we try to advise them on the outcome of some of the poor behaviours they are displaying.</p> <p>Participant: i tell them the success stories of renowned people and also stories of the downfall of many great people due to their misbehaviours and hope they will learn from that.</p> <p>Participant: We normally use to invite guess speakers to talk to them.</p> <p>Participant: That is normally taking care of by our school counselor.</p> <p>Participant: Uhmm, we normally invite parents to our disciplinary hearings so that they are made aware of our strategies in disciplining their kids. This also gives us problems because in some cases, the parents turn to take sides with their children. That puts us at odds again. Some parents will not make any contribution when we invite them.</p> <p>Participant: We report to parents about the conduct of their children in school through learners file. But reports have reached us that most of the parents don't even check the learners' files. That is not helping at all.</p> <p>Participant: You see, as a school we do our best to get parents involved in our efforts towards building responsible behaviours in our learners. We report to them over the phone, we send them letters with detail reports and even invite them to discuss about their</p>	<p>We try to advise them on the outcome of some of the poor behaviours they are displaying</p> <p>Invite motivational speakers to talk to them.</p> <p>That is normally taking care of by our school counselor.</p> <p>Invite parents to our disciplinary hearings so that they are made aware of our strategies in disciplining their kids.</p> <p>In some cases, the parents turn to take sides with their children. That puts us at odds again.</p> <p>Report to parents about the conduct of their children in school through learners file.</p> <p>Most of the parents don't even check the learners files. That is not helping at all.</p> <p>We report to them over the phone, we send them letters with detail reports</p> <p>Some of them don't show up.</p> <p>I don't have a discipline plan but if I was to have one, it would focus on prevention.</p> <p>Mine focus on action</p>	<p>-Schools make efforts to work together with parents rather than at odds</p> <p>-This is done through invitations, phone calls, and reports on learners conduct.</p> <p>-Lack of interest and redundancy from parents to work together with educators in this regard</p> <p>-Most educators don't have discipline plans</p> <p>-Educators mistake classroom rules for discipline plan</p> <p>-Lack of knowledge about discipline plans</p> <p>-Educators perception of a discipline plan focus on action and</p>
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	<p>How have families and community been involved in the modification of the behaviour of their children when they misbehave in schools?</p>	<p><i>kids behaviour but some of them don't show up. In some cases, I doubt if they even talk to their kids at home about these things.</i></p> <p>Participant: <i>To be honest I don't have a discipline plan but if I was to have one, it would focus on prevention.</i></p> <p>Participant: <i>if discipline plan here is something similar to classroom rules, then I can say mine focus on action and resolution. We really don't have rules which are geared towards preventing learners misbehaviours as such</i></p> <p>Participant: <i>You know, learners and humans in general are unpredictable. So it is difficult to plan on how to manage a behaviour which has not occurred yet. As such I can only plan on how to take care of a misbehaviour when it happens</i></p> <p>Participant: <i>Uhhh,I think from the look of the code of conduct of our school and the school rules and regulations including some classroom rules, one can say the plans are all focus on action resolution and prevention because their existence prevents learners from displaying certain misbehaviours and when they do, it also resolve and act upon.</i></p> <p>Participant: <i>It is said, I quote 'charity begins at home.' I thinks what families need to do is to orientate their children properly at home. Then they will behave well in school. But they don't do it. They abandon everything to the educators.</i></p> <p>Participant: <i>They should</i></p>	<p>and resolution.</p> <p>We really don't have rules which are geared towards preventing learners misbehaviours as such I can only plan on how to take care of a misbehaviour when it happens</p> <p>The plans are all focus on action resolution and prevention because their existence prevents learners from displaying certain misbehaviours and when they do, it also resolve and act upon.</p> <p>Families need to do is to orientate their children properly at home. Then they will behave well in school.</p> <p>They don't do it. They abandon everything to the educators</p> <p>honor the request of schools to come and discuss about matters relating to their children conduct and behaviour</p> <p>Not take side and support their kids but be fair and help the school in changing the learner.</p> <p>Since they don't do any of these thinks, I can say they are not involved.</p> <p>Show love and concern for their kids, check on their files, talk to them about reports from</p>	<p>resolution</p> <p>-Lack of family and community involvement in the behaviour modification of learners.</p>
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<p>Managing and modifying learner behaviours in an assertive, yet non-confrontational way in schools (How can we help students meet their needs through responsible, non-disruptive behaviour and to develop long-term life skills?)</p>	<p>Do you consider learners dignity in the act of choosing and using disciplinary strategies on misbehaving learners?</p> <p>(respecting learners dignity while punishing their misbehaviours)</p>	<p>Participant: <i>At time I consider the learner dignity but there are certain scenarios that learner's dignity is undermined. Especially situation where the learners misbehaviour is also affecting your dignity as a educator.</i></p> <p>Participant: <i>I do not punish learners to run down their dignity. I try as much as possible that the kind of punishment that I administer to learners will not run down their personalities.</i></p> <p>Participant: <i>I try to consider learners' dignity when I punish them but at times things just get off hand when the learners want to fight back.</i></p>	<p>At time I consider the learner dignity but there are certain scenarios that learner's dignity is undermined. Especially situation where the learners misbehaviour is also affecting your dignity as a educator.</p> <p>I do not punish learners to run down their dignity.</p> <p>I try as much as possible that the kind of punishment that I administer to learners will not run down their personalities.</p>	<p>-Inconsistent consideration of learners' dignity during punishment.</p>
	<p>What are your views of what motivates learners' behaviour? Are they internally or externally motivated?</p> <p>How do you meet these needs so as to curd their influence in motivating learners'</p>	<p>Participant: <i>What drive learner's misbehaviours are both internal and external but it is mostly driven externally.</i></p> <p>Participant: <i>I think it both internal and external .It is just that as a educator i cannot solve the internal needs and I cannot address all their needs for i also have my own needs.</i></p>	<p>I think it both internal and external.</p> <p>It is just that as a educator i cannot solve the internal needs and I cannot address all their needs for i also have my own needs.</p> <p>Some learner may</p>	<p>-Learners misbehaviour is driven by both internal and external desires.</p> <p>-Little attention is</p>

	misbehaviour?	<i>Some learner may misbehave base or because of parental background, that as a educator we can't control. Misbehaviour such as broken home, lack of finance, we cannot handle. But we use to refer such cases to the life orientation department where further measures are taken.</i>	misbehave base or because of parental background, that as a educator we can't control. Misbehaviour such as broken home, lack of finance, we cannot handle.	driven towards meeting the internal needs of learners
	How do you ensure communication between students and between student and educator? (Ensuring communication between learners and educators as a means of managing misbehaviours)	Participant: <i>We use to take periods in groups; the learners discuss about themselves and share their experience. I also keep open door policy where learners can tell me anything about their educational and private life both at home and in school.</i> Participant: <i>I encourage other learners to report to me when there is behavioural changing in their follow learners.</i>	The learners discuss about themselves and share their experience. I also keep open door policy where learners can tell me anything about their educational and private life both at home and in school. I encourage other learners to report to me when there is behavioural changing in their follow learners.	-Open channels of communication between learners and educators
	How is Choice Theory defended biblically? After the briefing on the underpinnings of Choice Theory, what are your views towards the application of the theory in managing and modifying challenging learners' behaviours in schools? How effective is Choice Theory practically in managing and modifying challenging learners' behaviours in schools?	Participant: <i>I think it's worth given a try</i> Participant: <i>I belief it may be the answer to the disciplinary problems we have been facing but I still insist that it has to looked at carefully</i> Participant: <i>If all the stakeholders involved are properly trained on underpinnings of the concept and how to apply it in schools and classrooms, then I think it will bring the necessary change</i> Participant: <i>I am worried about two things in this concept. One it is time consuming and requires a lot of training, and secondly, it</i>	I think it's worth given a try it may be the answer to the disciplinary problems we have been facing I still insist that it has to looked at carefully If all the stakeholders involved are properly trained on underpinnings of the concept and how to apply it in schools and classrooms, then I think it will bring the necessary change it is time consuming and requires a lot of training, it exposes learners to risk,	-Choice theory is desired with due consideration of careful planning - Time consuming, lot of training, and exposing learners to risk are identified weaknesses of the theory.

		<i>exposes learners to risk, you know allowing some of these learners to choose the way they want to behave, when they know nothing, I tell you they will go astray.</i>		
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Interview transcript with learners

Categories	Interview questions	Participants response verbatim	Emerging codes	Themes and patterns
Applicability of the Choice Theory to classroom discipline	What do you know about the concept Choice Theory?	<p>Participant S1L3: <i>I have no idea about the theory.</i></p> <p>Participant S3L2: <i>She is right sir, I have never heard about the theory. This the first time I am hearing about the theory.</i></p> <p>Participant S2L5: <i>Sir all I can say I know about the theory is what you just explain to us now.</i></p>	<p>I have no idea about the theory.</p> <p>I have never heard about the theory.</p> <p>This the first time I am hearing about the theory.</p> <p>All I can say I know about the theory is what you just explain to us now.</p>	-Lack of knowledge about choice theory
	Are you given learners a chance to make a choice about your behaviour and related consequences?	<p>Participant S4L1: <i>No sir.</i></p> <p>Participant S1L4: <i>They (educators) tell us what to do and how to do it and expect us to do it. They don't ask our opinion.</i></p> <p>Participant S2L3: <i>the only time we are partially given a chance to make a choice is at the beginning of the school year when we make the classroom rules. Despite this, they still impose on our decision.</i></p>	<p>No sir.</p> <p>They (educators) tell us what to do and how to do it and expect us to do it. They don't ask our opinion.</p> <p>The only time we are partially given a chance to make a choice is when we make the classroom rules.</p> <p>Despite this, they still impose on our decision.</p>	<p>-Learners behaviours are controlled.</p> <p>-Learners are not given a chance to decide on their behaviours</p>
	How are you approached when you misbehave?	<p>Participant S1L4: <i>Our educator will say, 'what does the rule say about this?' And the class will respond and she will punish us.</i></p> <p>Participant S5L2: <i>They will just come and punish us. At times they even say nasty words to us when they shout at us.</i></p> <p>Participant S3L1: <i>At times they</i></p>	<p>She will punish us.</p> <p>They will just came and punish us.</p> <p>At times they even say nasty words to us when they shout at us.</p> <p>ask us why we behaved the way we did and</p>	-Confrontational approach by educators to misbehaving learners

		<i>will ask us why we behaved the way we did and sometimes they will just punish us or warn us</i>	sometimes they will just punish us or warn us	
What are your views towards the use of punishment (not corporal) in managing your misbehaviour?	<p>Participant S1L1: <i>Well for me, I don't like it when they punish us especially when they ask us to do the difficult punishment as if we are criminals. Rather they should talk to us in a polite way.</i></p> <p>Participant S3L4: <i>I also don't like to be punished but there are students who will take advantage of the educator if they are not punish. So what I think is that educators should punish but no always and also they should not punish us as if we are slaves.</i></p>	<p>I don't like it when they punish us</p> <p>Rather they should talk to us in a polite way.</p> <p>There are students who will take advantage of the educator if they are not punished.</p> <p>Educators should punish but no always and also they should not punish us as if we are slaves.</p>	<p>-Learners have mixed feeling about the use of punishment.</p> <p>-The use of punishment is inevitable</p>	
How often do educators use punishment on you when you misbehave?	<p>Participant S2L5: <i>All the time</i></p> <p>Participant S2L3: <i>Whenever there is a problem in class, they just punish but when it comes to some students they don't punish them.</i></p> <p>Participant S1L3: <i>Is true but there are times when they just warn or shout at us but they don't punish us.</i></p>	<p>All the time</p> <p>Whenever there is a problem in class, they just punish</p> <p>When it comes to some students they don't punish them.</p> <p>There are times when they just warn or shout at us but they don't punish us.</p>	<p>-Educators rely so much on the use of punishment in controlling learners behaviours</p> <p>-Educators discriminate amongst learners in the use of punishment</p>	
What are the different punishments techniques used?	<p>Participant S4L5: <i>At times they ask us to go out of the class or to stand up in class or to kneel down.</i></p> <p>Participant S3L5: <i>They use to detain us in school while others go out.</i></p> <p>Participant S4L4: <i>They use to ask us to pick papers around the school or clean the toilets or classroom. At times we are asked to work in the school compound.</i></p>	<p>Go out of the class, stand up in class, and kneel down.</p> <p>Detain us in school while others go out.</p> <p>Pick papers around the school, clean the toilets or classroom.</p> <p>Work in the school compound.</p> <p>They also use to beat us.</p>	<p>-Educators make use of variety of non-corporal punishment techniques</p> <p>-corporal punishment is still practiced.</p>	

<p>Opportunities and challenges in using Choice Theory in managing and modifying learner behaviour</p>		<p>Participant S5L1: <i>Is like you guys are afraid to say this; they also use to beat us. But some educators will ask us to write many words.</i></p>	<p>Ask us to write many words.</p>	
	<p>How would you refer to the effectiveness of punishment in managing your misbehaviour?</p>	<p>Participants S3L4: <i>Sir you know what, punishment is not effective because the students are still misbehaving even after the punishment.</i></p> <p>Participant S1L3: <i>some of the students are scared of being punish so they try not to cause problems.</i></p> <p>Participant S2L3: <i>Sir, they punish me all the time, even when I am innocent, I hate some of them. But I am use to doing the punishment so I don't care.</i></p>	<p>Punishment is not effective because the students are still misbehaving even after the punishment.</p> <p>Students are scared of being punish so they try not to cause problems.</p> <p>I am use to doing the punishment so I don't care.</p>	<p>-Punishment is not effective to an extend</p> <p>-Punishment creates fear that temporarily prevent learners from misbehaving</p>
	<p>When educators enforce punishment on you, do they take time to identify the reasons for the misbehaviour before enforcing punishment?</p>	<p>Participant S2L2: <i>No! they just punish</i></p> <p>Participant S3L1: <i>Yes but not always</i></p> <p>Participant S1L3: <i>At times they ask and sometimes they just punish</i></p> <p>Participant S4L2: <i>They ask for some learners and for some of us they don't</i></p>	<p>No! they just punish</p> <p>Yes but not always</p> <p>At times they ask and sometimes they just punish</p> <p>They ask for some learners and for some of us they don't</p>	<p>-Little effort is made towards identifying the reasons behind learners misbehaviour before they are punish</p> <p>-Punishment promotes discrimination.</p>
	<p>Do you think that the consequence (punishment) that you receive equates/relates to the misbehaviour?</p>	<p>Participant S1L1: <i>no, they punish us as if you are a slave. Even when is a small thing that you do.</i></p> <p>Participant S5L3: <i>No, when they hate you, your punishment is small and when they like you, yours is big.</i></p> <p>Participant S2L5: <i>No, how can they ask you to stand and write or to go out of class. That's not right</i></p>	<p>No, they punish us as if you are a slave. Even when is a small thing that you do.</p> <p>When they hate you, your punishment is big and when they like you, yours is small.</p> <p>No, how can they ask you to stand and write or to go out of class. That's not right</p>	<p>Punishments sanction do not relate to the misbehaviours.</p>
		<p>Participant S1L2: <i>You see sir, at</i></p>	<p>Is just a mistake. Not</p>	

	<p>Why do you misbehave? Is it a drive towards accomplishing a particular goal or satisfying a need?</p>	<p><i>times is just a mistake. Not that we want to misbehave.</i></p> <p>Participant S4L4: <i>I hate the educator; he does not know how to teach.</i></p> <p>Participant S3L1: <i>Sir is my friends who distract me.</i></p> <p>Participant S2L3: <i>Sir for me I walk long distance to school and they say I came late.</i></p> <p>Participant: <i>When you don't have something and you ask your friend or you want to share with a friend, and then the educator say you are disturbing.</i></p>	<p>that we want to misbehave.</p> <p>I hate the educator; he does not know how to teach.</p> <p>My friends distract me.</p> <p>I walk long distance to school and they say I came late.</p> <p>When you don't have something and you ask your friend or you want to share with a friend, and then the educator say you are disturbing.</p>	<p>-Reasons for learners misbehaviour is mostly externally motivated</p>
	<p>Are you at all times aware of the consequences of your misbehaviours before choosing to misbehave?</p>	<p>Participant: <i>Yes Sir. The punishments are in the school and classroom rules. But at times the educators will just give their own punishment from nowhere.</i></p> <p>Participant: <i>yes sir, but only in class. When you misbehave out of class, any educator can give you any punishment</i></p> <p>Participant: <i>No Sir, not at all times. At times we are ignorant of the outcomes of what we do.</i></p>	<p>Yes Sir.</p> <p>The punishments are in the school and classroom rules. at times the educators will just give their own punishment from nowhere.</p> <p>yes sir, but only in class. When you misbehave out of class, any educator can give you any punishment</p> <p>No Sir, not at all times. At times we are ignorant of the outcomes of what we do.</p>	<p>-Lack of awareness of every consequences of their misbehaviours before misbehaving except of those in the classroom rules</p>
<p>Striking a balance between teaching-learning time and time for solving disciplinary problems</p>	<p>How often do you have classroom meeting and how are they conducted?</p>	<p>Participant: <i>We don't normally have classroom meetings. But we use to discuss in class certain things which are out of the content.</i></p> <p>Participant: <i>We only had one classroom meeting and that was at the beginning of the year when we were making the classroom rules.</i></p> <p>Participant: <i>I can say once a year. That is at the start of the</i></p>	<p>We don't normally have classroom meetings.</p> <p>We use to discuss in class certain things which are out of the content.</p> <p>One classroom meeting and that was at the beginning of the year when we were making the classroom rules.</p>	<p>Lack of classroom meetings for the purpose of ensuring discipline.</p> <p>Lack of knowledge on the use of classroom meetings for managing learners misbehaviours</p>

		<i>year. But we use to have some SMT members and our classroom educator taking certain slots to discuss with us if there is a problem.</i>	SMT members and our classroom educator take certain slots to discuss with us if there is a problem.	
Does boredom make you to want to or misbehave in class?	<p>Participant: <i>Yes sir, if a lesson is not interesting, it makes you to want to sleep.</i></p> <p>Participant: <i>Also sir if a lesson is not interesting or we don't understand, we try to ask our friends and the educator would say we are misbehaving</i></p>	<p>Yes sir, if a lesson is not interesting, it makes you to want to sleep.</p> <p>if we don't understand a lesson, we try to ask our friends and the educator would say we are misbehaving</p>	-Boredom as a result of uninteresting lessons causes learners to misbehave.	
<p>Do you have classroom rules?</p> <p>Do your educators at all time refer to the classroom rules when they discipline you?</p> <p>Are you at all times aware of the rules in the classroom rules?</p>	<p>Participants: <i>Yes sir</i></p> <p>Participant: <i>No, there are times when the punishments they give us are not in the classroom rules.</i></p> <p>Participants: <i>Yes sir</i></p>	<p>Yes</p> <p>No, there are times when the punishments they give us are not in the classroom rules.</p> <p>Yes</p>	<p>-Availability of classroom rules</p> <p>-Inconsistency in the application of the rules in the classroom rules</p> <p>-General awareness of the classroom rules</p>	
Are you involved in designing classroom rules? During discussions to establish the social contract or classroom rules, what if you don't agree or accept the suggestion for consequences of the educator or the educator doesn't accept your suggestion for consequences?	<p>Participant: <i>Yes sir. We sit in class at the beginning of the school year and decide on the classroom rules.</i></p> <p>Participant: <i>In suggestions that we don't agree with the educator, the educator imposes on us.</i></p> <p>Participant: <i>Same with us.</i></p>	<p>Yes</p> <p>We sit in class at the beginning of the school year and decide on the classroom rules.</p> <p>In suggestions that we don't agree with the educator, the educator imposes on us.</p>	<p>-Learners involved in designing of classroom rules.</p> <p>-Acceptable rules are arrived at after deliberations</p> <p>-Educators impose some rules on the learners</p>	
How do you approach the selection of rules and procedures for your class at the	Participant: <i>We take the old classroom rules and we refine it by adding new points and taking out the once which are not effective. At times we just</i>	We take the old classroom rules and we refine it by adding new points and taking out the once which are not	-Old classroom rules are mostly refined	

	<p>start of a school year?</p>	<p><i>change the punishment to some of the misbehaviour.</i></p> <p>Participant: <i>with the help of the classroom educator, we invite contribution from the entire class on different misbehaviours that are common in our classrooms. Then next to each misbehaviour, we invite suggestions on the possible punishment. After careful deliberation, we reach a consensus and the outcome becomes our classroom rules.</i></p>	<p>effective.</p> <p>At times we just change the punishment to some of the misbehaviour.</p> <p>We invite contribution from the entire class on different misbehaviours that are common in our classrooms. Then next to each misbehaviour, we invite suggestions on the possible punishment. After careful deliberation, we reach a consensus and the outcome becomes our classroom rules.</p>	
	<p>How often do you change classroom rules? Does your contract change with the class needs?</p>	<p>Participant: <i>We only make classroom rules once a year.</i></p> <p>Participant: <i>No, it does not change as our needs changes. When we make rules now, we will only make new rules when and if we get to the next grade.</i></p> <p>Participant: <i>We don't change the classroom rules. At times we don't even revise it. We just use what we meet in the class.</i></p>	<p>We only make classroom rules once a year.</p> <p>No, it does not change as our needs changes.</p> <p>We don't change the classroom rules. At times we don't even revise it. We just use what we meet in the class.</p>	<p>-Classroom rules are changed annually and not as learners needs changes</p>
	<p>Do your educators ensure communication between students and between student and educator? (How?)</p>	<p>Participant: <i>Sir, between us as students, yes but only when we do group work. Anything outside that is noise making.</i></p> <p>Participant: <i>we do communicate with our educators in class when we respond to questions and also out of class when we need assistance with something we don't understand, but to open up with them concerning our personal lives is difficult.</i></p> <p>Participant: <i>But sir, there are some, although very few educators you can talk to them about anything; they are always willing to help.</i></p>	<p>Between us as students, yes but only when we do group work. Anything outside that is noise making.</p> <p>we do communicate with our educators in class when we respond to questions and also out of class when we need assistance with something we don't understand, but to open up with them concerning our personal lives is difficult.</p> <p>There are some, although very few educators you can talk</p>	<p>-There are open channels of communication between educators and learners but strictly academic</p>

			to them about anything; they are always willing to help.	
Using Choice Theory effectively to manage and modify learner behaviours	<p>How has the kind of punishment that you have been receiving change the way you perceive yourself and the way you think you should behave?</p> <p>How are your families involved in the modification of your behaviour when you misbehave in schools?</p>	<p>Participant: Sir it has not change anything in me because it does not solve my problem or the reason why they say I am misbehaving.</p> <p>Participant: Sir let me be honest with you; I now even hate some of the educators who punish me. At times I feel I should fight back at them because they are now abusing me. Anything they just punish me without even asking</p> <p>Participant: I am use to the punishment so I don't care</p> <p>Participant: I don't like being punished so I try hard not to misbehave but at times it's not my fault.</p> <p>Participant: They make me see myself as if nothing good can come out of me.</p> <p>Participant: Sir I live with my grandmother who cannot do anything. So she does not know what happens in school.</p> <p>Participant: My dad use to warn me and at times he will came to our school to discuss with the educators about me. He even made arrangement with one educator to always check on me</p> <p>Participant: Sir for me, nothing. No one checks. I also don't tell them or show them any discipline warning letter.</p> <p>Participant: My mom use to come to school when she is called to discuss about my behaviour but most times she will send my elder brother. But he will not do anything.</p>	<p>it has not change anything in me because it does not solve my problem or the reason why they say I am misbehaving.</p> <p>I now even hate some of the educators who punish me. At times I feel I should fight back at them because they are now abusing me.</p> <p>I don't care</p> <p>I try hard not to misbehave but at times it's not my fault.</p> <p>They make me see myself as if nothing good can come out of me.</p> <p>I live with my grandmother who cannot do anything. So she does not know what happens in school.</p> <p>My dad use to warn me and at times he will came to our school to discuss with the educators about me. He even made arrangement with one educator to always check on me</p> <p>For me, nothing. No one checks. I also don't tell them or show them any discipline warning letter.</p> <p>My mom use to come to school when she is called to discuss about my behaviour but most times she will send my</p>	<p>-Most currently used disciplinary strategies are ineffective, they build hatred in learners and demotivate them</p> <p>-Lack of sufficient parental support and interest in the modification of learners behaviours</p>

			elder brother. But he will not do anything.	
	Do the consequences or punishment for your misbehaviour reduce the chances of you behaving in that manner in the near future?	<p>Participant: Yes sir, because I don't like to be punished.</p> <p>Participant: No Sir! The punishment does not solve the problem.</p> <p>Participant: I don't know sir but I keep being a victim. Maybe it's just my way and the punishment cannot change that.</p>	<p>Yes sir, because I don't like to be punished.</p> <p>No Sir! The punishment does not solve the problem.</p> <p>I don't know sir but I keep being a victim. Maybe it's just my way and the punishment cannot change that.</p>	-Punishment only temporarily reduce learners misbehaviour
	How does the techniques that educators use to ensure a permanent change of your misbehaviour impact on you as a learner?	<p>Participants: It's not working Sir; they can't continue to punish us. Even to the extent of beating us. We are not slaves.</p>	<p>It's not working Sir;</p> <p>They can't continue to punish us.</p> <p>Even to the extent of beating us.</p> <p>We are not slaves.</p>	-current disciplinary techniques for ensuring permanent behaviour change are ineffective
	How do educators help you to make responsible choices on how to conduct yourselves? Are they helping to you?	<p>Participant: Some of them try to have one-on-one discussions with us and advise us. At least that is better. But others they just shout at us and tell us how useless we are and nothing will come out of us in future.</p> <p>Participant: Really sir, some of the educators are not helping. Instead they are discouraging and they just don't understand.</p>	<p>One-on-one discussions with us and advise us.</p> <p>At least that is better.</p> <p>Shout at us and tell us how useless we are and nothing will come out of us in future.</p> <p>Some of the educators are not helping. Instead they are discouraging and they just don't understand.</p>	while some educators reach out to learners to help them make responsible choices in life, others discourage them
Managing and modifying challenging learner behaviours in an assertive, yet non-confrontational way in schools	In maintaining discipline, are you provided acceptable outlets for you to express your feelings? How does this affect your behaviour?	<p>Participant: No sir! And this is very frustrating. Now when no one listen to you or cares about how I feel, Eish, I just become so aggressive.</p> <p>Participant: Yes sir, but only after you have been condemned and humiliated in class then the educator will say you can see him in the staffroom to explain.</p> <p>Participant: No sir, our</p>	<p>No sir!</p> <p>This is very frustrating.</p> <p>I just become so aggressive.</p> <p>Yes sir, only after you have been condemned and humiliated in class then the educator will say you can see him in the staffroom to explain.</p>	<p>-Lack of acceptable outlets for learners to express their feelings</p> <p>-This promote more learner misbehaviour like aggression</p>

		<i>educator use to tell us never to oppose him or talk back to him. So whatever he says was final. We can't express ourselves.</i>	Our educator use to tell us never to oppose him or talk back to him. So whatever he says was final. We can't express ourselves.	
Do educators consider your dignity in the act of choosing and using disciplinary strategies on you when you misbehave? How do you react to that?		<p>Participant: <i>No sir, they do not consider our dignity. They just humiliate us. And when this happens I feel like responding aggressively.</i></p> <p>Participant: <i>No sir, they don't respect our dignity especially when they talk to us in class. They use words to lower our morals.</i></p> <p>Participant: <i>Yes sir, even some of the punishments is not humane and at time I refuse to do it.</i></p>	<p>No</p> <p>They do not consider our dignity. They just humiliate us.</p> <p>And when this happens I feel like responding aggressively.</p> <p>When they talk to us in class. They use words to lower our morals.</p> <p>Some of the punishments are not humane and at time I refuse to do it.</p>	<p>-Learners dignity are undermined</p> <p>-This also promotes further learner misbehaviour</p>
In enforcing punishments to your misbehaviour, are efforts made to provide the needs that necessitated the misbehaviour?		<p>Participants: <i>No sir!</i></p> <p>Participant: <i>they don't even give us chance to express our self so they don't even know the need the cause the misbehaviour. I doubt how they can provide it.</i></p> <p>Participant: <i>at times sir, they use to promise us rewards like sweets and cakes if we keep quiet. This might work for someone who is misbehaving because of hunger.</i></p> <p>Participant: <i>Yes sir! (General laughter)</i></p>	<p>No</p> <p>I doubt how they can provide it.</p> <p>They use to promise us rewards like sweets and cakes if we keep quiet. This might work for someone who is misbehaving because of hunger.</p> <p>Yes sir! (General laughter)</p>	<p>-Lack of efforts geared towards providing the needs that necessitated learners misbehaviour</p>
What is your view towards being involved in decision making concerning your behaviour and related consequence?		<p>Participant: <i>That would be great, you know just like in the making of the classroom rules</i></p> <p>Participant: <i>But if only the classroom rules would be respected at all times</i></p> <p>Participant: <i>Sir I know what is good for me although I need help getting there but I don't educators living m life for me. So I prefer to make my</i></p>	<p>That would be great, you know just like in the making of the classroom rules</p> <p>if only the classroom rules would be respected at all times</p> <p>So I prefer to make my decisions and live the consequences.</p>	<p>-Learners cherish being involved in making decision concerning their lives</p>

		<i>decisions and live the consequences.</i>		
	How would you love to be helped in modifying your behaviour to an acceptable manner?	Participant: <i>I prefer to be talked to and to be advised and oriented on the path of life and not to be forced to.</i>	I prefer to be talked to and to be advised and oriented on the path of life and not to be forced to.	
	What is your view towards being thought how to behave and allowed to choose how to behave and face the consequences of your choice?	Participant: <i>that is better</i> Participant: <i>I prefer that way</i>	that is better I prefer that way	

APPENDIX I

ENSURING VALIDITY: EXAMPLE OF MEMBER CHECKING COMMENTS

Participant name	Interview question/observation focus	Researcher's interpretation/preliminary findings	Participant's comment	Action taken
	Educators knowledge of Choice Theory	Lack of knowledge about Choice Theory -Learners behaviour is controlled by educators. Learners are not given chance to decide on how they want to behave except partially through the making of the classroom rules	I agree with your categorization of the comments	No action needed
	Reasons for learners misbehaviours)	Not satisfy with the educator and the content, Not satisfy with the school set up and environment peer pressure and use of substance Dislike of educator, self-complex. The drive to learners misbehaviour is mostly externally motivated	I'd say it is pretty accurate. I can't think of anything to add or change	No action needed
	Confronting misbehaving learners	Inconsistency in the approaches used in confronting misbehaving learners Learners are reprimanded before the views are considered Effort is made to educate learners on how to behave properly	I do believe that the analysis rings true	No action needed
	Teaching learners how to behave responsibly	Effort is made to teach learners how to behave responsibly	I think your statements are an accurate reflection of what I said and what my experience has been	No action needed
	Educators views towards the use of punishment and rewards on learners	Punishment is a necessary tool for managing learner misbehaviour (over reliance on the use of punishment) -Lack of proper awareness on the use of rewards in managing behaviour of learners -Limited knowledge on other	When I finished the interview, I was not sure about what I actually said, but after going through this, I think what I have mentioned is true and well captured	No action needed

		strategies except the use of punishments in managing learners misbehaviours		
	Equating the punishment to the misbehaviour	Limited knowledge on equating punishment to misbehaviour	This is well captured and reflect my insight	No action needed
	Approach and procedure in selecting classroom rules Criteria/consistency in changing classroom rules	Both learners and educators took part designing of classroom rules although in different capacities -Availability of classroom rules -Incomplete classroom rules which do not address most classroom misbehaviours -Classroom rules not strictly adhere to.	I think your statements are accurate but I will need clarity on the phrase that says "classroom rules not strictly adhere to" enlighten me more.	Commented noted and phrase expanded to improve clarity
	Using classroom meetings as a means to ensure discipline and managing misbehaviours	Lack of classroom meetings with students for the purpose managing discipline	Everything is right	No action needed
	Uninteresting lessons as a source of learners misbehaviour	Boredom leads to misbehaviour in class. -Boredom is as a result of learners' mode and nature of certain topics and not uninteresting lesson. -Educators have limited ideas on dealing with misbehaviours as a result of boredom	Accepted, but please go back to the audio tape and rephrase the statement on "boredom is as a result of learner mode and nature of certain topics" bring in the idea where I mention that educators are responsible to change the mode of the learners	Comment noted and statement rephrased to reflect the recommended idea
	Ignoring unnecessary distraction	Educators respond to almost every utterance in the classroom, even unnecessary distraction.	The document is great	No action needed
	Considering learners dignity when disciplining them	Learners dignity are undermined -This also promotes further learner misbehaviour	I agree with everything	No action needed

	Family involvement in influencing learner behaviour	Lack of sufficient parental support and interest in the modification of learners behaviours	Everything is well captured and interesting	No action needed
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