

**Promotion and practice of discipline in the Foundation  
Phase: creating a culturally responsive learning  
environment**

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**Promotion and practice of discipline in the Foundation Phase: creating a culturally responsive learning environment**

by

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South Africa

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PRETORIA  
2016

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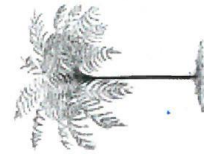
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## Abstract and keywords

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This qualitative research study explores the promotion and practice of discipline in the Foundation Phase to create a culturally responsive learning environment. For this study, Grade 3 Foundation Phase teachers were identified as the participants and formed part of each case study. The researcher constructed understanding through using an interpretivist approach and was further guided by a conceptual framework.

The literature on discipline in the Foundation Phase classroom informed me about the practices and strategies used to discipline learners. The literature highlighted the use of assertive discipline and positive discipline practices in Foundation Phase classrooms. The data collection methods and data collection instruments were tested using a pilot study before the research commenced, to ensure that these worked efficiently. This helped form the foundation on which my research was based. Grade 3 teachers who participated in the study helped answer the primary and secondary research questions. The constructivist theory was used to analyse and understand the findings.

The data collection instruments include observations, semi-structured interview questions, field notes and photographs. These instruments were used to collect data from every research participant. This data was then coded and transcribed to formulate an in-depth understanding of the teacher's perspective on discipline. The teachers who participated in the study helped me understand and determine what the effective discipline practices in Foundation Phase classrooms, were to enable teachers to create a culturally responsive learning environment. The research participants also explained and discussed their definition of discipline in a Foundation Phase classroom.

From the study it is evident that the teacher's definition of discipline is based largely on their own moral value systems, together with positive discipline strategies. The teachers also explained the diversities they were faced with, within a Foundation Phase classroom. Teachers in the study did not identify cultural differences as a factor, but focused more on parental involvement. Lastly, the research participants highlighted the factors that challenged teachers when applying discipline in a diverse Foundation Phase classroom. These factors were summarised and divided into external and internal factors which impact on a teacher's classroom.

### Key words:

- Discipline
- Classroom practice
- Foundation Phase
- Diversity and cultural responsiveness in the Foundation Phase
- Challenging behaviour

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## Chapter 1: Overview of inquiry

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Creating a culturally responsive learning environment in the Foundation Phase



### 1.1 Introduction

Discipline is a common, universal problem which is an ever-present barrier in teaching and learning (Kruger 2016). Discipline as a phenomenon and the quality of discipline was investigated by Monroe (2009, p. 322) who concluded that, “[d]iscipline is a widespread concern in public schools throughout the nation”. This conclusion was derived after a qualitative research study conducted by the University of Georgia to explore children’s discipline in a predominantly African American middle school. The research was conducted from the children’s perspective and explored the experiences of effective classroom teachers. The findings of this research emphasised how and why effective teachers minimise behaviour problems in their classrooms. They also emphasised how effective teachers were able to limit demographic differences in student sanctions. From this study it is clear that teachers can learn about their own effectiveness regarding discipline practice by obtaining information from the learners they teach. Discipline can therefore be maintained through learners and teachers helping each other.

Although the above-mentioned study was not done in the South African context, the concept of culturally responsive classroom management styles and cultural-ecological frameworks should also be examined in the South African context (Monroe 2009, p. 325). Since South Africa is a culturally rich country, many teachers have multicultural classrooms and could also benefit by implementing such strategies in their classrooms. It could improve teachers’ cultural understanding of the learners and parents they work with and enable them to view the curriculum from different ethnic and cultural perspectives (Banks 2009, p. 26).

Consequently as I became a teacher, I decided to focus on a learner’s first phase of formal schooling which takes place in the Foundation Phase. I was fascinated by what a “tiny human” can do in each of these life stages and wanted to understand more about the influences and impact of early learning on the learner. With my psychological background, I became more passionate about understanding the behaviour of a learner and how teachers can alter their discipline techniques to help a learner achieve their maximum human potential. It is important for the teacher to start applying effective discipline strategies in this phase, to create a learning environment which is culturally responsive, so that learning can take place. In this stage learners may rely on parents for their emotional and social needs and they take on “more of an academic role and learn educational basics that they will use throughout their life” (Loop 2013, par 5). Patterns of

discipline which were established in the first phase of school will lay the foundation for discipline in the higher grades, since learners come from homes where parents use diverse methods of discipline.

The growing number of challenges a teacher is faced with in a Foundation Phase classroom influence the teachers' teaching methods, particularly when creating a culturally responsive classroom. These factors include: teachers teaching strategies and models, factors that influence a child's behaviour, principals' managing styles, official policies of managing discipline and teachers' discipline strategies in South African Schools. How these challenges were addressed by the teacher and how they influenced teaching practices affect the discipline in the classroom.

The main focus of this research project is to investigate which discipline plans and strategies teachers use to manage a culturally responsive learning environment. Chapter 1 offers an outline of the research study being investigated. It begins with a section describing the rationale for and purpose of the research. This is followed by the contextualization and clarification of concepts that are important in this study. These concepts include: discipline, classroom practices, Foundation Phase, diversity and culturally responsive and challenging behaviour.

## **1.2 Rationale for the study**

As a student teacher, I found maintaining discipline to be the most challenging and time-consuming part of teaching in the Foundation Phase classroom. My challenging experiences regarding classroom discipline became one of my passions when furthering my studies as well as in my role as an educator in my own classroom. My research proposal when doing my Honours at a Higher Education Institution (HEI) centred on teachers' practice of discipline to accommodate diversity in the Foundation Phase. Through this research I realised there is still a broad gap in South African schools, especially when it comes to discipline and how teachers can maintain effective discipline in their classrooms- especially when creating a culturally responsive classroom.

South Africa is currently one of the many countries facing discipline problems in schools (Yariv 2012, Marais & Meier 2010, p. 41; Monroe 2009, p. 322; Rossouw 2003, p. 414; Oosthuizen 2003). Many efforts have been made by the South African government to break away from the previous system of education, which was devised by an oppressive government. This oppression had a great impact on minority groups and was characterised by strict rules and principles. The democratic government introduced a new national curriculum. New acts and policies were the main instruments used to break away from the system of education developed under apartheid. During apartheid era, the education system was characterized by "...rigid rules, strict discipline and a patriarchal relationship between teacher and learner..." (Badenhorst, Steyn & Beukes 2007, p. 310). Today these new policies form the foundation of discipline in schools. In the previous system, corporal punishment was seen as an effective way of physically disciplining learners (Mabasa 2011, p. 1541).

The current South African school system was developed by a nation still facing the aftermath of the apartheid freedom struggle. According to research conducted by Rossouw (2003, p. 413), the youth involved in the 1994 liberation struggle developed an arrogant attitude towards adults. This could be one of the reasons why South African youths have become so difficult to discipline. Rossouw (2003, p. 413) also suggests another reason for the decline of discipline in South African schools, namely the overemphasising of human rights. This is related to Stewarts' (2004, p. 320) opinion that effective behaviour will result when principles of fairness and justice are implemented in school policies and procedures.

Although respect for human rights is important, it is equally important to highlight the responsibility that comes with these rights (Rossouw 2003, p. 415). This includes not only the responsibility the school or teachers have to protect the learners, but also the responsibility of the learners themselves (Stewart 2004, p. 322). If learners value their rights, they should also value the responsibility that comes with these rights; and if these rights are valued, discipline policies can be implemented and sustained effectively.

Following an epidemic of violence in South African schools, the effectiveness of the new school system is being questioned by many South Africans. Incidents of violence have received wide coverage in South African media and include a case where a high school learner attacked a teacher with a broom (Ngobeni 2013). In the same month another teacher was shot by a learner on the school grounds (Sello 2013) and a teacher was punched in the face by a learner at school (*Jamaican Observer* 2013). The learners and teachers involved in these violent incidents are all part of the Secondary School System which composes of Senior Phase (Grade 7-9) followed by Further Education and Training Phase (Grade 10-12) (Department of Basic Education (CAPS) 2011, pp. 6-7). Subsequently, these and many similar incidents, it is understandable that the quality of discipline in South African schools is being questioned. Learners have become more violent, not only towards each other but towards their teachers as well. It is therefore important to revisit the current policies and codes of discipline at schools in order to enhance culturally responsive learning environment.

### **1.3 Purpose of the study**

The purpose of the study was firstly to identify what the effective discipline practices are in a Foundation Phase classroom when creating a culturally responsive learning environment. Secondly, to identify what the teachers' definition of discipline was in a Foundation Phase classroom. Thirdly, my intention was to interview teachers to find out what diversities a teacher is faced with, within a Foundatin Phase classroom. I investigated which factors influence a teacher's classroom practice when addressing discipline in the Foundation Phase classroom and creating a culturally responsive learning environment. The intention of this research was to use identified, as well as other factors that appeared to play a role in a Foundation Phase classroom, and suggest guidelines to design the optimal discipline strategy in establishing a culturally responsive classroom environment. The main purpose of this research is therefore to promote discipline practices in a diverse Foundation Phase classroom based on my empirical investigation.



## 1.4 Problem statement

A White Paper on Education was published in 1995 which set the tone for change in many sectors of South Africa's education system. The South African Schools Act has many acts that are put into place by role players, so that both teachers and learners are protected. These acts also govern behaviours at school. Even though these acts were created, many teachers in South African schools still face the challenge of implementing discipline strategies successfully in their diverse classrooms, particularly to create a culturally responsive environment so that learning can take place. I decided to address the stated problem by focussing on the Foundation Phase because literature indicates that discipline starts in young children and because I am a Foundation Phase teacher.

## 1.5 Research questions

The main research question that framed my study was: What are the effective discipline practices in a Foundation Phase classroom to create a culturally responsive learning environment, from a teacher's perspective?

In order to answer my main question, the following secondary questions were used:

1. What is the teachers' definition of discipline in a Foundation Phase classroom?
2. What are the diversities teachers face within a Foundation Phase classroom?
3. Which are the factors that challenge teachers when applying discipline in a diverse Foundation Phase classroom?

## 1.6 Clarification of core concepts

For the purpose of this study the following concepts have been identified as the main concepts: discipline, classroom practice, Foundation Phase, diversity and cultural responsiveness in the Foundation Phase and challenging behaviour.

### 1.6.1 Discipline

The term "discipline" has become a household word that is often mentioned in many areas such as the media, at schools and in households. It has also been the subject of many debates over the years. Evidently, discipline means different things to different people, depending on a person's particular view, and can therefore be greatly misunderstood.

Discipline will refer to "order or an absence of behavioural problems" (Erasmus 2009, p. 8) in a school and classroom environment to create a culturally responsive learning environment. In other words, discipline is a certain pattern or way of behaviour that is expected from the learners.

The Employment of educators Act 76 of 1998 specifies that it is the teacher's responsibility to maintain discipline in the classroom. Teachers therefore have the responsibility to correct behavioural problems that learners display in the classroom. Teachers also have the responsibility to correct the learners' behaviour if the expected behaviour is absent. According to Marais and Meier (2007) as well as research done by Mohapi (2007), the terms "discipline" and "punishment" are often used interchangeably. But they do not mean the same. As stated by Marais and Meier (2007, p. 321), "[D]iscipline is about positive behaviour management and developing self-discipline and self-control in learners. Punishment, on the other hand, is a facet of discipline that involves actions taken in response to inappropriate behaviour in order to correct or modify it and to restore harmonious relations." It is important to understand that punishment in itself is not discipline, but can be seen as a tool to encourage discipline (Mohapi 2007).

The view that punishment and discipline are different things is supported by Johnson and Johnson (1990) and Jones (1987 cited in Mohapi 2007, p. 5), who suggest that discipline "should thus be viewed as a corrective measure that will encourage learners to behave well – not because they are frightened, but because they realise the negative effects of their behaviour. Phrased differently, learners will act obediently in an effort to avoid negative consequences" (Mohapi 2007). In support of this, Oosthuizen, Roux and Van der Walt (2003 cited in Erasmus 2009, p. 8) are of the opinion that "the application of discipline should not be construed as solely a clamp-down on unruly, mischievous and disruptive behaviour, but as a means of entering into a loving, caring and guiding relationship with learners. Positive, constructive discipline should promote the development of self-discipline" (Erasmus 2009, p. 8). Erasmus (2009) also defines school discipline as an appropriate form of discipline to regulate children and maintain order in schools. This is related to the teacher's responsibility to maintain discipline in the classroom, underlined in The Employment of Educators Act 76 of 1998.

### **1.6.2 Classroom practice**

Porteus, Vally and Ruth (2001 cited in Erasmus 2009, p. 8), implies that classroom management is a process where rules are made in a democratic way and special emphasis is put on the participation and involvement of thinking and decision-making in the classroom. "Effective management and discipline are crucial to teachers' sense of satisfaction and well-being" (Savage & Savage 2010, p. 3). Classroom practice is therefore an essential tool and way in which the teacher administrates and organises his or her classroom to make it functional and enable teaching and learning to take place. Teachers' personal views, beliefs and concerns about education, together with the Constitution of South Africa (2012), will determine how a classroom is managed. Savage and Savage (2010, p. 5) have identified the fact that discipline and management are related to each teacher's personality; one of the contributing factors in the lack of emphasis on management and discipline in teacher preparation programmes. Therefore, although classroom practices differ from teacher to teacher, teachers must be aware of what the government and school expects from them in their role as teachers. These expectations will impact on the way in which the classroom is managed and also on the type of disciplinary practices teachers use in their classroom.

### 1.6.3 Foundation Phase

The Foundation Phase is the first three years children spend in primary school. This is where the foundation for formal schooling is laid. According to the Department of Basic Education, “Early Childhood Development (ECD) applies to the process by which children from birth to at least nine years grow and thrive physically, mentally, emotionally, spiritually, morally and socially. Part of the ECD, the foundation phase (grades 1-3), forms the first part of the General Educational and Training band of the NQF” (Department of Basic Education (CAPS) 2011, pp. 6-7). Therefore, learners up to the age nine or ten are known as Foundation Phase learners. This includes learners who just started formal school (Grade R, Grade 1, Grade 2 and Grade 3).

My study focused on teachers in the Foundation Phase, more specifically Grade 3 teachers. These teachers were selected because they work with Grade 3 learners who are the last group of learners to pass through Foundation Phase. I could also relate to these teachers because I am a Grade 3 teacher. The Grade 3 learners in their classrooms were indirectly part of this research. This is also the age where learners need to develop mentally, physically and emotionally to deal with the challenges awaiting them in grade 4, which is their next phase of schooling.

### 1.6.4 Diversity and culturally responsive

South Africa is a unique country that has faced many challenges and obstacles with regards to its cultural diversity. Diversity implies a variety or mixture, and in this research proposal the focus will be on the diversity found in the classroom, and more specifically on cultural diversity. Since creating a culturally responsive learning environment is part of the main research question, this concept and diversity form the foundations for this research. The Staff Equal Employment Opportunity (EEO) programme at the University of California, Berkeley (2011, par 4) explains diversity as follows:

*“Diversity refers to human qualities that are different from our own and those of groups to which we belong; but that are manifested in other individuals and groups. Dimensions of diversity include but are not limited to: age, ethnicity, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, work experience, and job classification”.*

Diversity refers to differences, and in this study it will refer to different ethnic groups, cultures, educational needs and gender found in the classroom. Cultural diversity, in particular seems to be a factor influencing teachers discipline strategies when aiming to create a culturally responsive classroom environment, in an ideal classroom situation. Cultural diversity is important because it is one of the main factors that lead to curriculum changes in the new democratic South Africa. South Africa is also a diverse country, and many learners from different cultures are found in the same school environment. It is important for teachers to value and respect diversity and recognise the contributions these differences can make to themselves and the learners.

This is reflected in Government Gazette No. 34467, Republic of South Africa (1996), where the basic minimum requirements for newly qualified teachers include:

3. “Newly qualified teachers must know who their learners are and how they learn; they must understand their individual needs and tailor their teaching accordingly.
7. Newly qualified teachers must understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.
8. Newly qualified teachers must be able to manage a classroom effectively across diverse contexts in order to ensure a conducive learning environment.
10. Newly qualified teachers must have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession.”

Bornman and Rose (2010) state that the best way teachers can accommodate diversity is for the teachers to strive to create a supportive classroom environment (with a strong sense of belonging). Hurtado (2001) conducted a study among university students on diversity and its effects on the classroom environment and student development. The author concluded that interactions across diverse racial or ethnic groups are beneficial for learners, because it prepares students for living in a complex and diverse society. These benefits were evident from a civic as well as a learning perspective (Hurtado 2001, p. 15). Hurtado concluded in his study that “...the diversity of the peer group becomes a necessary part of the curriculum in a learning environment that views diversity as central to the learning process.” Although Hurtado’s research was conducted on university students and my research is in the Foundation Phase, the studies have diversity in common. The university students and the learners in my research are all from different backgrounds and from diverse racial or ethnic groups.

Multicultural education is closely related to diversity and is an education system that pursues equal opportunities for all learners from diverse cultural, ethnical, language, gender and racial groups to achieve academically (Banks & McGee 2010). This is related to the definition of diversity that will be used for this research, as discussed in the beginning of this section. Engelbrecht and Swanepoel (2009, p. 36) further explain:

*“Multicultural learning means the positive recognition of the multicultural character of classrooms, and being prepared to use, as cultures of learning, those languages or varieties of languages with which the learners are most familiar or comfortable in order to facilitate learning and teaching in Language of Learning and Teaching. It is important that the major resources that learners bring to school from their homes – their language/ culture – are not wasted.”*

Thus, multicultural education is an education system that incorporates many different cultures into everyday teaching. It is also important for teachers to ensure that they do not only focus on their own culture, but acknowledge the different cultures of the learners in their classrooms as well.

An ethnic group is a community of people within a large society that is socially distinguished on the basis of racial and/or cultural characteristics (Maxim 2010, p. 52). Whereas individuals belonging to a group (this can be an ethnic group, religious group, peer group or family) have a certain culture. A culture refers to the system of beliefs, behaviours, customs and attitude within a group. Culture is often reflected through the groups' food, artwork, language, clothing, interventions and traditions (Maxim 2010, p. 51). In a classroom, a teacher is confronted with learners from various cultures and backgrounds who need to be educated. Discipline in the classroom is needed to ensure that learning can take place. If the different cultural groups and ethnicities found in a classroom are taken into account, it will be possible for a teacher to implement a multicultural curriculum. This depiction will allow all learners to have a broader understanding of the similarities and differences found in the diverse groups in South Africa. A teacher can then incorporate this multicultural curriculum approach into her chosen teaching methods or teaching strategies. Through developing an understanding of the cultural groups in a classroom, teachers can improve their understanding of the learners in their classes and possibly apply more appropriate discipline measures in the classroom.

Engelbrecht and Swanepoel (2009, p. 39) suggest the following four general guidelines that a teacher can follow to facilitate learning in multicultural classrooms:

- Raise awareness of cultural differences
- Encourage language awareness in the classroom
- Use different languages in the classroom as a resource for learning that has to take place in the Language of Learning and Teaching
- Develop ongoing assessment practices that are not culturally biased

It is important for the teacher to value and respect this diversity and recognise the contributions these differences can make. Bornman and Rose (2010) state that the best way teachers can accommodate diversity, is by striving to create supportive classroom environments. One of the main factors influencing how teachers react to and approach diversity in their classrooms is the school principal, as he manages the school's discipline policy. Another factor is the effective management of the school. These will be described in the next section, section 1.6.5.

### **1.6.5 Challenging behaviour**

Challenging behaviour is a very broad term and difficult to define because there are so many factors that influence this concept. Implementation of the most effective discipline strategies in a classroom environment can help guard against the occurrence of challenging behaviour. Effective discipline strategies

will differ from class to class and depend on the teacher. Challenging behaviour is influenced by the individual, cultural and social setting as well as the contexts in which it occurs. Emerson (2001 cited in Landsberg 2011, p. 491) explains that whether behaviour is defined as challenging will depend on factors such as:

- social rules regarding what constitutes appropriate behaviour in that setting
- the ability of the person to give a plausible account of his or her behaviour
- the beliefs held by other participants in the setting about the nature and cause of the behaviour
- the capacity of the setting to manage disruption caused by the behaviour

What individuals see as challenging behaviour differs from person to person. The following behaviour patterns were identified by Prinsloo and Gasa (2011, p. 492) as examples of what teachers from all over South Africa have reported as challenging behaviour in their classrooms: Attention seeking; attention deficit; aggressiveness; stubborn disobedience and a refusal to accept discipline; negativity – refusal to strive for achievement or to work and cooperate with others; depression; anxiety; lack of motivation and interest; talking out of turn and hampering the learning of others; and inadequate peer relations. For this research project, these examples mentioned also formed part of what teachers might see as challenging behaviour.

## **1.7 Research design and methodology**

### **1.7.1 Theoretical framework**

I employed various theories in my study to create a theoretical framework and this is referred to as transferability which integrated the core concepts. These theories are:

- Important factors identified by Gordon and Browne (2011) which influence children's behaviour as well as the areas of development children undergo (Louw & Louw 2007) (see Chapter 2, section 2.5.1).
- Positive discipline which is largely based on Edward Thorndike's "law of effect" which states that if a person has a positive association with a stimulus the connections will be strengthened and if a person has a negative association with a stimulus the association will weaken (Edgar 2012, p. 3) (see Chapter 2, section 2.6.1).
- Behaviourism, which is focussed on modifying learner behaviour in the classroom (Shin & Koh 2007) Behaviourism is a theory which focusses on the operant conditioning learning theory formulated by B.F. Skinner, "This theory postulated that the environment (stimuli, situations, events) serves as a cue for responding" (Edgar 2012, p. 3). This is closely linked to Thorndike's theory of law of effect where reinforcing consequences increase positive behaviour; and punishment consequences decrease negative behaviour (Edgar 2012, p. 3) (see Chapter 2, section 2.5.2.1).

- Assertive discipline is a teacher-centred approach to discipline which allows teachers to better organise and run their classrooms (McIntyre 2016) (see Chapter 2, section 2.5.2.2).

### 1.7.2 Unit of analysis

The research participants were purposefully selected for this study, namely the Grade 3 teachers at three different schools, to examine and understand Foundation Phase teachers' discipline methods and factors that influence their discipline strategies in order to create a culturally responsive learning environment. I chose three former model-C schools in Pretoria (Tshwane metropolitan) as the cases. These schools are English medium government schools that are rich in cultural diversity which forms an ideal setting for this study as the teachers need to create a culturally responsive learning environment. The language of instruction of these schools is English, although this is not the home language of many of the learners and teachers.

The Grade 3 learners in these teachers' classrooms were observed as indirect participants to see how they responded to their teacher's discipline strategies. I chose Grade 3 because the learners need to be prepared mentally, physically and emotionally to deal with the challenges awaiting them in Grade 4, which is their next phase of schooling. I am also a Grade 3 teacher and would therefore be able to relate to the learners and teachers.

The context of this research was the teachers in their classrooms. Evidence of this context was provided and supported through observation sheets and field notes completed by the researcher, of the participants' discipline practices and classroom management styles and techniques. Photographs of their classroom layout and classroom rules were taken when there were no learners inside the classroom and after the teachers had given consent.

For this study the sample was selected through purposive sampling. Through purposive sampling participants are selected because they will be able to "...generate useful data..." (Patton & Cochran 2002, p. 9) for this project. I have deliberately selected three former model C schools in the Pretoria area for the research. These schools have been chosen because they are firstly known for their good/ effective discipline practices. Secondly, learners and teachers come from multiple diverse backgrounds which best suited the research. Lastly these schools are in my area and therefore within reach for when the data needed to be collected.

A pilot study was conducted to ensure that all the data collection instruments were functional and working for when the data would be collected at the schools. These instruments included the semi-structured interview questions, the recorder to record the answers from these interviews so that they could be transcribed, and an observation and photograph check list which enabled me to collect similar data from every participant. Field notes were taken during the pilot study so that the researcher could determine the most effective and efficient way to record it.

Purposive sampling is less expensive and can therefore be used in cases where not much money is available. It is adequate where researchers do not want to generalise their findings. Furthermore, purposive sampling can be employed if measuring instruments need to be tested, e.g. piloting a questionnaire for a main study. What is more, it can be used if population is hard to find. Convenience sampling suited my study the best, as a purposive sampling method. Convenience sampling “involves choosing the nearest individuals to serve as participants and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (Cohen, Manion & Morrison 2008, p. 114). The studied population was comprised of three former model C schools in Pretoria East. Through convenient sampling, the schools closest to me were selected. The reason for this was because they were closer to me and therefore easily accessible for research to take place.

### **1.7.3 Research methods: Case study**

A case study method was chosen for this study to ensure an in-depth understanding of what discipline practices teachers put in place to create a culturally responsive learning environment (Borg & Gall 1996, p. 402). The participants for this case study were carefully selected and studied to gain as much data about the case as possible. Through using the case study method the phenomenon can be understood in a real life situation, by using multiple sources to collect data (Cohen, Manion & Morrison 2008, p. 18) In this study, using a case study method enabled me to gain an in-depth understanding of which discipline practices Foundation Phase teachers use in their classrooms to create a culturally responsive learning environment. This understanding was gained through analysing the multiple sources used to collect the data.

## **1.8 Research design and methods**

### **1.8.1 Research design: Qualitative research**

Nieuwenhuis (2007, p. 51) states that qualitative research as a research approach is “concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the “why” questions of research.” For the purpose of this study, I made use of a qualitative research approach, which took me (the researcher) to the natural environment of the participant (Theron & Malindi 2012). In this instance the natural environment was primary schools, and in particular Foundation Phase teachers classrooms, to collect information. The aim of this study was to identify, from the teacher’s perspective, the most effective discipline practices which Foundation Phase teachers used to deal with discipline in their classrooms, when creating a culturally responsive learning environment.

Maree and Meier (2007) point out that in qualitative studies the emphasis is on the quality and depth of the information and not the quantity of information. Qualitative data is richer in meaning and detail when compared to quantitative research (Babbie 2008, p. 25). This was taken into account for selecting the



sample for this research study to ensure that rich data would be collected. My intention with this study was to use these identified factors, as well as other factors that appear to play a role in a Foundation Phase classroom, and deduce guidelines to design the optimal discipline strategy to create a culturally responsive learning environment.

### 1.8.2 Interpretivist paradigm

The interpretivist paradigm gives the researcher the opportunity to make an in-depth understanding of the study and to formulate a new interpretation accordingly (Mouton 2012, p. 113). This approach enabled me to better understand the classroom environment participants teach in as well as understanding how the participants implement the discipline strategies and techniques into their classroom. Through directly investigating the participants, I was able to interpret the discipline practices implemented when creating a culturally responsive learning environment (Cohen, Manion & Morrison 2008, pp. 21-22). Furthermore the findings are only true for this specific case and cannot be generalised to the wider population (Cohen, Manion & Morrison 2008, p. 26)

### 1.9 Data collection strategies

The data obtained during this study was collected mainly through interviews, observations and field notes. A visual methodology was also used, as photographs were taken in this study (see Table 3.1: Summary of data collection and data capturing methods).

Interviews	Observations	Field notes	Visual methodology
• Semi-structured interviews	• Observation checklist	• Field notes sheet	• Photographs of participants classrooms

**Figure 1.1: Summary of data collection strategies**

#### 1.9.1 Interviews

Interviews form the basis for qualitative studies because it allows the researcher to gain an in-depth understanding of the phenomena from the participants' perspective. (Gill et al. 2008, p. 292). The semi-structured interviews allowed me to explore the views and experience of the participants regarding discipline strategies, when creating a responsive learning environment in their classrooms. These semi-structured interviews allowed me to gain more information and detail on answers I did not fully understand or responses that were unclear (Gill et al. 2008, p. 291). The responses were verified through other data sources I obtained. These data sources include observations, field notes and photographs. The interviews with the research participants were recorded on a voice recorder, with their permission. These interviews were then transcribed and the transcriptions were analysed.

## 1.9.2 Observations

Marshall and Rossman (2006, p. 107) explains observations as “...the systematic noting and recording of events, behaviours and artefacts (objects) in a social setting chosen for the study.” For the purpose of this study I made use of a structured observation check list to ensure that all the same observations were made in every participants’ classroom. This checklist had space for extra observations (field notes) which were noted but did not fall part of the structured checklist. Observations were made while I observed the participants in their classroom environment to gain insight into the discipline techniques and strategies they implemented to create a culturally responsive learning environment. When participants are observed they often provide the researcher with data which cannot be gathered through other data collection strategies (Croll 2004).

The Grade 3 learners in their teachers’ classrooms were indirectly involved in the study because their teacher was the main research participant. The learner’s behaviour and discipline was observed and noted to determine how well the participants’ discipline strategies and techniques worked when creating a culturally responsive learning environment.

## 1.9.3 Field notes

Field notes are the recorded observations and interactions of the researcher, which are non-judgemental, concrete descriptions of what is observed (Marshall & Rossman 2006, p. 98; Seabi 2012, p. 83). Field notes were taken for this study when I observed the participants and learners in their classroom environment as well as when the interviews took place. Through comprehensive note taking, I was able to describe what I observed while observing the participant and the learners in the classroom. I was also able to note down things that could not be recorded by the tape recorder (for example the nervous participant and the participant who kept looking around while answering the questions) while doing the interviews. The field notes helped validate the findings of the interviews and observations made in the study.

## 1.9.4 Visual methodology

The visual methodology used to gather data in this study is photographs. Photographs were taken of each participants’ classroom layout and discipline techniques and strategies that were on display. These photographs were taken to help construct an in-depth understanding of the discipline practices the participants implemented when creating a culturally responsive learning environment. When researchers use cameras, they often “... introduce them in a way which does not create an undue disturbance of the naturalistic setting.” (Kelly 2002, p. 395). For this reason, I took photographs when all the learners had left the classroom for break or after school. The photographs were used in conjunction with the transcriptions of the interviews, observations and field notes. The photographs helped triangulate the findings and as a result, validate the data used in this study.

## 1.10 Data analysis strategies

Cohen, Manion and Morrison (2008, p. 184) state that data analysis starts taking place during the data collection process. Data interpretation is the core of qualitative research (Flick 2002, p. 176). Therefore, the researcher has to take on the role of data collector and data analyst. Data analysis involves the researcher, immersing him-/ herself in a series of events and steps such as organising and explaining data, noting patterns, themes, categories and regularities in the data once permission was gained from all the stake holders (Cohen, Manion & Morrison 2008, p. 184). Data analysis is done when the researcher studies the emerging themes, patterns, trends and relationships in order to draw relationships between concepts from the raw data (Maree 2007, pp. 108-109). Data capturing and coding were used to analyse the data collected.

The interviews conducted in this study were recorded on a voice recorder. Non-verbal observations made during the interview were noted through field notes by the researcher. These recordings and notes were transcribed, printed and checked against the voice recordings to ensure that the transcripts were correct and complete. Observation sheets and field notes that were made were used by the researcher to observe each teacher in her classroom environment. These observations sheets and field notes were also analysed for themes and categories. The data analysis was done using these transcripts together with the observation sheets. The data was organised and stored for easy retrieval and use. The data analysis and interpretation approach used in a study by Marais and Meier (2010, p. 49) regarding “Disruptive behaviour in the Foundation Phase classroom” guided the analysis of my data. Marais and Meier (2010, p. 45) approached their data in three stages: division of data and causes into categories, consolidation of these categories into themes and then interpretation of this data.

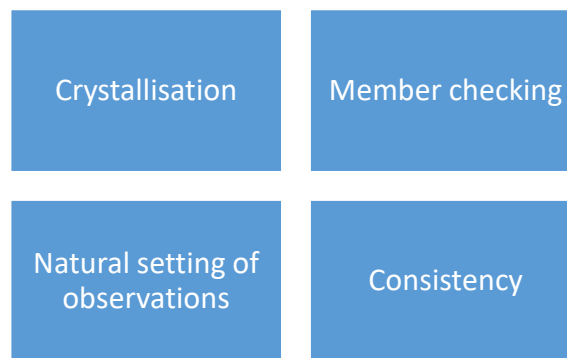
### 1.10.1 Coding and content analysis

Coding and content analysis were used to analyse the field notes, observations and transcriptions. “Coding is the process of reading carefully through your transcribed data, line by line, and dividing it into meaningful analytical units. When you locate meaningful segments, you code them” (Maree 2007, p. 105). Therefore coding is simply reading through the transcriptions, identifying themes or categories and giving each theme or category a particular code; then the data is analysed and grouped according to the codes so that a conclusion can be drawn. Content analysis is a systematic approach of qualitative research which identifies and summarises content which is found in written work. Through this process data is examined from different angles and similarities and differences in the text are identified to help understand a theory or finding (Nieuwenhuis 2007, p.101). Cohen, Manion and Morrison (2008, p. 184) advise that there are several issues that may influence the reliability of texts and their content analysis. These issues include; limited documentation, selective use or choice of text, bias and words that are grouped together that may have different connotations other than what the categories allow and can influence the quality of information analysed.

An interpretation was made in an attempt to form an in-depth understanding of discipline strategies used when creating a culturally responsive learning environment. Using these many different methods of data collection and data analysis is also called crystallisation (Fabio & Maree 2012, pp. 141-142). Crystallisation improves the quality of the data and the validity of the findings in qualitative research. (Fabio & Maree 2012, pp. 141-142). Data was analysed until the findings were saturated and no new themes emerged.

### 1.10.2 Measures of trustworthiness

Trustworthiness refers to quality of the data, "... the way in which data is collected, sorted and classified, especially if they are verbal and textual" (Peräkylä 1993 cited in Maree 2012, p. 140). The data that was collected and helped formulate the results of this study had to be credible, confirmed, transferable and dependable (Ferreira 2012, p. 38). The following strategies were implemented to insure the trustworthiness, validity and reliability of this study (Maree & Van der Westhuizen 2007, p.40) and are summarised in Figure 1.2:



**Figure 1.2: Strategies used to improve trustworthiness**

Firstly, crystallisation refers to multiple methods used during the data collection for this study. I made use of interviews, observations, field notes and photographs. After the data was collected, the findings were compared between the different data collection techniques and crystallized or triangulated. Using the multiple methods is a way of assuring the quality of the data collected (Maree & Van der Westhuizen 2007). Member checking is the process where the participants were given the opportunity to read through the data collected to ensure that I had understood them correctly. Colleagues and fellow researchers were also asked their opinions on the done research. The observations took place in the participants' natural environment and the learners in their classroom were also observed there. (Cohen, Manion & Morrison 2008, p. 408). Lastly, the data collection and data analysis took place consistently between the different participants and schools. The use of the observation checklist, semi-structured interview schedule and photograph checklist assured that the data collection took place as consistently as possible. These strategies were implemented to ensure the data would be valid and trustworthy so that the results of this research could be trusted.

## 1.11 Ethical measures

Ethics is associated with morals and can therefore be described as “conforming to the standards of conduct of a given profession or group” (Babbie 2008, p. 67). Consequently the ethical measures confirmed to in this study are the standard set out by the Ethics committee of the Faculty of Education at the University of Pretoria. Once I received my ethical clearance, I followed the procedures to do my research at the selected schools. The following issues were addressed as mentioned by Cohen, Manion and Morrison (2008, p. 51):



**Figure 1.3: Ethical measures that were addressed**

After gaining permission to continue with this study I had to receive consent from the teachers and school principals, the teachers as participants and the parents of the learners in each teachers' class. The participants, principals and parents received an explanation and description of what the purpose of this study entailed in the consent letters (see Addendum A-C for examples of consent forms) (Babbie 2008, pp. 68-69). The procedures of the data collection instruments such as interviews, observations, field notes and photographs were also explained. Participants were also given the opportunity to ask questions about any uncertainties they had.

Secondly, no harm should come to the participants (Babbie 2008, p. 68) who take part in this study. No foreseeable risks had been identified and risks can only be discussed and handled if they should occur. If any unforeseen discipline practices should arise, I would have to discuss it with the principal of that particular school. Thirdly, participants were informed that participating in this study was voluntary and that no participant would be disadvantaged in any way if they decide to withdraw from the research (Babbie 2008, p. 70-71).

The last ethical measure that was addressed is the issue of confidentiality. According to Patton and Cochran (2002, p. 22) the researcher should always consider the safety of the research participants. Before any research commenced, the participants received a consent letter to sign, which guaranteed the participants confidentiality. Through signing the consent forms the participants understood what this research was about before participating in the study. The participants were all numbered and coded so as to protect their privacy. It was important that as a researcher I had to remain aware of my own bias and respect the participants involved in this study.

## 1.12 Role of researcher

In qualitative studies the researcher's subjectivity is accepted as something that cannot be removed and the researcher is seen as a "research instrument" in the data gathering process (Maree 2007, p. 79). The qualitative researcher must become "immersed in a situation, present or past and the phenomenon being studied" (McMillan & Schumacher 2001, p. 15). As the researcher I played an active role in the data collection through using different data collection methods. I tried to be as unbiased as possible as I acted a researcher (and not a teacher).

During the research project, I made observations in the selected participants' classrooms without participating in the class or school environment itself. According to Babbie (2008, p. 317) being an observer involves the researcher not participating in any social interaction relevant to the world they are studying. I observed the teachers and their learners' interaction with each other without interacting with them during class time. When conducting the interviews my role as researcher was to guide the interview using the predetermined questions. The body language and responses of the participants were noted as the interviews took place. I remained flexible while asking the questions in order to clarify concepts the participants or researcher did not understand (Babbie 2008, p. 336). As researcher, I made observations, conducted interviews, and recorded field notes and visual data of the research participants in this study. As researcher, I also needed to be aware of my behaviour towards the participants, as this could influence the findings. Researchers need to be aware of research bias when they immerse themselves in their study so that they remain objective at all times.

## 1.13 Outline of chapters

The division of the chapters for this study are as follows:

### **Chapter one: Overview of the study**

The introduction includes the background and rationale, research problem statement, purpose of the research, clarification of concepts, research design and ethical measures of the study.

### **Chapter two: Literature review**

This chapter contains relevant literature for this study. Factors that influence discipline in the Foundation Phase classroom are presented. The discipline strategies used by Foundation Phase classroom teachers are also investigated and discussed. These factors and strategies are investigated to understand how a Foundation Phase teacher creates a culturally responsive classroom environment.

### **Chapter three: Research design and methodology**

In this chapter the research design and research methods followed in this study are discussed. Furthermore the selection of research participants, as well as the procedures for data collection and data analysis in this

study are explained. The ethical considerations need to be taken into account and measures taken to ensure the trustworthiness of the findings, are discussed.

#### **Chapter four: Discussion of results**

The findings of the research study will be presented in this chapter. The themes and categories that emerged from the data analysis will also be mentioned and discussed.

#### **Chapter five: Conclusions and recommendations**

This concluding chapter is the most important one, as it presents the outcome product of the research project. The findings can be used to improve the current discipline systems in South African schools. The limitations of the study and recommendations of the study are very important and will also be discussed and put into perspective for further research.

### **1.14 Summary**

This chapter provides an overview of the background and rationale of this research. The problem statement and research questions that form the backbone of this investigation are discussed. The concepts that form part of the main focus areas of this study are clarified. The research is designed according to a qualitative approach which helped determine the data collection and data analysis techniques employed for this study. Measures to ensure the trustworthiness of the findings and data collected are discussed together with the ethical measures which were taken into consideration. There is also a brief outline that summarises the chapters to follow.

In the next chapter, I integrate and investigate existing literature and research findings which are related and relevant to my research topic to improve my understanding of discipline and creating a culturally responsive learning environment. Through investigating the existing literature regarding my topic I was able to identify gaps or limitations in the current knowledge on discipline in the Foundation Phase classroom. How discipline enables a teacher to create a culturally responsive learning environment in a Foundation Phase classroom was also investigated. I do this to ensure that my research which is done in Pretoria, South Africa, has a relevant framework. My findings on discipline and creating a culturally responsive learning environment in a Foundation Phase classroom, therefore complement existing research.

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## Chapter 2: Literature review

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An inquiry into established research on the role of discipline in creating a culturally responsive learning environment



### 2.1 Introduction

In chapter 1, I gave an overview of the discipline in the Foundation Phase classroom and the challenges teachers face. In chapter 2, I will now discuss the purpose of this study which is to investigate the discipline practices used by Foundation Phase teachers in their culturally diverse classrooms. I investigated Grade 3 teachers to determine which discipline strategies they find most effective and which possible factors influence teachers' teaching practices in their Foundation Phase classrooms. This chapter is an in-depth review of international and national literature relating to discipline practices in a diverse Foundation Phase classroom. Since South Africa became a democratic country in 1994, it has been exposed to many changes that seemed to have been very challenging to those individuals exposed to them (Rossouw 2003, p. 413). These challenges marked the start of equality and uniformity for a diverse nation that has a history of discrimination and violence. These challenges were also seen in the education systems, particularly when the age-old method of disciplining learners through corporal punishment was banned. Schools and teachers had to find alternative ways of disciplining learners in their newly constructed society (Erasmus 2009, p. 1-2).

### 2.2 Discipline, learners and education: a global perspective

According to Monroe (2009, p. 322), "[d]iscipline is a widespread concern in public schools throughout the nation." This conclusion was arrived at after a qualitative research study was conducted by the University of Georgia to explore children's discipline in a predominantly African American middle school. The research was conducted from the children's perspective and explored experiences of effective classroom teachers. The findings of this research emphasised how and why effective teachers minimise behaviour problems in their classrooms. It also emphasised how effective teachers were able to limit demographic differences in student sanctions. From this study, it was clear that teachers can learn about their own effectiveness by obtaining information from the learners they teach. Discipline can therefore be maintained through a teacher-learner relationship, helping each other.

Although the above-mentioned study was not done in a South African context, the concept of culturally responsive classroom management styles and cultural-ecological frameworks should also be examined in



a South African context (Monroe 2009, p. 325). Since South Africa is a culturally rich country, many teachers have multicultural classrooms and could also benefit from implementing such strategies in their classrooms. It could improve teachers' cultural understanding of the learners and parents they work with and enable them to view the curriculum from different ethnic and cultural perspectives (Banks 2009, p. 26).

If learners understand the different cultures, they can understand their own culture better and respect people who are from a different culture other than their own. "All children come to school with strong cultural and ethnic identities" (Maxim 2010, p. 53). These identities, whether they are strong or weak, must be respected by the teacher; this then sets the tone for the other learners in the classroom (Maxim 2010, p. 53). This does not only apply in the school community: learners and teachers also form part of a larger community and society outside school.

Parallel to this research study is research conducted by Stewart (2004), who examined learner discipline from an Australian perspective. Stewart argues that misbehaviour, especially bullying, is common in Australian schools (Stewart 2004, p. 333). To combat learner misbehaviour, a whole-school approach to learner discipline was proposed which included judicious behaviour management as well as other behaviour management programmes. The success achieved by applying these managerial approaches to discipline depended largely on the following individuals – the school policy makers, school management teams, governing bodies, teachers and parents. With all these individuals on board, the discipline approach could be implemented successfully, thus creating a supportive school environment. According to Stewart (2004, p. 319) it has become apparent that Australian schools focus on policies that ensure the submissiveness of learners. These policies do not contribute to learners' intellectual and social development; if the policies and learning objectives (both social and academic) are based on diverse curriculum programmes instead, interpersonal relationships as well as the school organisation will become better aligned with the needs of the learners. Discipline problems will be fewer and easier to overcome. Therefore, the application of a support structure in schools has to be related to the learners in the school.

The purpose of this research is to identify what the effective discipline practices are in a Foundation Phase classroom when creating a culturally responsive learning environment. Teaching strategies and models will be discussed to understand how teachers' practice of discipline in the Foundation Phase classroom are adapted to manage discipline in their classrooms.

### **2.3 Teaching strategies**

Engen and Kauchak (2012) describe the cognitive learning theory as "a view of learning that focuses on learners' thought processes, which may or may not result in immediate change in behaviour." In their book *Strategies and Models for Teachers: Teaching Content and Thinking Skills*, these authors highlight the different teaching models and strategies that are available and which ones teachers can use in their

classrooms. These models are based on the cognitive learning theory (which focuses on knowledge and intellectual skills) with the aim to reach cognitive objectives.

According to Eggen and Kauchak (2012) the cognitive learning theory, teachers can observe learners' learning "view" (Eggen & Kauchak 2012). A learner's thought processes influence their behaviour and therefore their discipline. If we understand how learners' thought processes work, we will understand how they come up with thoughts and ideas and why learners react or respond to certain situations in the way they do. The cognitive learning theory has formed the basis of instruction for many years in different countries (Eggen & Kauchak 2012).

Eggen and Kauchak (2012) and Lewis (1999, p. 309) mention three models of discipline that focus on students' school-related attitudes and behaviour, namely models of influence, group management and control. Teachers' classroom discipline strategies can be conceptualised in terms of these three styles. Lewis's study investigated the role of classroom discipline in promoting students' responsibility, particularly students' responsibility for protecting their learning and rights to safety in the classroom. Besides these three models, Lewis used six discipline strategies in his study that learners used to assess their teachers' discipline techniques, because "in practice, teachers may not necessarily act in accordance with theory" (Lewis 1999, p. 310). The students in his study used the following six discipline strategies to assess their teacher's discipline techniques:

1. Hints and non-directional descriptions of unacceptable behaviour.
2. Talking with students to discuss the impact of their behaviour on others.
3. Involving students in classroom discipline decision-making.
4. Recognising the appropriate behaviour of individual students or the class.
5. Punishing students who misbehave and increasing the level of punishment if resistance is met.
6. Aggressive techniques.

Lewis (1999) explored how learners could take responsibility to ensure that they received an education and how they would feel safe in a teacher's classroom. The discipline strategies implemented by the teachers were assessed and examined by the learners. This would allow us to understand how learners experienced the chosen discipline strategies implemented by the teacher. Such an assessment could make teachers aware of how the learners experienced their discipline strategies and reveal whether learners felt safe in a teacher's classroom. By asking the learners to assess their teachers, teachers can adjust and change their discipline strategies to suit their classes' specific needs. A positive learning environment could then be created. However, this method could be challenging for many learners, and teachers might not feel comfortable being assessed by learners.

It is important to note that there is not a single theory for managing education, as education does not exist in a vacuum (Yariv 2012). The different perspectives found and suggested in each theory can be integrated and combined to create a working theory consisting of various theoretical concepts. Although there are

many different techniques, it is again important to take into account that education does not exist in a vacuum. Therefore, teachers will possibly combine existing techniques to form their own unique and personalised strategy. Their combination is likely to suit their needs better, because it is personalised and will provide a better quality of education for their learners. The above-mentioned theories are important because they all form part of the predominant objective of any education system, which is “providing quality education for all learners in order to enable them to realise their full potential, thereby enabling them to contribute to and participate in society” (Prinsloo 2001, p. 344).

### **2.3.1 Children’s rights and responsibilities**

Rossouw (2003, p. 413) suggested that the overemphasis of human rights in general is closely related to discipline matters, (for all people not specifically aimed at teachers or learners) and could be a reason that contributed towards the decline of discipline in South African schools. Rights are culturally constructed and determine the essential entitlements of children (Smith 2007, p. 4). According to Smith (2007, p. 1) it is stated that countries that implemented the United Nations Convention on the Rights of the Child Article (also referred to as the Convention) have a responsibility to provide education regarding children’s rights. Through implementing this, children’s rights need to be upheld by the state and by adults. Coetzee (2010, p. 479) emphasises disciplining learners within a human rights framework.

The Convention is about Child advocacy and not about denying children their childhood or undermining the role of caregivers or professionals working with children (parents, families or teachers). Professionals working with children have an important role in advocating for them, and through this, raising the status of a child (Smith 2007, p. 2). Through this, teachers and other professionals working with children can educate the government and local agencies about children because children are citizens in their own right. Children are human beings and are entitled to some degree of respect which moves away from the fundamental ideas that children should be seen and not heard (Smith 2007, p. 2). When disciplining learners, teachers and parents have to ensure that they respect the human rights of a child, regardless of any other factors. The value of children as people needs to be highlighted and parents as well as professionals working with children, need to be aware of this and ensure that this convention is implemented. The implementation of this Convention has caused concern regarding children having too much power while their parents will have less power.

Advocating for children involves protecting them and understanding their rights as humans. Maxim (2010, p. 53) states that “all children come to school with strong cultural and ethnic identities”. This is particularly the case in South Africa which is a culturally rich country. Smith (2007, p. 5) suggests that several factors need to be in place for children to develop their voice and identity. These factors include space, support and opportunities for children to develop and derive their own point of view (Smith 2007, p. 5). Smith (2007, p. 5) further states that a child’s social interactions and participation in cultural activities leads to the internalisation of tools for thinking and enhances their competence.

*“Children are valued as active learners who choose, plan and challenge. This stimulates a climate of reciprocity, ‘listening’ to children (even if they cannot speak), communication and social interaction; observing how children’s feelings, curiosity, interest, and knowledge are engaged by their early childhood environments; and encouraging children to take some responsibility for their own learning” (Smith 2007, p. 6).*

Hurtado concluded in his study, “...the diversity of the peer group becomes a necessary part of the curriculum in a learning environment that views diversity as central to the learning process.” These statements about factors are closely linked to findings from Irvin et al. (2006) on learner behaviour. They used the School Wide Information System Program Descriptor to collect and investigate office discipline referral patterns in order to assess the behavioural climate and safety of the schools. “Information about classroom behaviour patterns can be used to redesign curricula, activity routines, and the physical layout of the classrooms to improve student outcomes” (Irvin et al. 2006, p. 10). Teachers have a role to play in their classroom environment and need to respect learners’ identities, which will set an example for other learners in their classroom on how they should treat each other (Maxim 2010, p. 53).

A child’s perspective in developing their voice is an important tool to achieve positive changes in early childhood education services. There are some sectors and role players who are very apprehensive about the concept of children’s rights and therefore need to be educated in order to improve children’s lives (Smith 2007, p. 8). In a country such as South Africa, which is filled with many different cultures and beliefs, it will be beneficial for all children have the same rights to will protect their human rights. “The level of cultural legitimacy according to children’s rights will affect the effective implementation of human rights instruments.” (Coetzee 2007, p. 499).

### **2.3.2 Diversity**

Several researchers have demonstrated the positive effects of diverse college campuses and the effect teachers in training have on one another through their interaction in the classroom. These positive effects range from: “retention and satisfaction, cultural awareness, intellectual motivation and engagement, ability to solve problems and evaluate arguments, intellectual and personal self-confidence and ability to integrate multiple perspectives” (Packard 2013, p. 145). This study highlights that there is still very little known about how the student diversity directly impacts classroom learning. Although these results are true for college campuses, I think diversity can also have the same positive effects in Foundation Phase classrooms.

Change in policies has resulted in teachers being faced with many changes in their classrooms. These include linguistic, cultural and developmental diversities, which demand an inclusive approach. Brown (2004, p. 325) mentions that in order for teachers to be seen as effective, they must be “multicultural and possess the skills to provide a classroom environment that adequately addresses student needs, validates diverse cultures, and advocates equitable access to educational opportunities for all.” Brown (2004, p. 325) further points out that other teacher education authorities found that even though student teachers are

entered into cultural diversity courses (meaning these student teachers study to become teachers with students of different cultures), they often do not change their stereotypical perceptions of themselves and others. Bornman and Rose (2010) state that “the best way teachers can accommodate diversity is if the teachers strive to create a supportive classroom environment (with a strong sense of belonging).”

### 2.3.3 Teachers and student teachers

Currently, South Africa is not the only country facing challenges as a result of policy changes. Demographic changes in Europe are also taking place as education systems are becoming more inclusive, like South Africa did after 1994 (Florian 2012, p. 276). Chang (2006, p. 369) mentioned that Western countries have experienced an increase in policies promoting cultural diversity when it comes to teaching and learning. Studies completed by both Florian (2012) and Chang (2006) emphasise that teachers are not necessarily prepared for the cultural diversity found in their classrooms. Cultural diversity should be seen as a key resource in a teacher’s classroom and should be utilised by the teachers and not seen as a burden (Chang 2006, p. 369). Chang (2006, p. 376) emphasises that teachers need to draw on the cultural diversities they find in their classrooms so that both teachers and learners can learn from each other. Banks and McGee (2010) support this multicultural education which is closely related to diversity and “...is an education system that pursues equal opportunities for all learners from diverse cultural, ethnical, language, gender and racial groups to achieve academically” (Banks & McGee 2010). Chang (2006) explained in his study that this is the way he teaches learners, allowing them to learn from each other by understanding their own and others’ experiences. Chang also stated that he has “...been aware that many colleges at this university feel concerned about the impact of these developments of their teaching” (Chang 2006, p. 369). Through Chang’s statement, it is clear that teachers (in this case lecturers at universities) feel concerned about the cultural changes taking place in their classrooms, as they are not sure how to adapt their teaching strategies. This statement links to a problem with inclusive education identified by Florian (2012, p. 276), “...many teacher educators may not have had experience of inclusive education (which are also referred to as diversity education) when they were teaching, nor may they agree with its associated approaches to teaching and learning.”

The change in policies has resulted in teachers being faced with linguistic, cultural and developmental diversities in their classrooms which demands an inclusive approach. Many teachers and students training to become teachers still feel that they are not prepared for inclusive education (Florian 2012, p. 276). According to Florian (2012, p. 276) these changes in policies have implications for teacher education as well as teacher professional development. The professional development of teacher educators need to be prioritised as inclusive classrooms are becoming more popular.

## 2.4 Principals' management styles

School principals have many different responsibilities when managing their schools, and dealing with disciplinary issues is one of them. Effective management of discipline depends greatly on how the principal applies fundamental administration skills. These administration abilities have been identified as: the organisational structure of the school, the behaviour of the teachers and lastly the behaviour of the learners (Yariv 2012). Therefore, the management style of the principal will govern the way the teachers and learners behave. These findings are related to research on school-wide positive behaviour support, which established that school-wide systems of behaviour support can be effective techniques to decrease the frequency of disruptive and anti-social behaviour in schools (Sugai & Horner 2008). A study conducted by Yariv (2012) further suggests that management theories of discipline should be applied according to the typologies identified by Bush (2011). These are the political management theory, the collegial management theory and the bureaucratic management theory.

The political management theory is based on the concept that when teachers view the learners' behaviour as threatening to their authority, they resort to using their power or authority to enforce their demands. "An interpretation of this approach indicates that the core mode of action is the use of coercive and manipulative measures to guarantee control of students by authoritarian figures" (Yariv 2012). This theory is connected to the aggressive techniques (Lewis 1999, p. 310) mentioned in section 2.1 as a disciplinary technique.

Secondly, the collegial management theory postulates that decisions are made as a team through a process of discussing and sharing ideas between all members of the organisation, because members are seen to have equal power. Yariv (2012) summarises the core mode of action as emphasising "discussion and value clarification, rather than punitive measures, to educate students to internalise norms of behaviour." This theory is connected to some of the strategies identified by Lewis (1999) in section 2.1, where students are involved in classroom discipline decision-making (Lewis 1999, p. 310). In this approach, discipline is viewed as an important asset that can help create a climate in which learning can take place.

Lastly, the bureaucratic management theory is based on the concept that learners should obey all orders they receive from adults. The core mode of action, which has become more and more inefficient and impersonal, according to Weber (1947), is based on the "rigid use of rules and sanctions to maintain law and order inside the organisation" (Yariv 2012). The bureaucratic management theory is connected to Lewis's (1999, p. 310) discipline strategy of punishment as mentioned in section 2.1.

A school principal is a key role player in managing the school effectively. Ensuring that the correct policies and procedures are drawn up to protect learners and teachers will make managing the school more straightforward, as all the guidelines will be in place for all the participating individuals. Discipline policies and codes of conduct need to be drawn up and enforced consistently so that learners and teachers know what is expected of them. School management will also filter through and have an influence in the teachers'

classrooms. These policies and codes of conduct will provide the teachers with effective guidelines to use when managing discipline in their classrooms.

School-wide positive behaviour support has three defining features, which have been identified by Sugai and Horner (2008). The feature most relevant to this aspect of my research is the multi-systems perspective, which examines the school system as a whole: a school-wide discipline system, classroom setting systems, non-classroom setting systems and individual student support systems (Sugai & Horner 2008). These systems can provide an effective strategy which a principal and teacher can apply in his or her school to assist with the administration of the school and may result in effective management of discipline.

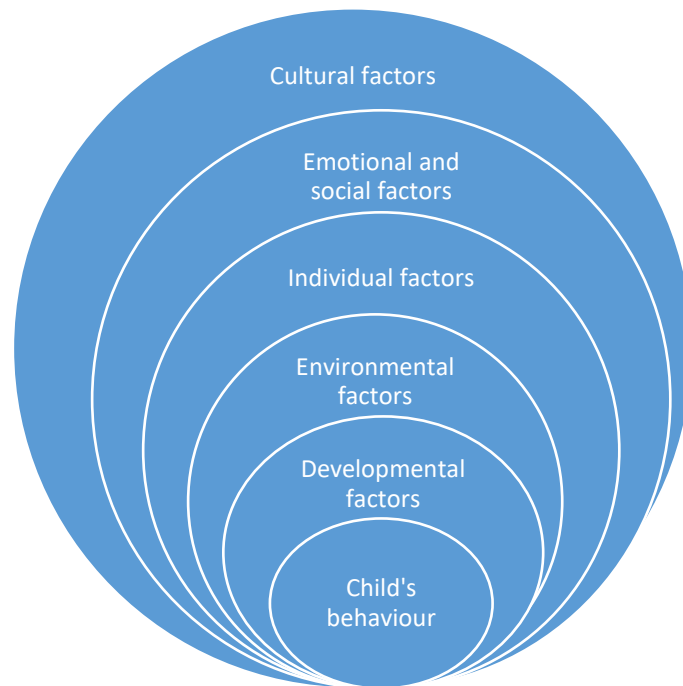
## **2.5 Theoretical framework**

In the following section, I discuss the theories that influenced discipline in the past and present theoretical discourses on discipline. These theories form the theoretical basis for this study which guided me to come to an understanding of the phenomenon.

### **2.5.1 Factors that affect behaviour**

Discipline is a "...part of the guidance strategies used for adults to help children become responsible for their actions, learn self-control and behave appropriately (Gordon & Browne 2011 pp. 244). Guidance and discipline is based on what the expected behaviours are for a child at a certain age (Gordon & Browne 2011 p. 78). Seen as though discipline and behaviour are interlinked and influence each other, I will subsequently discuss the identified factors that influence behaviour. It is important to understand how these factors influence a child's behaviour because their behaviour in turn, has an influence on how children are disciplined.

According to Gordon and Browne (2011, pp. 237-242) it is important for adults (specifically teachers) to understand which factors influence a child's behaviour in order to better understand and manage the misbehaving child. The main factors were identified based on a combination of nature and nurture theories as well as theories that are based on ages and stages of development. The main factors that influence behaviour are: developmental factors, environmental factors, individual factors, emotional and social factors and lastly cultural factors (Gordon & Browne 2011 pp. 237-242).



**Figure 2.1: Important factors identified by Gordon and Browne (2011) which influence children's behaviour**

Firstly knowledge of developmental factors will enable adults who work with children to identify which behaviours are expected and significant of children at various ages (Gordon & Browne 2011 p. 238). Louw and Louw (2007, p. 6-8) identified the following developmental stages that most psychologists agree on (Louw & Louw 2007, p. 6):

- Prenatal stage, subdivided into the germinal, the embryonic and the fetal periods
- Neonatal stage, which is approximately the first two to four weeks of life and infancy (approximately the subsequent two years)
- Early childhood (approximately age two to six)
- Middle childhood (approximately age six to the beginning of puberty)
- Adolescence (from puberty to adulthood)

Furthermore, psychologists agree on dividing child development into the following different areas for practical reasons (Louw & Louw 2007, p. 7-8):

- **Physical development** refers to changes that take place in a child's body such as weight, height and brain development.
- **Cognitive development** refers to the ability to understand and know the environment and world you are in. This includes aspects such as child's perceptions, language, decision making, creativity and thinking.
- **Personality development.** Personality is the "totality of a person's psychological, social, moral and physical characteristics" (Louw & Louw 2007, p. 7). This area includes a child's sense of self



(or their character), self-concept (what children think of themselves) and their identity (how a child identifies themselves to a certain culture or group).

- **Social development** entails a child's development and ability to interact with other people and have relationships with others. An important development that takes place in this area is moral development. Moral development is their ability to make judgements between what is right and what is wrong.

It is important to note that these areas of development are interrelated and an individual functions as a whole (Louw & Louw 2007, p. 8). Through understanding these developmental areas and stages, adults are able to see behaviour as predictable (or acceptable according to a certain age). If the behaviour is predictable and age appropriate it is easier to understand the learners' behaviour and guide it more effectively (Gordon & Browne 2011 p. 238).

Secondly, Gordon and Browne (2011, p. 238) identified environmental factors as another factor that affects behaviour. The physical environment a child is in should tell them how to act. The materials and equipment children are surrounded with should be age appropriate and interesting so that they are stimulated, allowing fewer opportunities for misbehaviour. Children should have enough space to work, play and move about in and accept that the adult is in control when it is necessary. The children's basic needs are also met in their environment (Gordon & Browne 2011 p. 238).

Gordon and Browne (2011, pp. 238-240) thirdly identified individual factors which refer to the temperament of each child. Gordon and Browne (2011, p. 239) and Louw and Louw (2007, pp. 91-92) refer to Thomas and Chess who investigate the temperament and development of babies. Through the findings of Thomas and Chess, it is evident that individual differences are present from birth and seems coherent as the child grows (Gordon & Browne 2011 p. 239; Louw & Louw 2007, p. 91). The way people react towards children's temperament helps develop their personality.

Fourthly, Gordon and Browne (2011, pp. 240-241) identified emotional and social needs of children. Young children are still working on ways to express their feelings and emotions and some behaviour problems stem from a child's attempts to express themselves. This is parallel to the social development area which involves a child's social development and ability to interact with other people and have relationships with others.

Cultural factors were identified lastly by Gordon and Browne (2011, p. 241). Children are growing up in a diverse country with many different cultures so children need to learn to communicate across cultures. "Discipline is deeply embedded within the values and beliefs of the family. The family's culture shapes how they raise their children, and each family is unique in the way it interprets cultural values," Gordon and Browne (2011, p. 241). This concludes the main factors that influence behaviour from a developmental perspective.

## 2.5.2 Influential theories in the past

In this section the focus is on the two most influential theories that were developed in the past and focus on how learners behave (both in the past and still today). Firstly I will discuss behaviourism which will be followed by assertive discipline.

### 2.5.2.1 Behaviourism

Historically, learners' behaviour depended on behaviourist theories which focused mainly on modifying learners' behaviour by leading the learners to build positive behaviour in the classroom (Shin & Koh 2007, pp. 289-290). Behaviourism theories depended greatly on external factors to gain control over the learners or to shape their behaviour. These theories were based on the principle that people respond to rewards and punishments in their environment (Chadsey & McVittie 2006, p. 2). Behaviourist theories were founded by prominent psychologists such as John B. Watson, Ivan Pavlov, Burrhus Frederick Skinner and Edward Thorndike (Murphy 2007, pp. 319-330) who focused mainly on the idea that a behaviour or response to a stimulus can be moulded through rewards and punishment. The parent or teacher has effective control over learner behaviour, learning is teacher-centred, and learners take on a passive role in learning.

Behaviourism is still seen in many classes today, where teachers use incentives such as sticker charts. Teachers believe that learners' misbehaviour can be decreased by punishment. During the development and implementation of these theories, one main way of punishing learners was through corporal punishment. The fall of corporal punishment in our school systems lead to one important question, namely: How can behaviourism be implemented successfully without punishment? This is the problem that many educators are faced with and an aspect noteworthy for my study.

### 2.5.2.2 Assertive discipline

Assertive discipline is a technique of classroom behaviour. Appropriate behaviour is taught through using several methods which include "describing, modelling, practicing, reviewing, encouraging, and rewarding" (McIntyre 2016, par. 2, p. 2).

The effectiveness of assertive discipline as claimed by Lee Canter who helped find and design assertive discipline, has come under cross fire as research conducted cannot support the claims of its effectiveness (Render, Nell, Padilia & Krank 1989, p. 72). "We can find no evidence that assertive discipline is an effective approach deserving schoolwide or district wide adoption" (Render et al. 1989, p. 75). According to findings by Render et al. (1989, p. 74), Parker (1985) found that school administrators (principals) preferred assertive discipline but teachers preferred to use their own discipline strategies. These findings are contradictions to research done on positive discipline approaches. In the Philippines, the Department of Education has issued a primer under which teachers need to fulfil their responsibilities. The Departmental

Order 40, s.2012, prohibits the use of corporal punishment and promote the use of Positive Discipline. (Department of Education, E-Net Philippines and Save the Children 2015, p. 9). Current approaches of managing discipline including positive discipline, is discussed in the following sections.

## **2.6 Current approaches of managing discipline**

### **2.6.1 Classroom management**

There is not a single right way of managing education, as education does not exist in a vacuum (Yariv 2012). Effective teachers, as stated by Monroe (2009, p. 233) are capable of minimising behaviour problems in their classrooms. Yet according to Milner and Tenore "...classroom management continues to be a serious concern for teachers especially in urban and diverse learning environments." (Milner & Tenore 2010, p. 560). Even though there has been research done on classroom management and on diversity, there has been little research done on the influence of diversity and classroom management and their effects on each other. Milner and Tenore (2010, p. 562) identified three main themes that emerged when they investigated classroom management and diversity. These themes are: classroom management and referral patterns, teachers and learners (dis)connections and institutional and systemic barriers to classroom management. For the purpose of this study, these three themes will be discussed briefly.

Firstly, classroom management and referrals for disciplinary action originate in the classroom. There seems to be a discrepancy between the rules or the culture of power and some learners' ways of conducting themselves (Milner & Tenore 2010, p. 562). According to Yariv (2012) teachers' personal views, beliefs and concerns about education, together with the Constitution of South Africa (2012), determine how a classroom is managed. The consequence of disciplinary referrals and inconsistency between teachers' or schools expectations and learners' behaviour influences learners' achievements because when learners are not in the classroom, they cannot learn. Unfortunately teachers spend too much time trying to discipline learners and learners then miss out on time spent where they could be learning (Milner & Tenore 2010, p. 563).

Secondly Milner and Tenore (2010, p. 562) mentioned that disconnection between teachers and learners was a major reason for classroom management conflicts. These conflicts often occur because of the diversity and inconsistencies found between teachers and learners. "All children come to school with strong cultural and ethnic identities" (Maxim 2010, p. 53). The way teachers discipline the learners in their classrooms, can also cause a disconnection between the teachers and the learners in their classrooms. Discipline should not only focus on mischievous and disruptive behaviour, "...but as a means of entering into a loving, caring and guiding relationship with learners" (Oosthuizen, Roux & Van der Walt 2003, cited in Erasmus 2009, p.8).

Thirdly, teachers face institutional and systematic barriers to classroom management. This is largely due to policies and procedures that are put into place which impacts how teachers may manage their classrooms. An example of such a barrier is the White Paper on Education (1995) which was implemented to protect teachers and learners as school.

Positive discipline is based on the principle that behaviour is motivated through people seeking a sense of belonging or connecting as well as having meaning in their social context (Chadsey & McVittie 2006, p. 2). It is based on the teacher having a good relationship with each learner, building a learners' self-image rather than damaging it (Oosthuizen 2010, pp. 19-20). Positive discipline is designed to teach young people to be "responsible, respectful and resourceful members of their communities" (Positive discipline 2014, par. 1).

According to Ferreira (2012, p. 164) "Positive discipline is the second most popular discipline strategy." There are also other discipline strategies that teachers use and implement in their classes. Coetzee (2010, pp. 480-481) identified the following approaches on which positive discipline is based: positive discipline is grounded in human rights; mutual respect between teachers and learners; maintenance of good relationships; an emphasis on participation and co-operation; the establishment of good relationships through communication and negotiation, participation and co-operation; and the preservation of the learners' self-esteem. Further, discipline should not be aimed at suppressing undesirable behaviour, in the short term, but should build responsibility and self-discipline; modelling of acceptable behaviour and clearly spelled out limits and rules that are framed in a positive manner and consistently enforced (Coetzee 2010, pp. 480-481).

The above mentioned approaches correspond to Durrant (2010, p. 15), who defines and explains positive discipline as:

**Positive discipline is:**

- About finding long term solutions that develop students' own self-discipline;
- Clear and consistent communication;
- Consistent reinforcement of your expectations, rules and limits;
- Based on knowing your students and being fair;
- Aimed at building mutually respectful relationships with your students;
- Teaching students life-long skills and fostering their love of learning;
- Teaching courtesy, non-violence, empathy, self-respect, and respect for others and their rights; And
- Increasing students' competence and confidence to handle academic challenges and difficult situations.

Therefore, positive discipline is an approach whereby everyone in a classroom environment takes responsibility for their own actions (Coetzee 2010, p. 480).

## 2.7 Official policies of managing discipline in South African schools

A White Paper on Education was published in 1995 which set the tone for change in many sectors of South Africa's education system. The South African Schools Act has many guidelines that are put into place by different role players, so that both teachers and learners are protected. These guidelines also govern policies and behaviours at school. While investigating these guidelines for my study, the following policies and acts improved my understanding of several matters. These matters include: respect for official languages, peoples right with regards to their language and culture, peoples rights to protection, learners freedom of conscience and religion and punishment. The acts and policies are quoted in the following section.

Chapter 2, no 6 B) of the South African Schools Act, 1996 (Act No. 84 of 1996) (Republic of South Africa, 1996) prohibits discrimination in respect of official languages:

“The governing body of a public school must ensure that -

- a) there is no unfair discrimination in respect of any official languages that are offered as subject options contemplated in section 21(1)(b); and
- b) the first additional language and any other official language offered, as provided for in the curriculum, are offered on the same level.”

Additionally, in the South African Bill of Rights, 16<sup>th</sup> Amendment to the Constitution (Chapter 2, number 30) stipulates that, with regards to language and culture:

“Everyone has the right to use the language and to participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights.”

Non-discrimination in respect of official languages is closely related to the South African Constitution's definition of equality which states that:

1. “Everyone is equal before the law and has the right to equal protection and benefit of the law.
2. Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.
3. The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth” (Bill of Rights, Chapter 2 number 9).

Furthermore, chapter 2, no 7 of the South African Schools Act, 1996 (Act No. 84 of 1996) states that public schools must allow learners freedom of conscience and religion:

“Subject to the Constitution and any applicable provincial law, religious observances may be conducted at a public school under rules issued by the governing body if such observances are conducted on an equitable basis and attendance at them by learners and members of staff is free and voluntary.”

Similarly, the South African Bill of Rights (Chapter 2, number 15.1) stipulates that –

“1. Everyone has the right to freedom of conscience, religion, thought, belief and opinion.”

Lastly, chapter 2, no 8 of the South African Schools Act, 1996 (Act No. 84 of 1996) contains the following provisions for a code of conduct for the learners:

- “1) Subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school.
- 2) A code of conduct referred to in subsection (1) must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.
- 3) The Minister may, after consultation with the Council of Education Ministers, determine guidelines for the consideration of governing bodies in adopting a code of conduct for learners.
- 4) Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner.
- 5) a) A code of conduct must contain provisions of due process safeguarding the interests of the learner and any other party involved in disciplinary proceedings.
- b) The code of conduct must also provide for support measures or structures for counselling a learner involved in disciplinary proceedings.
- 6) A learner must be accompanied by his or her parent or a person designated by the parent at disciplinary proceedings, unless good cause is shown by the governing body for the continuation of the proceedings in the absence of the parent or the person designated by the parent.
- 7) Whenever disciplinary proceedings are pending before any governing body, and it appears to such governing body that it would expose a witness under the age of 18 years to undue mental stress or suffering if he or she testifies at such proceedings, the governing body may, if practicable, appoint a competent person as an intermediary in order to enable such witness to give his or her evidence through that intermediary.
- 8) a) An examination, cross-examination or re-examination of a witness in respect of whom a governing body has appointed an intermediary under subsection (7), except examination by the governing body, must not take place in any manner other than through that intermediary.
- b) Such intermediary may, unless the governing body directs otherwise, convey the general purport of any question to the relevant witness.
- ”

9) If a governing body, appoints an intermediary under subsection (7) the governing body may direct that the relevant witness must give his or her evidence at any place which

a) is informally arranged to put that witness at ease;

b) is arranged in a manner in which any person whose presence may upset that witness, is outside the sight and hearing of that witness; and

c) enables the governing body and any person whose presence is necessary at the relevant proceedings to hear, through the medium of any electronic or other devices, that intermediary as well as that witness during his or her testimony” (chapter 2, no 7, in South African Schools Act, 1996 (Act No. 84 of 1996)).

It is extremely important to note that corporal punishment is prohibited by Chapter 2, No 10 of the South African Schools Act, 1996 (Act No. 84 of 1996):

“1) No person may administer corporal punishment at a school to a learner.”

To quote the Bill of Rights, Chapter 2, number 29, Education:

1. “Everyone has the right

a) to a basic education, including adult basic education; and

b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account

a) equity;

b) practicability; and

c) the need to redress the results of past racially discriminatory laws and practices.

3. Everyone has the right to establish and maintain, at their own expense, independent educational institutions that

a) do not discriminate on the basis of race;

b) are registered with the state; and

c) maintain standards that are not inferior to standards at comparable public educational institutions.”

The cultural, religious and linguistic communities in Chapter 2, number 31 (South African Bill of Rights) are protected as follows:

1. "Persons belonging to a cultural, religious or linguistic community may not be denied the right, with other members of that community

a) to enjoy their culture, practice their religion and use their language; and

b) to form, join and maintain cultural, religious and linguistic associations and other organs of civil society."

## 2.8 Summary

In this chapter I have discussed the relevant concepts and findings surrounding discipline. I described discipline strategies that were used and that are currently used in schools. I pointed out relations between my study and the theories I found that this literature strengthened the stance I hold. I showed how my investigation can help to strengthen and support these findings which are related to discipline in a multicultural Foundation Phase classroom.

In the next chapter, I will discuss and explain the research design and research methods used for my study on discipline practices in a Foundation Phase classroom. The research design and research methods assisted me with the data collection and data coding process while taking the ethical measures into account.

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## Chapter 3: Data collection

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Research design and methods used in a qualitative study



### 3.1 Introduction

In this chapter I discuss the research design and validate the selected methods followed in undertaking this qualitative study to explore the phenomenon of discipline practices in diverse Foundation Phase classrooms, in a South African context. I begin by explaining the rationale for the study and the considerations I took into account when designing the research. Next, I discuss the established stages of the research process which included the criteria for the selection of participants (sampling), data collection techniques and the procedures for data analysis and data interpretation. I further explain the measures taken to ensure the trustworthiness of the research. Finally, the chapter concludes with the ethical measures I considered throughout the study to ensure confidentiality of all participants involved in this research project.

### 3.2 Rationale for empirical research

The purpose of the study was firstly to identify discipline practices used by Foundation Phase teachers when creating a culturally responsive learning environment. Secondly, to identify how the Grade 3 teachers define discipline in a Foundation Phase classroom and possible factors that influence these disciplinary practices in Foundation Phase classrooms. Thirdly, I wanted to investigate teachers to determine what diversities Foundaion Phase teachers are faced with when creating a culturally responisve learning environment. My intention was to identify factors which influence a teacher in creating a culturally responsive learning environment. The main purpose of this research was therefore to investigate discipline practices which may increase the level of discipline in a culturally responsive, Foundation Phase classroom.

### 3.3 Research design

In the following section the research paradigm as well as the research methods used to collect data for my study will be discussed and described in detail.

#### 3.3.1 Research paradigm

A paradigm is a set of beliefs or thoughts about the world or world-view (Nieuwenhuis 2007, pp. 47-48). The paradigm formed the lens through which I interpreted reality and what I thought about the world when I investigated this aspect of reality. The qualitative paradigm assisted me in the way I understood and did

my research, particularly on this topic of discipline. Throughout my research project, I used qualitative research.

According to Nieuwenhuis (2007, p. 51), qualitative research is “concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the “why” questions of research”. Discipline is largely a behavioural pattern. How teachers deal with discipline can differ from one social and cultural context to another. As a result, for this research project I made use of qualitative research, which took me (the researcher) to the natural environment of the participant (Theron & Malindi 2012, p. 96). In this instance the natural environment was the selected primary schools, and in particular Foundation Phase teachers’ classrooms, where I could collect my data and information.

Discipline is a complex concept with so many different meanings related to different cultures and countries. Therefore, it was challenging to explore all the underlying components of discipline, since South Africa is a culturally rich country, with different meanings and stances given towards discipline. This idea of investigating the phenomenon was developed into the stance that people construct meaning through their experiences (Morgan & Sklar 2012, p. 73). When taking this into consideration, and for the purpose of this research, I explored discipline as a phenomenon. Many teachers have multicultural classrooms and could benefit from understanding discipline in relation to a curriculum which needs to be offered from different ethnic and cultural perspectives (Banks 2009, p. 26). Furthermore, I investigated how teachers construct the meaning of discipline through their experiences with learners in their Foundation Phase classrooms. Although this seems like an excellent paradigm to use, I reasoned that discipline does not exist in a vacuum and therefore not all the underlying components of discipline could be considered. This is fundamental to teacher’s discipline practice.

By using the interpretive paradigm, a researcher “advances a new interpretation or reading of an existing text or set of texts” (Mouton 2012, p. 113). This approach enabled me as the researcher to give a new interpretation of teachers’ practices and how these influence the discipline in a Foundation Phase classroom. The interpretive perspective is based on the following five assumptions (Maree 2007, pp. 59-60):

- Human life can only be understood from within.
- Social life is a distinctively human product.
- The human mind is the purposive source or origin of meaning.
- Human behaviour is affected by knowledge of the social world.
- The social world does not “exist” independently of human knowledge.

The greatest benefit of this paradigm is that it gives the researcher the opportunity to make an in-depth study of individuals. The researcher is then able to understand how the individuals make sense of the world around them by directly investigating the individuals’ experiences and understanding (Cohen, Manion &

Morrison 2008, pp. 21-22). On the other hand, the weakness of this approach is that the research findings cannot be generalised and are therefore only true for the community or individuals involved (Cohen, Manion & Morrison 2008, p. 26).

I used a qualitative, naturalistic, interpretive approach to gain in-depth insight into the participants' lived experiences of discipline. This approach enabled me to gather information from individuals (the learners and teachers) about their perceptions of discipline in the Foundation Phase. Data was gathered by engaging with the research participants in interviews and through observation in order to understand their perspectives and viewpoints of discipline.

The aim of this study was to identify the most effective discipline strategies which Foundation Phase teachers use when they deal with discipline in their classroom. Nieuwenhuis (2007, p. 51) points out that in qualitative approaches, the emphasis is on the quality and depth of the information and not the quantity of information. The quality and depth of the information gathered for my study involved grade 3, Foundation Phase teachers, to help establish the "why" for my research. This was taken into account when I selected the sample for this research to ensure that rich data was collected. The intention of this research was to use these identified factors, as well as other factors that appeared to play a role in a Foundation Phase classroom, and finally to deduce guidelines to design the optimal discipline strategy.

### **3.4 Research method: Case study research**

A case study helps researchers answer "how" and "what" questions within their research (Nieuwenhuis 2007, p. 75). "From an interpretivist perspective, the typical characteristics of case studies are that they strive towards a comprehensive (holistic) understanding of how two participants relate to each other and interact with each other in a specific situation and how they make meaning of a phenomenon under study" (Nieuwenhuis 2007, p. 75). Indeed a case study can enable readers to understand how ideas and abstract principles can fit together. A case study as a qualitative research design, provides an example of real people in real situations which will help readers understand the 'case' more clearly because it "provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles" (Cohen, Manion & Morrison 2008, p. 253).

An asset of the case study method is that it allows the researcher to observe effects or changes in real contexts, acknowledging that the context is an important determinant of both causes and effects (Cohen, Manion & Morrison 2008, p. 253). In this study a case study method was used because it allowed me (the researcher) to understand how the teachers apply their discipline strategies to their learners in creating a culturally responsive classroom environment. I therefore observed teachers' interactions with learners in their Foundation Phase classrooms to determine the cause and effect of each teacher's chosen discipline practice. An in-depth study has a key advantage which is that the researcher can use "multiple sources and techniques when gathering data" (Nieuwenhuis 2007, p. 76). In this study, I used the following

techniques to gather data: observations, interviews and field notes. This helped me to gain an in-depth understanding of the teachers and their discipline strategies in Foundation Phase classrooms.

Using a case study as the research method has both strengths and weaknesses. Cohen, Manion and Morrison (2008, p. 256) emphasise the following strengths and weaknesses. Firstly the results are easily understood by a wide audience because they are often written in everyday language which can be easily understood by non-academics and are therefore immediately accessible. These results are based on reality and have unique features which may hold the key to understanding the situation. A case study method can be used by a single researcher without the need of a full research team. This can also be a weakness because case studies are not open to cross-checking and can have problems such as being selective, biased or being too personal and subjective. Furthermore, case studies might be jeopardised by observer bias despite attempts to address the reliability and validity of the findings. Unanticipated events and uncontrolled variables can occur. Lastly, although the findings cannot be generalised to broader populations and are only true for the specific case, a case study can provide insight into other similar cases (Cohen, Manion & Morrison 2008, p. 256).

Additional strengths of using a case study is that the findings are more easily understood by an extensive audience because it is usually written in everyday language (Cohen, Manion & Morrison 2008, p. 256). In this study the audience who would most likely be interested in reading about the findings are teachers, principals and possibly parents. Case studies speak for themselves and catch unique features that are key to understanding the situation (Cohen, Manion & Morrison 2008, p. 256). The situation in which this study will take place are all Grade 3, Foundation Phase classrooms, including the teacher and learners. Using a case study helped develop an extensive understanding of this situation especially concerning matters such as discipline in a culturally diverse classroom environment because all classroom environments are not identical. This would provide insight into other, similar situations and cases, thereby assisting the interpretation of other similar cases or in this instance, classrooms (Cohen, Manion & Morrison 2008, p. 256). These similar situations and cases are also referred to as transferability.

Another strength of a case study is that it can be conducted by a single researcher without needing a full research team (Cohen, Manion & Morrison 2008, p. 256). In my study, I was a single researcher who interviewed participants and collected data. This helps strengthen the trustworthiness of the data collection because only I collected the data and therefore could ensure that all participants were treated in a similar manner and data was collected in the same way. Lastly, a case study can embrace and build in unanticipated events and uncontrolled variables (Cohen, Manion & Morrison 2008, p. 256). Any unforeseen events that occur during the data collection stage will be documented in the field notes. This method was suitable for this study seeing as unplanned events often arise at schools. Examples of unplanned events included the intercom which may go on during lessons, assembly takes longer than planned and the like.

A weakness of using a case study is firstly; that the results cannot be generalised (Cohen, Manion & Morrison 2008, p. 256). Although this is true, readers or researchers may see similarities and be able to apply them in certain situations. There are many former model C schools, with Foundation Phase teachers, particularly Grade 3 teachers who may see similarities between this research and their classrooms. There are also other teachers who might find discipline in their culturally diverse classroom environment challenging, and may therefore be able to relate to this study in certain events. Secondly, case studies are not easily open to cross-checking, therefore they may contain biased, personal and subjective opinions of the researcher (Cohen, Manion & Morrison 2008, p. 256). To prevent biasness, personal and subjective opinions I made use of crystallisation, triangulation and member checking to ensure consistency, trustworthiness, validity and reliability.

### 3.4.1 Selection of participants

“Sampling refers to the process used to select a portion of the population a study” (Nieuwenhuis 2007 p. 79). For this study purposive sampling was used because it helped identify the guidelines in which this study can take place. Purposive sampling further helped identify the participants who were selected to take part in this study (Cohen, Manion & Morrison 2008, p. 110). The method of purposive sampling that best suited my research methodology in terms of the selection of participants was convenience sampling. Convenience sampling “involves choosing the nearest individuals to serve as participants and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (Cohen, Manion & Morrison 2008, p. 114).

This links to the case study as a research method because the findings could only be true for this selected sample from the population. The findings from this study could therefore not be generalized but could, however, provide insight into other similar situations and cases where it seems appropriate.

Consequently, I have purposefully selected three former model C schools in the Pretoria area for the research. These schools are known for their good and effective discipline practices through word of mouth. Secondly, teachers and learners come from multiple diverse backgrounds which would best suit the purpose of the research. Lastly, these schools are close to the area I live in and work and therefore more accessible to reach when the data needed to be collected.

At each school, the research participants had to fit the following criteria:

- Grade 3 teacher.
- Teachers in English schools.
- Currently teaching in a former model C school. These schools are normally rich in cultural diversity.
- Teacher in the Foundation Phase.

- The learners as indirect participants in these teachers' classrooms would also be observed to see how they responded to the teachers' discipline strategies.

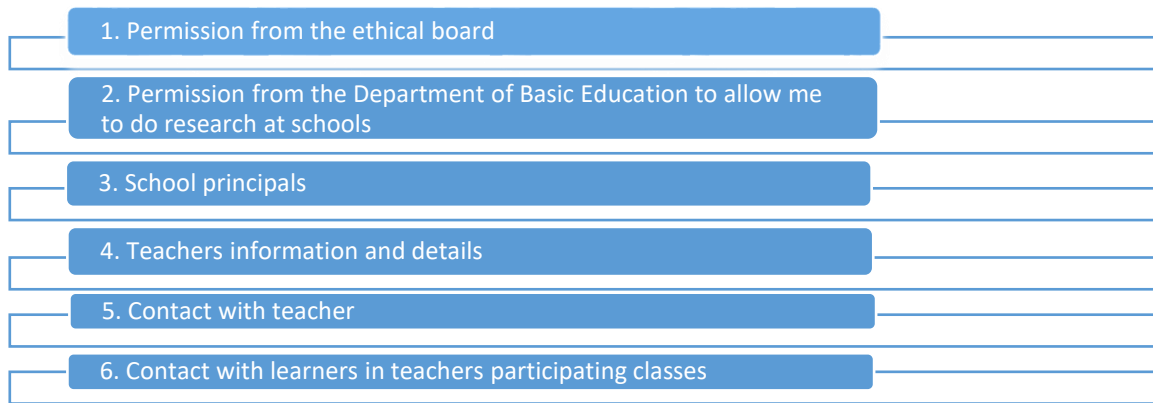
The teachers were selected because they were Grade 3 teachers, teaching Grade 3 learners which is the last grade in the Foundation Phase. I was also able to relate to the Grade 3 teachers and the learners in their classrooms because I am also a Grade 3 teacher. Each teacher had their own culture and religious beliefs and therefore the teachers had a diverse background and taught in a diverse classroom setting. The learners in the selected teachers classrooms were not directly involved in this study, but their responses towards their teachers discipline strategies were observed. Being in the final Grade of the Foundation Phase, these learners were more mature and had more understanding of the impact of their actions. They were also able to communicate with their teachers as they had developed communication skills.

Despite the fact that this research does not represent the whole population, Cohen, Manion and Morrison (2008, p. 113) as well as Maree and Pietersen (2012, pp. 176-177) emphasise the following values of such a sample. Firstly, it is less complicated because all the participants have been selected conveniently and therefore I had easier access to the participants sampled for this research. Secondly, it can be used in cases where not much time is available. As a teacher, I had to take time off work to do the data gathering because I had to go to these schools during school time to observe the teachers. As the researcher this was the most effective method to gather data until my findings were saturated. Thirdly it is less expensive and can be used in cases where not much money is available. This is true especially because I had to pay for all the resources (such as consent letters) for this study from my own pocket. Lastly, the captive audience became research participants. The learners sitting in their classrooms during the data gathering process (during the observation) were indirect participants. They were indirectly involved in the data gathering process because I observed how they responded to their teachers discipline strategies.

The context of this research was the teachers' classrooms. Evidence of this context was provided and supported through observation sheets and field notes completed by myself, as researcher of their discipline practices and classroom management styles and techniques. Photographs of the layout of the classrooms and classroom rules on display were taken when there were no learners inside the classroom (with the teachers' consent). These photographs will not be published and are used to validate findings and themes that emerged during the data analysis process.

### **3.4.2 Sampling procedure**

"Sampling refers to the process used to select a portion of the population for study" (Nieuwenhuis 2007 p. 79) and to be informed about the sampling procedure. Figure 3.1 is a layout of the procedures I followed to gain access to the three selected schools for data collection.



**Figure 3.1: Gaining access to research sites**

Before any sampling could take place, I had to ensure that all my responsibilities as a researcher had been fulfilled. Firstly, I had to defend my research proposal at the University of Pretoria, so that I could apply and receive permission from the Research Ethics Committee to conduct my study. Secondly, after I received my ethical clearance, I applied for permission at the Department of Basic Education (DBE) to conduct my research at schools, using teachers as my main research participants. A researcher doing research in any public school will have to receive consent from the DBE to go into a public school before conducting research. I also received a list of all the schools in my area through the DBE for my sampling and selected the schools that fit the criteria as mentioned above in 3.4.1.

Thirdly, I contacted the school principals telephonically to find out if they would be interested in allowing their school to participate in my research. I had many failed attempts and ended up driving to schools, trying to see the principals so that I could conduct my study at their schools. These attempts were also not very successful and I had to wait another year to start the whole procedure again. If schools were interested, I asked them if I could e-mail them my consent letter which contained all the details and information about my research study. If they did not have e-mail or preferred a hard copy, I drove to the school and handed them a copy. When they agreed to allow me to conduct my study in their schools, I provided the principals an opportunity to ask questions about anything they did not understand or were concerned about. This conversation took place through a contact session as the principals' or school representatives who had concerns preferred to meet with me in person. I also asked the principals to provide me with the details of the Grade 3 teachers in their school, as well as the contact details of these teachers.

Once I received their details I contacted the teachers through an e-mail. At some of the schools the Head of Department made the initial contact with all the Grade 3 teachers who were to take part in my research. These Heads of Department were also kind enough to hand out all the consent forms, which were ready for me to collect when I went to conduct my research. I explained that I had permission from the principal for them to participate in my research study. Fifthly, if the teachers were interested I asked them if I could

e-mail them my consent letter which contains all the details and information about my research study, but fortunately, the Heads of Department also helped by giving these out for me. When they agreed to take part in my study, I gave them an opportunity to ask questions about anything they did not understand or were concerned about. This conversation took place through a contact session before I conducted the research. During this time, consent forms were also given out to the teachers to get informed consent from the parents of the learners in their classes. The consent letters learners received to take home explained that the learners did not have to participate in the study and that they could withdraw at any time during the study. It also gave more information about what the study was about and the aim of the study. Participants remained anonymous during the study. I only observed in the classrooms where all the learners' parents gave consent.

Lastly, when I knew which teachers were willing to help me I arranged a time that best suited them to allow me to address their concerns. During this meeting, I explained to the teachers who I was and what my study was about and the teachers introduced me to their learners. Transcriptions of the interviews were made and used to better understand and allow themes to be highlighted and examined, thus ensuring that all contributing factors were identified and understood.

### **3.4.3 Piloting**

A pilot study was used to test the interview questions. The purpose of the pilot study was to afford the researcher the opportunity to assess the practicality of the data collection instruments (Ary et al. 1996, p.115). This pilot study did not focus on data, but on matters of coverage, attainment of feedback and testing whether the research respondent would be able to answer the questions successfully during the interview.

Piloting helped highlight any problems the researcher may have when conducting the research. The data instrument that was specifically focused on was the semi-structured interview schedule. During the pilot study the participants could successfully answer the questions, although the questions were a little challenging since the participants needed to think before they answered. The questions were difficult to answer because they required the participants' in-depth thinking and one word answers could not be given. The wording of some of the questions was changed slightly to make them easier to understand.

The other data instruments that were also tested included the observation sheet, taking photographs and making field notes. The only thing that emerged from piloting these instruments was that the researcher needed to allow more time to complete the entire data collection process for each respondent.

In this section, I present and describe the criteria for selecting the participants for this study and the procedures followed to select them. Following that, the criteria, data collection instruments, data collection procedures and the pilot study are discussed and explained. Lastly, the data processing procedures for the data analysis and data interpretation are explained and motivated.



### 3.4.4 Data collection

Data collection indicates the measures used by the researcher to gain information from the research participants (Pietersen & Maree 2012, p. 225). It includes the methods of data collection, research instruments used and data collection procedures. The research instruments used for this study are interviews, observations, field notes and photographs (Nieuwenhuis 2007, p. 117). Data collection procedures are a “detailed description of how the study was carried out” (Nieuwenhuis 2007, p. 118) and therefore describe what was done in the study and how it was done (Nieuwenhuis 2007, p. 118). In the following sections, the research instruments used to gather data in this study are discussed.

The table that follows is a summary of the data collection strategies and data capturing methods used.

**Table 3.1: Summary of data collection and data capturing methods**

Data collection strategy	Type of strategy used	Research participant involved	Textual data
<ul style="list-style-type: none"> <li><b>Interviews</b></li> </ul>	- Individual Semi-structured interview	10 Grade 3 teachers: School A: 1 teacher – used for pilot study only School B: 3 teachers’ Teacher AB Teacher BB Teacher CB School C: 4 teachers’ Teacher AC Teacher BC Teacher CC Teacher DC School D: 2 teachers’ Teacher AD Teacher BD	<ul style="list-style-type: none"> <li>- Transcriptions of interviews</li> <li>- Field notes</li> <li>- Interview schedules</li> </ul>
<b>Observations</b>	-Structured observation	Grade 3 teachers Grade 3 learners School B, Teacher AB (28 learners) School B, Teacher BB (29 learners) School B, Teacher CB (30 learners) School C, Teacher AC (30 learners) School C, Teacher BC (32 learners)	<ul style="list-style-type: none"> <li>- Observation sheet</li> <li>- Photographs of classroom layout and discipline plan/strategies</li> <li>- Field notes</li> </ul>

Data collection strategy	Type of strategy used	Research participant involved	Textual data
		School C, Teacher CC (31 learners) School C, Teacher DC (30 learners) School D, Teacher AD (31 learners) School D, Teacher BD (32 learners)	
<ul style="list-style-type: none"> <li>• <b>Field notes</b></li> </ul>	<ul style="list-style-type: none"> <li>- Interviews</li> <li>- Field note recording sheet</li> </ul>	<ul style="list-style-type: none"> <li>- All research participants</li> </ul>	<ul style="list-style-type: none"> <li>- Field note recording sheets</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Visual data</b></li> </ul>	<ul style="list-style-type: none"> <li>- Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Clarifies other data sources</li> </ul>

#### 3.4.4.1 Interviews

The aim of qualitative interviews is to understand the phenomena through the eyes of the participant. The interviews will be recorded and transcribed to better understand and analyse the data (Nieuwenhuis 2007, p. 87). Interviewing is one of the most important strategies to collect data in case studies and "... where knowledge is constructed from the direct interaction between the interviewer (researcher) and interviewee (participant)" (Suzuki, Ahluwalia, Arora & Mattis 2007, p. 308). In addition to this definition of interviews, Nieuwenhuis (2007, p. 87) describes the aim of qualitative interviews as an opportunity to see the world through the eyes of the participant. This is a valuable source of information. He further states, "...the aim is always to obtain rich descriptive data that will help you to understand the participants' construction of knowledge and social reality" (Nieuwenhuis 2007, p. 87). The researcher has to guide the conversation and collect the data needed to understand the interviewee's experiences (Suzuki et al. 2007, p. 308). In this research, the aim of the interviews with teachers (as interviewees) was to understand how they construct and experience discipline in their Foundation Phase classrooms.

The semi-structured method of interviewing was selected to gain data from the research participants, "The semi-structured interview is designed to cover a common set of themes but allows for changes in the sequencing of questions and the forms of questions, enabling the interviewer to follow up on the interviewees' answers" (Suzuki et al. 2007, p. 311). For this study, a predetermined set of questions were prepared to interview the teachers about their perceptions and experiences of discipline in Foundation Phase classrooms. Through studying several sources the following values of semi-structured interviewing has emerged: the value of allowing the conversation to flow between the researcher (interviewer) and the research participant (interviewee) because of the flexibility the researcher has when asking the questions. The predetermined set of questions makes data collection systematic to a degree and allows the interviewer to fill in any gaps in the data and clarify any statements made by the interviewee or clarify

questions that the participants do not understand (Nieuwenhuis 2007, p. 87; Suzuki et al. 2007, p. 311; Cohen, Manion & Morrison 2008, p. 353). The non-verbal communication between the interviewer and interviewee may help the interviewer address any signs of confusion, discomfort and distress displayed by the interviewee during the interview (Irvine, Drew & Sainsbury 2012, p. 91).

The challenges of semi-structured interviews that were also brought to light (Nieuwenhuis 2007, p. 87, Suzuki et al. 2007, p. 311; Cohen, Manion & Morrison 2008, p. 353) include the possibility that the flexibility available for the interviewer can cause the conversation get side tracked by aspects that are not related to the study. Furthermore, interviewer flexibility may also hamper the responses and therefore reduce the ability of comparing the responses. Lastly, the non-verbal cues during the face-to-face nature of these interviews could influence the findings because “non-verbal” and “small utterances” play a larger role than we might anticipate in continually shaping and guiding the interview (Irvine, Drew & Sainsbury 2012, p. 91).

#### **3.4.4.2 Observations**

“Observation is an essential data gathering technique, as it holds the possibility of providing us with an insider’s perspective of the group dynamics and behaviour in different settings” (Nieuwenhuis 2007, p. 84). This is one of the main characteristics of observation as a data collection tool. Nieuwenhuis (2007, pp. 83-84) further describes observation as the process of recording the behavioural patterns of participants, objects and occurrences without necessarily interacting with them. In addition to this description, Morrison (1993, pp. 396-397) adds that observations enable the researcher to gather data on the physical setting, human setting, interactional setting and programme setting of an individual in their environment.

The type of observation best suited in this qualitative study is observation of the research participants (Nieuwenhuis 2007, p. 85). This type of observation is referred to as an observer as participant where “the researcher gets into the situation, but focuses mainly on his or her role as observer in the situation” (Nieuwenhuis 2007, p. 85). In this study the main participants are Grade 3 teachers and the learners in their classroom played an important role in what I observed and recorded. As the researcher, I focused on my role as the observer. I remained uninvolved and as far as possible did not influence the dynamics of the school or classroom setting. I made use of structured observation sheets which I completed in every classroom when I observed the teachers. These structured observation sheets are systematic and allowed me to record observations within a classroom situation with ease. I focussed my observations on the Grade 3 teachers’ discipline strategies and the responses of the Grade 3 learners towards them. I also focussed on predetermined categories and factors, which were recorded on the observation checklist.

The value of using observation as a data collection strategy, is that it allowed me to see how the participants acted in their natural environment which provided a “greater opportunity to identify aspects of behaviour that may not be obtained from simply interviewing” (Suzuki et al. 2007, p. 307). It may also be useful for recording non-verbal behaviour that may occur in the classroom situation (Cohen, Manion & Morrison 2008,

p. 397). Lastly, observations are also multisensory and potentially include what we hear, see, smell, taste and feel (Suzuki et al. 2007, p. 307) which can have an impact on the teachers' and learners' behaviour in their classroom environment.

Although observations can be powerful research tools, there are several challenges involved when using them. Firstly, the trustworthiness of observations is difficult to prove if recordings and other tools are not used. Therefore, I made use of interviews, field notes and photographs to improve the trustworthiness of my observations. The researcher is also at risk of becoming too involved in the situation, becoming subjective and letting their own bias get in the way of the true findings. On the other hand, researchers are also at risk of not being involved enough, which can have a negative impact on the participants and influence the research findings (Nieuwenhuis 2007, p. 86). Suzuki et al. (2007, p. 304) also emphasise the challenge of inappropriate generalisation that may take place by the researcher.

#### **3.4.4.3 Field notes**

Field notes are the recorded observations and interactions of the researcher's accounts in the field while studying the community members in their natural setting (Seabi 2012, p. 83). For my research, I made field notes while I observed the teachers and learners in their natural classroom environment. According to Tjora (2006, p. 432-433), there are two main strategies for conducting field notes. Firstly, a salience hierarchy strategy and secondly, a comprehensive note-taking strategy. The salience hierarchy strategy often leads to deviant cases because what makes an observation salient or important depends on the specific context in which the research takes place (Tjora 2006, p. 433). Therefore, the second strategy of comprehensive note taking was more fitting for my research because everything that happened during the period of time that I was in their classroom environment was recorded and described as systematically and comprehensively as possible (Tjora 2006, p. 433). I also made use of field notes to record behaviour and actions I observed and those I had not anticipated from the Grade 3 teachers and learners.

The value of having these field notes in my study was that they are economical, because it was not expensive and relatively quick and easy to access. This was needed, especially when making accurate accounts of what happened, recording it as systematically and comprehensively as possible (Seabi 2012, pp. 92-93). However, the challenges of field notes are that they are biased because they represent my views as the researcher. The field notes may be difficult to validate but may hold valuable insight when analysing data.

#### **3.4.4.4 Visual methodology**

Visual methodology can include a wide range of artefacts used in qualitative research. These methodologies can include; paintings, video recordings, photographs, drawings, paintings, pottery and electronic visual data (Suzuki et al. 2007, p. 315). This is further explained by Suzuki et al. (2007, p. 315) as "a mechanism that tells socially constructed stories at a particular time and place." For the purpose of

this study, photographs were used to help record and construct an understanding of the discipline strategies that were implemented and used by the participants in their classrooms. Photographs were taken when learners were not inside the classroom. Photographs of the Grade 3 teachers' classrooms were taken, specifically their display or layout of: school and/ or class rules, discipline strategies put in place by the teacher and the classroom layout and display (decorations).

“There is an understanding that the researcher’s subjectivity in using visual data (i.e. his or her perspectives, interest, intentions, etc.) shapes both what he or she deems worthy of being photographed and the structure and interpretation of the photographs themselves.” (Suzuki et al. 2007, pp. 315-316). This subjectivity emphasised by Suzuki et al. (2007, pp. 315-316) is one of the challenges of using visual methods as a data collection strategy because the researcher may seem biased. To outline the subjectivity and make it comparable or rational throughout the study a predetermined list was drafted to ensure that the same objects or artefacts were taken inside each classroom. Throughout the visual data collection, important challenges or issues were also considered which included firstly the quality of the image. The photographs had to be of such a quality that I could use them to compare my data and make accurate interpretations. Secondly, the image reproduction; images were not taken for the purpose of publishing and the ethical concerns of the participants about allowing me to take these photographs was also addressed in the consent forms.

Suzuki et al. (2007, p. 316) highlight three points to consider when using visual data in research:

1. *“The importance of establishing rapport with participants prior to eliciting or using visual data.*
2. *The necessity of having the participants provide a description or interpretation of the visual stimulus being viewed or the visual material that they have produced”*
3. *The use of visual artefacts as an adjunct to other research methods (e.g. interviews).”*

The first point was done through the signed consent forms where I asked permission from the principals, teachers and parents. During each interview and observation session, I also explained to the teachers which photographs I would take and what they would be used for. This description or interpretation was confirmed and discussed in the semi-structured interview I had with the research participants. I used visual artefacts in conjunction with semi-structured interviews, document analysis, observations and field notes. The photographs added value because they were used to strengthen the data and gain an in-depth understanding of the participants in their natural school environment.

### **3.5 Data analysis**

Bogdan and Biklen (1992 in Chindanya 2011, p. 64) describes data analysis as a systematic process of “...systematically searching and arranging interview transcripts, field notes and other materials that the researcher accumulates to increase his/her understanding of them and to enable him/ her to present what he/she has discovered, to others.” Data analysis and interpretation involves “...”breaking-up” the data into

manageable themes, patterns, trends and relationships.” (Mouton 2012, p. 108). One way of organising qualitative data, which was used in this study is coding of data as well as thematic analysis. Thematic analysis is when all the data is studied to identify the common main themes that emerged (Patton & Cochran 2002, p. 23). “Data collection and analysis occur simultaneously, and through analysis a theory grounded in the data emerges.” (Charmaz 2008; Willig 2008 cited in Maree 2012, p. 75). Therefore, because data collection and analysis do not exist in a vacuum and occur at the same time during the data collection process coding was done as data was collected. The data analysis process began as soon as the research took place and therefore as the researcher, I had to immerse myself into the study to gain an in-depth understanding.

Once I received consent from each school principal, teachers and parents of the learners involved in each class, the data collection commenced. When this study commenced, I made field notes of any noteworthy observations I felt were important at the time, which did not form part of my checklists. Each research participant was asked a set of semi-structured questions; there were nine participants who took part in the study and another one who was used for the piloting of the research instruments. The questions were semi-structured, which enabled me to re-ask or gain clarity on responses that the participants did not express clearly. These interviews were recorded on a voice recorder which enabled me to correctly transcribe the interviews later. Non-verbal observations the participants made during this interview were recorded in my field notes and on the observation sheet. Photographs were taken of the discipline techniques and strategies in each participant’s classroom when there were no learners in their classroom. The transcriptions of the interviews, field notes, observation checklists and photographs were coded and analysed for themes and categories.

Through using multiple methods of data collection, the researchers gained a deeper understanding of the discipline strategies used when teachers create a culturally responsive learning environment (Seale 1999, p. 60). Using the multiple methods to gather data allowed me to triangulate the findings which improved the validity of the data (Seale 1999, p.53). After dividing the data into categories I consolidated the categories by dividing them into themes and sub-themes and then I interpreted the results of this data (Marais & Meier 2010, p.45). In this study triangulation was achieved through using the same data collection methods, at the different schools.

### **3.6 Coding and categorising**

Coding of the document and textual data (as mentioned in Table 3.1) include the analysis of transcribed interviews, field notes, observations, photographs. Coding is the process of analysing the data to locate meaning and then coding the meanings (Nieuwenhuis 2007, p. 105). The concepts were grouped according to these codes so that an interpretation could be made in an attempt to have an in-depth understanding. The findings were coded into the following categories (data included in Addendum D-G):

- *Control behaviour and define discipline*- this included any mention of controlling behaviour including the participants understanding of discipline.
- *Diversity* - this category included the participants understanding of different cultures, races and religions.
- *Internal challenges* - this included the factors indicated by the participants, which influences the discipline in their classroom from within their classroom environment.
- *External challenges* - this included the factors indicated by the participants, which influences the discipline in their classroom from outside their classroom environment.
- *Discipline practices* – this included strategies and techniques such as discipline plans and class rules implemented by the teachers. (These discipline strategies and techniques are summarised in Table 4.2).
- *Misconducts* – this included examples of what participants saw as misdemeanours which occurs in their classrooms, despite the implementation of their discipline strategies and techniques.
- *Teachers' role* – this included the role each teacher played in creating a disciplined and culturally responsive learning environment.
- *Code of Conduct and policies* – this category included the participants understanding of their schools code of conduct as well as the policies implemented to manage or maintain discipline.
- *School/ Teacher support* – this category included the participant's view of what support the school and other teachers at their school were given. This also included the support they received from their school principal.

By reading the through the data I identified the emerging concepts or phrases and coded (colour coded) them according to different categories, which is also called crystallisation (Fabio & Maree 2012, pp. 141-142). Crystallisation improves the quality of the data and validates the results. These categories formed the basis on which the themes and sub-themes were constructed (themes and sub-themes are summarised in Table 4.1). Data was collected until the findings were saturated and new themes emerged from the findings.

### 3.7 Measures for trustworthiness

In qualitative research, the quality criteria can be discussed in terms of the trustworthiness, in other words in terms of the credibility, confirmability, transferability, dependability and authenticity of the research (Ferreira 2012, p. 38). On the other hand, Maree and Van der Westhuizen (2007, p. 38) state that the issue of quality in qualitative research can be addressed by dealing with the validity of the research. A number of techniques were used to ensure quality. The following strategies are indications of how the researcher

strived to attain trustworthiness, validity and reliability in this study (Maree & Van der Westhuizen 2007, p. 40):

- **Crystallisation:** This refers to the multiple methods used (such as observations, interviews, voice recordings and photographs) for data collection until data is saturated then data was analysed.
- **Member checking:** Colleagues and researchers were asked for their opinions and feedback on the research done. This includes the participants who were involved in the research at each school.
- **Natural settings for observations:** Observations took place in the natural settings of the teachers and learners, namely classrooms (Cohen, Manion & Morrison 2008, p. 408).
- **Consistency:** The data collection and data analysis took place as consistently as possible. Therefore, the research conducted in the same manner at each school and inside each classroom.

The challenge of this approach is that the research findings cannot be generalised and are therefore only true for the community or individuals involved (Cohen, Manion & Morrison 2008, p. 26). This is also a challenge of a case study. Furthermore discipline is such a diverse and complex topic, I would not expect it to be generalised, particularly in a South African context.

### 3.8 Ethical measures

Before conducting this research, I went through the procedures as set in place by the Ethics committee of the Faculty of Education at University of Pretoria. The purpose of this was to get ethical approval for confidential research involving human research participants. This procedure involved understanding the Research Ethics, Integrity Policy and the Procedures for Responsible Research outlined by the University of Pretoria.

After receiving my ethical clearance from the Ethics committee, I gained consent from the Gauteng Department of Basic Education to allow me to do my research at these schools. I then gained consent from the principal at each of the various schools to allow me to do my research in their school.

The following issues in the ethical field were addressed as mentioned by Cohen, Manion and Morrison (200, p. 51) and Babbie (2008, pp. 68-72):

#### ❖ Informed consent

Firstly, Cohen, Manion and Morrison (2008, p. 55), explains that informed consent requires an explanation and description of several factors. The purpose, contents and procedures of the research was made very clear to the participants. The purpose of the research was explained to all the participants involved with the



consent forms and they were afforded an opportunity to ask questions about concerns they had or to discuss anything they felt uncertain or uncomfortable with. The procedures of the semi-structured interviews, observations, field notes and photographs were explained to the participants and parents of the learners involved in the study through the consent forms.

❖ **No harm to participants**

Secondly no harm should come to the participants (Babbie 2008, p. 68) and therefore foreseeable risks and negative outcomes, discomforts or consequences were mentioned as well as how these would be handled (Cohen, Manion & Morrison 2008, p. 55). At this point, no risks had been identified, and risks would therefore be discussed and handled should they occur. There was the possibility that parents and teachers might not feel comfortable with me in the classroom environment but I assured them that I would remain as professional as I could be and not disturb the classroom environment, to the best of my abilities. I tried my best not to disrupt the class so that effective data handling could take place where I observed the participants in their natural environment. Besides the possible risks of the research, the benefits that could flow from this research were discussed with participants (Cohen, Manion & Morrison 2008, p. 55). If any unforeseen negative outcomes such as corporal punishment should arise, I would have discussed it with the principal at the particular school.

❖ **Benefits that might derive from the research**

Besides the risks of the research, the benefits that flowed from this research would be discussed with participants (Cohen, Manion & Morrison 2008, p. 55). The main aim of this research was to find discipline practice or strategy that were effective for Grade 3 teachers to use in their Foundation Phase classrooms. The most beneficial strategies would be shared with other teachers to help them improve their discipline strategies in their classrooms so that they could focus on teaching the learners. Parents would also be informed of effective disciplining strategies which they could implement at home.

❖ **Voluntary participation**

The research participants were informed that participation was voluntary and they could withdraw and re-join the research at any time (Cohen, Manion & Morrison 2008, p. 55). No participant would be disadvantaged in any way if they decided to withdraw and stop taking part in this research study. No participant was forced to take part or to stay part of this research and provide their consent to be part of this research.

❖ **Confidentiality**

Researchers have the obligation to ensure confidentiality and non-disclosure of the research, participants' identity and research findings (Babbie 2008, p. 70). Consent forms signed by the participants guaranteed confidentiality, and these consent forms were kept for ethical reasons. This was to protect myself and the

participants from harm and to prove that they understood that participation was voluntary, their right to privacy was respected and that they understood what this research was about before they decided to participate in it. No names of any participants were recorded in order to strengthen the confidentiality of this research. I reassured both teachers and parents/guardians of learners that their names would not be mentioned in the course of this research. The participants are referred to as Teacher 1, Teacher 2, etc. at School A or School B, etc. There were no video recordings, only audio recordings of the semi-structured interviews and photographs taken of the classroom and school which do not reveal anything whereby they could be identified. As a teacher, I remained aware of my own bias and respected the participants involved. As the researcher, I had to respect the rights of all participants and informed consent was obtained for the whole research process.

### **3.9 Summary**

This chapter provided an explanation of the rationale of this study and the designs and methods followed. It explained the qualitative research design used for this study, which aimed to understand how Grade 3 Foundation Phase teachers deal with discipline in their classrooms. Criteria were given for selecting the participants for this study as well as procedures which were followed to select them. Next, the data collection instruments and data collection procedures were discussed and explained. The semi-structured interviews with Grade 3 teachers, observations made by me in the teachers' classrooms, field notes and photographs of the classroom layouts which were used to collect data were presented. The rationale behind the methods used and the procedures involved during data processing, data analysis and data interpretation were explained and motivated. The ethical considerations and measures which were taken to ensure the trustworthiness of the results and findings, were discussed and explained.

In the next chapter, I shall deal with the data analysis and present the results from the fieldwork. The results will be presented and discussed by using tables and summaries. The findings will be validated through literature control. The main themes and patterns that emerged will also be discussed and an interpretation of these findings will be given through highlighting the positive and negative aspects thereof.

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## Chapter 4: Data analysis and results

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Analysis of data regarding Grade 3 teachers' discipline strategies and classroom environments



### 4.1 Introduction

In chapter 3, I discussed the research design and validated my decision for selecting the research design to explore the discipline practises used in culturally diverse Foundation Phase classrooms. This was researched in order to establish how teachers create a culturally responsive learning environment through maintaining discipline. The research design was described along with my implementation of the pilot study where I used one case study, namely School A. Research methods. Furthermore, the case study research method, sampling of participants, data collection techniques and data interpretation were described. The chapter concluded with how the ethical measures and considerations were addressed in order to ensure trustworthiness. In this chapter I present the data gathered during my data collection process which consists of the transcriptions of semi-structured interviews with teachers, observations made in the classroom, field notes taken at each school and lastly, photographs of the classroom layouts and designs. The results that emerged from the data analysis are discussed in the following sections. See Addendum and DVD for all the data I collected and used for this study.

### 4.2 Explanation of the data analysis process

Conducting a qualitative case study has enabled me to gain an understanding of discipline portrayed through the eyes of Foundation Phase teachers. The participating teachers are teaching in culturally diverse classroom environments and as far as could be seen, attempting to create a culturally responsive learning environment for the learners in their classes. As an interpretivist, I focused on understanding the meanings teachers assign to their experiences of discipline. The teachers' surroundings, including their classrooms, the grade, schools and teaching environments are all elements which are important in forming their understanding of discipline (Jansen 2007, p. 21).

I used both content analysis and discourse analysis because these approaches enabled me to investigate the teachers' understanding and beliefs regarding discipline in a culturally diverse Foundation Phase classroom in order to construct and reach a better understanding thereof. The content analysis of all the data such as the transcriptions, photographs, field notes and observation sheets assisted me to find the themes which in turn enabled me to understand and interpret the raw data. Content analysis, of each

schools' discipline structure is an inductive process where similarities and differences could be identified (Nieuwenhuis 2007, p. 101). Analysing the content enabled me to gain an in-depth understanding of teachers' perceptions related to discipline in Foundation Phase classroom contexts. Discourse analysis was used to create meaning of the spoken and transcribed words of the teachers as research participants to determine their understanding and knowledge regarding discipline in their classrooms (Nieuwenhuis 2007, p. 102).

### 4.3 Results of data gathering and discussion of findings

During data analysis, the following results are presented through the three themes which emerged with their linking sub-themes. They are summarised in the following table.

**Table 4.1: Summary of themes and sub-themes**

<b>Theme 1: Creating a disciplined classroom environment</b>
Sub-theme 1.1 Teacher management of behaviour in classroom
Sub-theme 1.2 Focus on the positive more than the negative
Sub-theme 1.3 Discipline strategies and techniques used
<b>Theme 2: Diversity is challenging</b>
Sub-theme 2.1: External challenges teachers are faced with in the classroom environment
Sub-theme 2.2: Internal challenges teachers are faced with in their classroom environment
<b>Theme 3: Positive alliance between policy and implementation</b>
Sub-theme 3.1 Good communication between principal, teachers and parents
Sub-theme 3.2 The need for policies is acknowledged by all stake holders

The themes and sub-themes are discussed in the following section. This discussion conveyed empirical evidence from the various data sources.

#### Theme 1: Creating a disciplined environment

During the interviews with the teachers, they indicated their attempts to create a disciplined and responsive learning environment. These attempts towards doing so, arose on several occasions throughout the interviews. Creating a disciplined environment refers to the interventions Foundation Phase teachers incorporate into their classroom environment. This theme has three sub-themes, namely: teachers' management of behaviour in the classroom, focus on the positive more than the negative and discipline strategies and techniques used in the classroom. Table 4.2 indicates each sub-theme and validates the criteria for each sub-theme, as it emerged from the data set (interview, observation, field notes, documents and textual data). In the following section I provide evidence collected during the data collection procedure from different cases. The evidence from the semi-structured interview data is given *verbatim* and therefore

grammatical errors do occur. It cannot be changed because it will influence the trustworthiness of the research findings.

**Table 4.2: Creating a disciplined classroom environment: Inclusion criteria for sub-themes**

Sub-theme	Inclusion criteria
Sub-theme 1.1 Teacher management of behaviour in classroom	<ul style="list-style-type: none"> <li>• Manage behaviour within a classroom</li> <li>• Manage appropriate behaviour</li> <li>• Factors influencing discipline</li> <li>• Teacher should model ideal behaviour</li> <li>• Teacher should be prepared</li> <li>• Set clear guidelines</li> <li>• Teacher be consistent</li> <li>• Aiming to create a culturally responsive learning environment</li> </ul>
Sub-theme 1.2 Focus on the positive more than the negative	<ul style="list-style-type: none"> <li>• Positive reinforcement system should be used</li> <li>• Focus on positive behaviour</li> </ul>
Sub-theme 1.3 Discipline strategies and techniques used	<ul style="list-style-type: none"> <li>• Keep learners busy</li> <li>• Has class rules but not on display</li> <li>• Different strategies and techniques used</li> </ul>

### Sub-theme 1.1 Teacher management of behaviour in classroom

Responses from teachers during individual, semi-structured interviews at School B and School C were fundamental to the emergence of this sub-theme. The responses of School C were given followed by the responses of teachers from School D. Data collected from School A was not used as evidence here because I used School A as the pilot study, for the purpose of testing all the data collection instruments which included: semi-structured interview questions, observation sheets, filed notes and a photograph check list.

#### Responses from teachers at School B

All the research participants had several ideas revolving around teachers' management of learners' behaviour in a culturally responsive classroom environment. When teachers were asked to give their meaning of discipline in their own or in any Foundation Phase classroom, many teachers thought about their answer before answering the question. All the participants' responses resulted in the forming of this sub-theme. However, all the participants had an idea of how a teacher could manage behaviour in a classroom, mostly through discipline. According to respondent A, discipline is the "*Management of appropriate behaviour in a specific circumstance*" (Semi-structured interview, School B, Teacher A, p. 1, Answer to question 2). Teacher B agreed saying that "*discipline is something that needs to be followed...*" (Semi-structured interview, School B, Teacher B, p. 1, Answer to question 1). This teacher further commented that teachers were part of discipline through the examples they set for the learners in their

class when she said *“if you are setting a good example the kids should be able to follow in the example you’re setting.”* (Semi-structured interview, School B, Teacher B, p. 1, Answer to question 1). According to Teacher C, discipline is extremely important for teachers and learners *“...obviously we need to keep them on the right, right track in order for us to do our teaching. And uhm, be able to teach effectively because if there’s constant talking, then there’s no way that we’ll get that done. Uhm also, they need to have uhm rules in place and also follow it for self-discipline.”* (Semi-structured interview, School B, Teacher C, p. 1, Answer to question 1).

This teacher, Teacher C feels that rules need to be in place for two reasons, mainly for the teacher to be able to teach, and secondly for the learners to follow so that they can develop self-discipline. Teacher C continued commenting during the semi-structured interview that *“...if you have a discipline structure in your class it’s actually really beneficial for the children.”* (Semi-structured interview, School B, Teacher C, p. 2, Answer to question 2). This links to cultural diversity, as the teacher referred to “the children”. Although this teacher, Teacher C felt that discipline strategies could be beneficial for learners she also said that *“...you need to put measures in place and it needs to be continuous.”* (Semi-structured interview, School B, Teacher C, p. 3, Answer to question 2). Teacher A feels that teachers play the following role when creating a disciplined and culturally responsive environment in their classroom *“...basically modelling what is expected of them. And setting very clear guidelines and boundaries, and being consistent...but that’s not always possible.”* (Semi-structured interview, School B, Teacher A, p. 9, Answer to question 14).

### **Responses from teachers at School C:**

Teachers at School C seemed to incorporate and focus more on the values that learners needed to know and learn when it came to discipline and managing the behaviour in their classroom. Teacher A perceived discipline as *“...it’s basically to get the children to be considerate of one another, to have self-discipline which should basically be taught at home, to have good manners, to know when to speak, to know when they must listen. Uhhh and to...to have respect for one another and for one another’s, each other’s property and you’ve got to keep that discipline to...otherwise we are going to have chaos and no work done. You’ve got to have structure, bring structure into the child’s life, without going OVER board with discipline.”* (Semi-structured interview, School C, Teacher A, p. 1, Answer to question 1). This definition given by Teacher A, links to the definition mentioned in section 1.6.4 on diversity and creating a cultural responsive learning environment.

Being considerate, having self-discipline, respecting one’s self and each other are all values that are being encouraged in this teachers’ classroom to instil discipline successfully. This teacher also felt that discipline needs to be balanced to help bring structure into a child’s life. She reiterated this again when answering question 2 that *“...children enjoy having structure in the classroom because it helps them to complete works, and without discipline the class will be chaotic.”* (Semi-structured interview, School C, Teacher A, p. 2, Answer to question 2). She felt that learners needed an organised, disciplined atmosphere around

them to get work done and they took comfort in having someone in charge because it made them feel safe (Semi-structured interview, School C, Teacher A, p. 2, Answer to question 2). Teacher A repeated herself again when she answered question 4, reiterating that she felt strongly about learners feeling safe in her class and that learners felt safe enough to approach her, “...I like to have a disciplined class but I don’t want a class where they feel too scared to...to speak... they must also feel confident enough to come, to be able to speak to me, and not be scared to speak in class.” (Semi-structured interview, School C, Teacher A, p. 4, Answer to question 4).

Teacher B at School C defined discipline as “...to have order, and routine so that we can learn.” (Semi-structured interview, School C, Teacher B, p. 1, Answer to question 1) and “Also to have like a stable environments, so the person next to them isn’t irritating them and disturbing them. So they all have an equal chance to learn and listen.” (Semi-structured interview, School C, Teacher B, p. 1, Answer to question 2). Teacher B also includes values into her behaviour management approach, she believes that through giving each others an equal chance is the same as showing respect towards oneself and one another. Respecting each other recurred again when the teacher was asked about different diversities in her class and she responded “...main thing we try to emphasize is to respect each religion.” (Semi-structured interview, School C, Teacher B, p. 2, Answer to question 3). She also explained that discipline in her classroom could be defined as “having order and calmness in the class, and respecting each other. That’s the main thing I think, is respect as well. Cos if you respect the learners they respect you and then you can teach.” (Semi-structured interview, School C, Teacher B, p. 4, Answer to question 4). Teacher B focused a lot on respect, respect from the teacher towards the learner, respect from the learners towards their teacher, respect between learners and self-respect in her attempt to create a culturally responsive learning environment.

Teacher C at School C emphasised that learners must have self-discipline and that it is important that learners are aware of how they may behave in her class and what her class rules are because undisciplined children cannot be taught. “...it’s part of self-discipline, they must know exactly what I expect of them and how they can behave in my class. I lay down the rules and I expect them to abide by that because ah discipline... If a child is undisciplined you can’t teach them, they don’t focus” (Semi-structured interview, School C, Teacher C, p. 1, Answer to question 1). This teacher assumed that learners should have self-discipline already and that she could build on that. I think learners at this age are not mature enough to have developed self-discipline completely and that teachers need to help and guide learners towards developing this.

Lastly, Teacher D at School C linked her understanding of discipline to what teacher C said, “It’s the beginning of learning. You cannot learn if there is no discipline” (Semi-structured interview, School C, Teacher D, p. 1, Answer to question 1), which links learning to discipline. Her view of what discipline for a learner is, links to all the value based answers Teacher A and Teacher B have given, “...all its behaviour and and we actually talk about respect as well. Its about self- respect, if you are self- disciplined it starts

*with self-respect.... You have got to respect yourself. And uhm what I say in class is what I feel...* (Semi-structured interview, School C, Teacher D, p. 1, Answer to question 2). Her views on discipline are further linked to rights and responsibilities *"I think it's just that to consider one another, that is part of what discipline is. Uhm I would say I have got a, they've got the right to learn, I have got the right to teach and no one has the right to interrupt with it. And thats it. That is why we have got discipline...to make a learning environment."* (Semi-structured interview, School C, Teacher D, pp. 2-3, Answer to question 4).

### **Teacher's responses at School D**

Teacher A at School D summarised her understanding of discipline, to manage behaviour in the classroom, on a teacher and on a learner centred approach. According to Teacher A the responsibility from a teacher's perspective is *"I think discipline is just structuring your day, so you can get through, so that you can actually teach. Its teaching them the tool that they need to cope with everything that's around them."* (Semi-structured interview, School D, Teacher A, p. 1, Answer to question 1) *"...it means boundaries, feeling safe. They know where they stand with you, they know what they are allowed to do and they know what they are not allowed to do. SO that they can just feel safe and grow within boundaries- they thrive with boundaries."* (Semi-structured interview, School D, Teacher A, p. 2, Answer to question 2). The responsibility to help the learners are *"...teaching them self-discipline just helps them to organise themselves. So they can just focus on what they need to do. Instead of getting distracted around them, or the rules at home are not the rules at school, we need to be able to work with others that we might not get along with. So it just gives them the help that they need to cope with things like that and what happened around them."* (Semi-structured interview, School D, Teacher A, p. 1, Answer to question 1).

This self-discipline links to what Teacher B at School C said although this teacher acknowledged that learners need to be taught self-discipline. When concluding these findings from all the schools it appears that each teacher had developed her own unique understanding of what discipline in a Foundation Phase classroom should be and has adapted their management style accordingly. The teachers all felt that clear guidelines should be set for the learners to follow with regards to their behaviour, but there is no specific or generalised way of doing so. All the teachers were managing the behaviour in the classroom according to what worked for them in order to create a culturally responsive learning environment.

### **Sub-theme 1.2: Focus on the positive more than the negative**

Throughout all the individual semi-structured interviews it became evident that all three schools made use of positive reinforcement to manage discipline in classrooms to create a culturally responsive learning environment. In addition to positive reinforcement, the teachers furthermore included other discipline strategies into their classrooms, which are discussed in detail at sub-theme 1.3.



## Responses from teachers at School B

Teacher A, School B states that their school discipline policy is “...more of a focus on positive reinforcement than negative reinforcement” (Semi-structured interview, School B, Teacher A, p. 5, Answer to question 6). Teacher C felt that positive reinforcement helped encourage learners to behave in a manner that is expected from them, “...so instead you need to reward those good children and let them see...the naughty ones that they are getting rewarded, that there is positive uhm, reinforcement with the good children and I think that they become the role models and then they learn from them” (Semi-structured interview, School B, Teacher C, p. 9, Answer to question 6). Through this comment it is clear that modelling behaviour does not only occur through the teachers, and that learners can also model desired behaviour which can result in learners leading through example. Teacher B also focused on positive reinforcement but combined it with negative reinforcement because there were consequences to be followed if unwanted behaviour occurred, “...currently uh, I'm using positive reinforcement where necessary. But also uh, removing privileges.” (Semi-structured interview, School B, Teacher B, p. 5, Answer to question 6). The positive effect of removing privileges is mentioned by Teacher B, when she responded to question 7, which is focused on what discipline strategies are the most effective in her classroom. Her response was “...at the moment the most effective discipline strategy is to take away a privilege.” (Semi-structured interview, School B, Teacher B, p. 5, Answer to question 7).

## Responses from teachers at School C

Teachers at School C never mentioned positive or negative reinforcement but the discipline strategies they all used centre around encouraging and rewarding positive behaviour.

## Responses from teachers at School D

Teacher A states that “I like to focus more on the positive rather than the negative. I feel that they also respond better to it, instead of being moaning at the whole time.” (Semi-structured interview, School D, Teacher A, p. 4, Answer to question 4). Teacher B testifies that “I say, I try and encourage positive behaviour by rewarding that.” (Semi-structured interview, School D, Teacher B, p. 4, Answer to question 4).

All the teacher's from School B, C and D mentioned that they all tended to focus more on positive reinforcement than negative reinforcement. The teachers found that they achieved the desired behaviour or results by rewarding the positive behaviour and not really responding to the negative behaviour. The teachers do address the negative behaviour if it persists, but their main goal is to focus on and to encourage the wanted behaviour from learners who are displaying them.

### Sub-theme 1.3: Discipline strategies and techniques used

The data collected from the interviews, observations, field notes and photographs enabled me to summarise the discipline techniques and strategies used by the teachers at each school in their attempts to create a culturally responsive learning environment. The discipline techniques and strategies are summarised as follows.

**Table 4.3: Summary of discipline techniques and strategies**

School	Teacher	Discipline strategies or techniques
B	A	<ul style="list-style-type: none"> <li>• Sticker chart</li> <li>• Positive reinforcement</li> <li>• Keeping learners busy</li> <li>• Discipline department</li> <li>• Remove misbehaving learner from the classroom and send to a different Grade 3 teacher</li> </ul>
B	B	<ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Removing privileges</li> <li>• Write name on board if they misbehave as reminder</li> <li>• Break detention</li> </ul>
B	C	<ul style="list-style-type: none"> <li>• Break detention</li> <li>• Recognize and reward well behaved learners (positive reinforcement)</li> <li>• Creating role models</li> <li>• Positive reinforcement</li> <li>• Reward with stickers or sweets</li> </ul>
C	A	<ul style="list-style-type: none"> <li>• Point system in groups (points can go up or down)</li> <li>• Verbal warning</li> <li>• Entry in homework diary and school entry book for bad behaviour</li> <li>• Break detention</li> <li>• Sending Ellie the elephant home</li> </ul>
C	B	<ul style="list-style-type: none"> <li>• Point system in rows</li> <li>• Star chart</li> <li>• Sending Lazy Lizard home for the weekend</li> <li>• Entry book for bad behaviour at school</li> <li>• Tick system for civvies day</li> </ul>
C	C	<ul style="list-style-type: none"> <li>• Set clear rules</li> <li>• Entry book for bad behaviour at school</li> </ul>
C	D	<ul style="list-style-type: none"> <li>• “Shushies”</li> <li>• Entry book for bad behaviour at school</li> <li>• Tick system for civvies day</li> <li>• Address children individually for misbehaviours</li> </ul>
D	A	<ul style="list-style-type: none"> <li>• Display behaviour on board (good and bad)</li> <li>• Schools reward system- Cool kid</li> <li>• Behaviour journal</li> <li>• Discipline slip</li> </ul>

School	Teacher	Discipline strategies or techniques
D	B	<ul style="list-style-type: none"> <li>• Tracking sheet</li> <li>• Time out</li> <li>• Behaviour journal</li> <li>• Critter</li> <li>• Giving rewards</li> </ul>

In the following paragraphs the different discipline techniques implemented by each teacher are explained in detail, together with their system of class rules. Table 4.4 has photographs of the given discipline technique or strategy. This table provides a better insight into these discipline techniques and strategies.

### Responses from teachers at School B

Teacher A had no class rules on display when I first entered her class, (Field note 1, School B, Teacher A and Observation checklist, School B, Teacher A, 1 A). The class rules that were later on display were: Follow instructions, One at a time; Be respectful and Be kind. When Teacher A was asked how she determined what rules to use in her classroom she replied, *“I did a bit of research to determine which rules children would respond better to. Which is why they are not focussed on what they shouldn’t do, but rather on what they should do.”* (Semi-structured interview, School B, Teacher A, p. 9, Answer to question 13).



**Figure 4.1: Teacher A School B: Class rules**

When Teacher A was asked about the discipline strategies she uses in her classroom to create a culturally responsive learning environment she mentioned the sticker system which is focused on positive reinforcement and not negative reinforcement (Semi-structured interview, School B, Teacher A, p. 5, Answer to question 6). It was also noted that Teacher A said *“...should be used across the board.”* (Semi-

structured interview, School B, Teacher A, p. 5, Answer to question 6). Her word choice was interesting because she implies that it is actually not being used across the entire Grade and school. Teacher A pointed out that *“The busier the child, the less the problem....and positive reinforcement works best.”* (Semi-structured interview, School B, Teacher A, p. 6, Answer to question 7). She was unable to identify discipline strategies that were not effective in her classroom. I wrote in my field notes that *“...teacher became very nervous when she could not answer question 8. She took long pauses, laughed nervously and blushed and seemed embarrassed.”* (Field note 3, School B, Teacher A).

Teacher B had no class rules on display in her classroom (Field note 7, School B, Teacher B and Observation checklist, School B, Teacher B, 1 A). This field note was later confirmed when I asked the teacher if she had any class rules and how she determine what they should be, *“I don’t have set class rules, uhm, but uhm, we do, orally speak about class rules. I do believe the children in the class should set up the rules and they should also set the, choose the consequences if those rules have been broken.”* (Semi-structured interview, School B, Teacher B, p. 9, Answer to question 13). This teacher felt that learners should be part of setting up the rules and formulating consequences for breaking a rule, but these rules are not on display and neither are the consequences. Teacher B used positive reinforcement through a sticker chart and also removed privileges from learners who were not acting appropriately (Semi-structured interview, School B, Teacher B, p. 5, Answer to question 6). The strategies she highlighted as being the most effective in her classroom is *“...to take away a privilege.”* (Semi-structured interview, School B, Teacher B, p. 5, Answer to question 7) and the names of learners who misbehave are written on the board. These learners will have to attend break detention. The privileges that get removed, are playing with their friends, as they may eat during eating time, but at break time the culprit has to sit and watch his or her friends play. Teacher B finds that shouting is the most ineffective discipline strategy because *“...it just creates an empty threat for them, they’re not actually bothered by it.”* (Semi-structured interview, School B, Teacher B, p. 6, Answer to question 8).

Teacher C had a completely different approach to discipline when compared to the other teachers at School B. She had a main rule and then other class rules, one of which are displayed in the classroom (Observation checklist, School B, Teacher C, 1 A) *“I do have class rules and obviously you need to explain them to them at the beginning of the year. Uhm the class rules basically are, THIS is my classroom and you’re in, on my turf, uhm and whatever I say goes.”* (Semi-structured interview, School B, Teacher C, p. 17, Answer to question 13). She highlights the fact that she demands respect in her classroom, *“So I want them to know, that they respect, they don’t just respect me, they have to respect my classroom as a whole because if they disrespect my classroom and the people in it, they’re disrespecting me.”* (Semi-structured interview, School B, Teacher C, p. 17, Answer to question 13).

The teacher had other class rules, but she couldn’t remember all of them. I do not think this attitude towards discipline and learners is very effective especially because the teacher constantly had to remind the learners that it was her classroom, and *“They’re on my turf...”* (Semi-structured interview, School B,

Teacher C, p. 17, Answer to question 13). When Teacher C refers to “turf” she means territory. She sees her classroom as her territory and the learners may not do what they want in her territory or to her belongings. She used a break detention strategy and recognised good behaviour by rewarding positive behaviour. According to Teacher C, makes role models of the learners who are modelling good behaviour and sets goals for the learners through positive reinforcement. It is effective when learners work towards something and all of these strategies are very effective in her class (Semi-structured interview, School B, Teacher C, pp. 7-11, Answer to question 6 and 7). The most ineffective discipline strategies for Teacher C is letting learners write out lines and putting learners on time out, as she tends to forget about them (Semi-structured interview, School B, Teacher C, p. 11, Answer to question 8).

All the teachers at School C had their discipline strategies on display in their classrooms. These strategies were clear, colourful and the teachers seemed very proud of them. Class rules were included. At this school it seemed as though there were a lot of techniques’ implemented inside every classroom, both from the school’s side and from the teacher’s side. These techniques are clearly visible and it appeared that they are all applied with ease by the teacher. An example of these techniques can be seen in Table 4.4, Figure 4.2: Teacher A: Star chart and warning recorder. All the teachers who were interviewed had a clear understanding of the school’s discipline plan and how it worked. They also had a clear understanding of their own discipline techniques. These techniques all have different focuses. For example, some of them are focused on the class as a whole, some are focused on the learners in groups and some focus on the learner as an individual.

The following pictures in Table 4.4 shows examples of the discipline strategies the teachers at School C and School D had on display in the classroom and which were used in the lesson while I was observing. The explanation next to each picture gives a brief overview of how it is implemented in the classroom. For more clarity I have chosen to indicate the figure number on top of each and the photograph number below each image.

**Table 4.4: Photographs and explanation of discipline techniques and strategies**




Photograph and photograph number	Explanation of how discipline strategy or discipline technique works
 <p><b>Figure 4.2: Teacher A at School C - Star chart and warning recorder (Photograph number: T AC pic 4)</b></p>	<p>On the left hand side of the board is the star chart. This is a group point system, where learners in groups score points if they act or behave appropriately. They start off every week with 100 points. Groups can also lose points for misbehaving, but it is mostly used to encourage positive behaviour. (Semi-structured interview, School C, Teacher A, pp. 8-9, Answer to question 6) and (Photograph checklist, School C, Teacher A, p. 1, No. 2, pic 4).</p> <p>On the right hand side is a class list where the teacher records when a learner receives a warning or reminder for bad behaviour or for school work not completed. (Semi-structured interview, School C, Teacher A, p. 10, Answer to question 6) and (Photograph checklist, School C, Teacher A, p. 1, No. 2, pic 4).</p>
 <p><b>Figure 4.3: Teacher B at School C: Lazy Lizard (Photograph number: T BC pic 4)</b></p>	<p>Lazy Lizard is part of a reward system used by Teacher B. This is used to reward learners who displayed good norms and values during the week, it is not based particularly on academic results but rather on character. The learner who was the star of the week, gets to take Lazy Lizard home for the weekend. The goal is to encourage all the learners to have a turn to take Lazy Lizard home (Semi-structured interview, School C, Teacher B, pp. 7, Answer to question 6) and (Photograph checklist, School C, Teacher B, p. 1, No. 1, pic 4).</p>
 <p><b>Figure 4.4: Teacher C at School C: Getting things right (Photograph number: T CC pic 6)</b></p>	<p>Kids getting things right is a strategy implemented by the school principal. If a learner gets 20 ticks for good behaviour and shows good character throughout the term, they may wear civvies on the last day of the term. This is used in every teacher's classroom in School C. (Field note 9, School C, Teacher C) and (Photograph checklist, School C, Teacher C, p. 1, No. 1, pic 6).</p>



Figure 4.5: Teacher D at School C: Shushies (Photograph number: T DC pic 7)

Shushies are little veld animals that a learner receives when they are behaving appropriately in class. This can be taken away at any time if they start misbehaving. This is a tangible reward for good behaviour which learners strive to get. They start each day on a clean slate and on some days, all the learners receive a shushie to start the day off with. On some days the teacher only gives it to learners who are behaving. (Semi-structured interview, School C, Teacher D, p. 5, Answer to question 6) and (Photograph checklist, School C, Teacher D, p. 1, No. 2, pic 7).



Figure 4.6: Teacher D School C: A visit to the zoo (Photograph number: T DC pic 5)

Teacher D asked the learners to pull an ugly face for when they know they are behaving inappropriately or doing things they know they should not be doing. Every time the learner acts inappropriately or does something they shouldn't, they get a warning. After the fifth warning, the teacher arranges a meeting with the parents to discuss their child's behaviour. (Semi-structured interview, School C, Teacher D, p. 5, Answer to question 6) and (Photograph checklist, School C, Teacher D, p. 1, No. 2, pic 5).

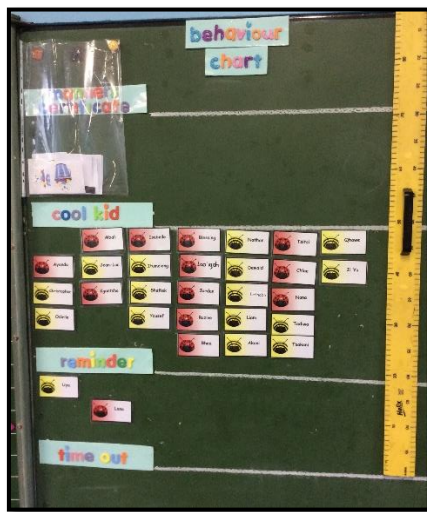
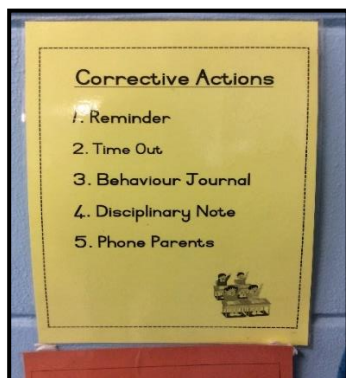


Figure 4.7: Teacher A at School D: Behaviour chart (Photograph number: T AD pic 2)

Teacher A at School D displays all behaviour on the board. Every day all the learners start at cool kid- which is when they display desired behaviour. If they continue displaying desired behaviour, they get a sticker on their sticker charts (See image T AD pic 10). If a learner stops displaying good behaviour or misbehaves, they have to move their name into the reminder zone on the board. If their unwanted behaviour continues they have to move their names into the time out zone and go on time out. The length of time out depends on their age, 1 minute for every year of their age Thus a 9 year old will be on time out for 9 minutes. If unwanted behaviour continues, the teacher makes use of the corrective actions. Please see the next photograph. (See image T AD pic 5 labelled corrective actions). (Semi-structured interview, School D, Teacher A, p. 5, Answer to question 6) and (Photograph checklist, School D, Teacher A, p. 1, No. 2, pic 5).



Teacher A follows the corrective actions that are displayed in her classroom. This links to her behaviour chart which she has on the board. The teacher first gives a verbal reminder to learners who are breaking the rules. If learners continue, they will be put on time out. If learners still continue with poor behaviour they receive a behaviour journal to take home. This states what they did and their parents need to sign it. If the learner still continues, a disciplinary note is issued (Please see next image, which explains the disciplinary notes. These are called disciplinary slips in the next image). Thereafter, their parents will be

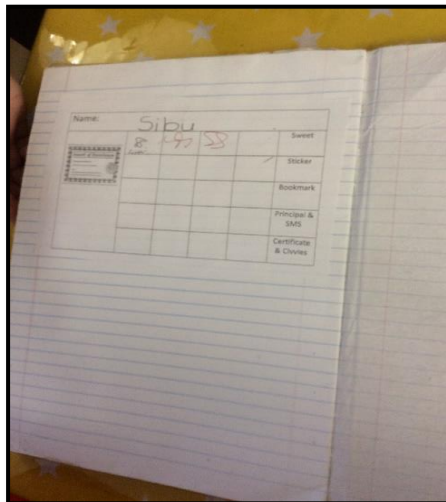
**Figure 4.8: Teacher A at School D: Corrective actions**  
(Photograph number: T AD pic 5)

called after the third note. (Semi-structured interview, School D, Teacher A, pp. 6-7, Answer to question 6) and (Photograph checklist, School D, Teacher A, p. 1, No. 1, pic 5).

DISCIPLINARY SLIPS	
<b>ATTITUDE</b>	Aggressive Attitude or Behaviour Back chatting Rude/ Disrespectful to teacher Swearing
<b>BEHAVIOUR</b>	Hitting / Fighting Stealing
<b>HOMEWORK</b>	Homework not done 5 times a week
<b>UNIFORM</b>	After 3 warnings: hair too long Incorrect uniform Incorrect earrings/ jewellery Painted nails

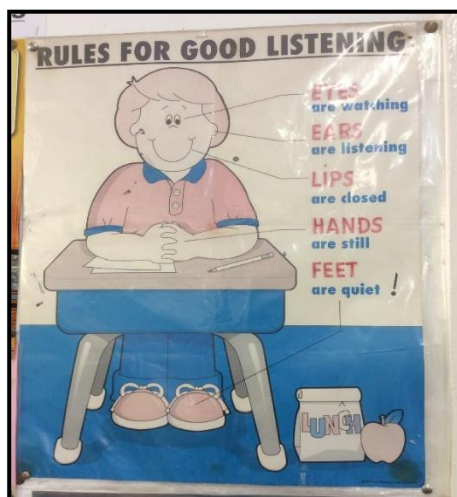
School D makes use of Disciplinary slips which are pink slips that a learner receives for certain misconducts. These slips are sent home for parents to sign and are kept in the learner's file. Once the learner has 3 slips, their parents are called in for a meeting. These disciplinary slips link to the corrective actions the teacher takes as explained above. (Semi-structured interview, School D, Teacher A, pp. 6-7, Answer to question 6) and (Photograph checklist, School D, Teacher A, p. 1, No. 1, pic 4).

**Figure 4.9: Teacher A at School D: Disciplinary slips**  
(Photograph number: T AD pic 4)



This is an example of a learner's sticker chart, which they keep in their homework diaries. Learners get rewarded for good behaviour with a sticker. As they collect stickers their rewards change. The rewards are as follows: after five stickers they are rewarded with a sweet, after 10 they are rewarded with a big sticker, after 15 stickers they receive a bookmark and after 20 stickers they go the principal for a principal's sticker and their parents receive a sms telling them about their child's good behaviour. Lastly, when a learner has 25 stickers they receive a certificate in assembly and may wear civvies on a certain day. (Semi-structured interview, School D, Teacher A, pp. 6-7, Answer to question 6) and (Photograph checklist, School D, Teacher A, p. 1, No. 1, pic 10).

**Figure 4.10: Teacher A at School D: Sticker chart**  
(Photograph number: T AD pic 10)



Teacher C has this poster in her classroom that she highlighted as important when disciplining her class. She sees this as the most effective discipline strategy in her classroom. It consists of rules that learners need to follow to listen well. Firstly, the learners' eyes should be watching the teacher. Secondly, their ears need to be listening. Thirdly, their lips must be closed, so they should not be talking. Their hands need to be still and their feet need to be quiet and still next to each other (Semi-structured interview, School C, Teacher C, p. 10, Answer to question 7).

**Figure 4.11: Teacher C at School C: Discipline plan**  
(Photograph number: T CC pic 6)



When I asked which discipline strategy or techniques the teachers found were the most effective in their class in order to create a culturally responsive learning environment, six of the nine teachers interviewed said the use of positive reinforcement strategies. This included rewarding positive behaviour in different ways such as sticker charts, sweets, points, getting to take a teddy home for the weekend, certificates, and the like. *“I would say my Lazy Lizard (laughs) - the star of the week (laughs).”* (Semi-structured interview, School C, Teacher B, p. 9, Answer to question 7). *“Well giving rewards. I mean that- and also praising. You praise children when they are doing something that, correctly ... As I said, positive reinforcement works well because as soon as you praise one of the children, the other ones all just like to sit up and try to show you that they are doing the same thing. So a lot of positive reinforcement, seems to work.”* (Semi-structured interview, School D, Teacher B, p. 10, Answer to question 7). The other three teachers who did not highlight positive reinforcement as the most effective strategy or techniques they use, focus on addressing a child individually to acknowledge their behaviour (whether good or bad) (Semi-structured interview, School C, Teacher D, pp. 6-7, Answer to question 7). Although Teacher A at School D’s response focused on her positive reinforcement based behaviour chart, she stressed that the discipline must be visual so that they can see where they are with their behaviour. Furthermore, she stressed the importance of learners taking responsibility or ownership for their actions and behaviour, *“...they are responsible to go, for their own behaviour. They move it up and they move it down...”* (Semi-structured interview, School D, Teacher A, p. 9, Answer to question 7).

Three of the nine teachers interviewed indicated that the most ineffective way to discipline their class was to shout or to raise their voice. , *“...shouting, because it just creates an empty threat for them. They’re not actually bothered by it...”* (Semi-structured interview, School B, Teacher B, p. 6, Answer to question 8). Teacher B at School D pointed out that *“...the children-uhm and also raising your voice too much. Uhm, uhm if you raise your voice they know oh Mrs T will only really get angry when she reaches that pitch, you know so, and you need to train the children from the word go to listen to the instruction the first time and not to have to repeat yourself over and over.”* (Semi-structured interview, School D, Teacher B, pp. 11-12, Answer to question 8). Teacher C from School C indicated that when a teacher raised her voice it would result in the learners becoming more noisy, *“...raise your voice, the louder you go, the louder they go. It doesn’t work...If you are soft, and your’e firm, they know where they stand.”* (Semi-structured interview, School C, Teacher C, p. 10, Answer to question 8). Teacher A at School C was very embarrassed to answer the question and blamed herself when she said that the most ineffective discipline strategy is *“If I am not well prepared.”* (Semi-structured interview, School C, Teacher A, p. 12, Answer to question 8). In field note 11 (School C, Teacher A) I noted that *“Teacher is very embarrassed to answer and blushes as she gives herself the blame”*.

Teacher D at School C indicated that *“...is when you put other children, children in charge of children.”* (Semi-structured interview, School C, Teacher D, p. 7, Answer to question 8). This is ineffective in her opinion because learners do not understand the authority given to the other learner by the teacher and

therefore do not respond accordingly. Teacher A from School D reported that any discipline strategy that is too time consuming to implement or that takes up too much time during a lesson is very ineffective. (Semi-structured interview, School D, Teacher A, pp. 9-10, Answer to question 8). Another strategy or technique that both Teacher B from School C and Teacher C from School B (Semi-structured interview, School C, Teacher B, p. 9, Answer to question 8 and Semi-structured interview, School B, Teacher C, p.11, Answer to question 8) indicated as ineffective are techniques that psychically frustrate or strain a learner. This could include writing out lines, being on time out and forgetting about them, or putting a learner on break detention which prevents them from running around and playing at break.

Although these teachers have different discipline including strategies and techniques in place and are mostly aware of which techniques are effective and which are ineffective in their classroom, there are still misdemeanours that occur in their classrooms. These misdemeanours include: homework not done, talking during a lesson and/ or test, walking around during a lesson, learners being nasty towards each other, learners hurting each other physically, using bad language, learners shouting out during lessons, learners not putting their hands up to have a turn to talk, not following instructions the first time they are given, bullying, stealing, interrupting and going to the bathroom without permission.

## Theme 2: Diversity is challenging

The second theme which emerged from the data through my analysis process is about diversity which has external and internal challenges in the classroom environment that can influence the teachers discipline strategies in their attempt to create a culturally responsive learning environment. The two sub-themes that resulted are: External changes teachers are faced with in the classroom environment and secondly, internal challenges teachers are faced with in their classroom environment. Different cultures respond differently to discipline and secondly, teachers had to deal with these different beliefs and values of learners. The evidence for this theme came from across the schools and mostly from the interviews with the Grade 3 teachers at the selected schools. Table 4.5 indicates each sub-theme and validates the criteria for each sub-theme, as it emerged from the data.

**Table 4.5: Diversity is externally and internally challenging: inclusion criteria for sub-themes**

Sub-theme	Inclusion criteria
Sub-theme 2.1: External challenges a teachers are faced with in the classroom environment	<ul style="list-style-type: none"> <li>• Parents expect different things from teachers</li> <li>• Support from home</li> <li>• Parent support and response to communication</li> <li>• Parents involved in learners learning</li> <li>• Economic circumstances</li> <li>• Cultural diversity in class</li> <li>• Different religions</li> <li>• Different cultures respond differently to discipline</li> </ul>

<p>Sub-theme 2.2: Internal challenges teachers are faced with in their classroom environment</p>	<ul style="list-style-type: none"> <li>• Teachers deal with different beliefs and values of learners</li> <li>• Learners do not follow the instructions the first time</li> <li>• Bullying</li> <li>• Homework not done</li> <li>• Boys more active than girls, but girls talk more</li> <li>• Consistent discipline difficult to maintain</li> <li>• Big classes</li> <li>• Teachers have different beliefs and values from learners</li> </ul>
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**Sub-theme 2.1: External challenges teachers are faced with in the classroom environment**

One challenge that clearly stood out from evidence collected across the cases is related to the parents of the learners in their class. The way parents discipline their children, or lack of discipline, becomes more and more evident in every teacher’s classroom. Teacher A at School D mentioned that “...externally obviously coming from homes with different views, different discipline procedures, where there’s actual no discipline sometimes at home. Where they come to school sometimes and they feel they, they own everything and they are entitled to everything. Uhm that creates a big problem and I find that, that’s becoming worse and worse. We’re teaching children manners instead of teaching them how to read and write which is the parent’s responsibility first. SO I feel that, that is the main, that impacts my discipline a lot. They don’t understand why they need to follow rules.” (Semi-structured interview, School D, Teacher A, pp. 5-6, Answer to question 5). Teacher D from School C has highlighted the same concerns with regards to parent’s expectations of teachers and the education system.

The following statement from Teacher D at School C echos the concerns teachers have and the support they ask for from parents, “The home the problem is some parents see this as education that we supposed to do everything. We have to introduce the manners, we have to make sure the information is drilled in and I don’t think that’s fair. Parents, this is actually only a expe, expansion from what happens at home. We uhm. Must drill in information, we must make sure that, uhm they learn things. But parents MUST help.” (Semi-structured interview, School C, Teacher D, pp. 3-4, Answer to question 5). Similarly, Teacher B from School B emphasises that “Uhm, the main challenge is I suppose with parents because you can do what you can in school, and discipline or punish a learner and then write to the parents- and often you’ll write the letter explaining what the child’s done. And you don’t even get it- it’s not even signed. And when you ask them what did mom or dad say? Nothing.... So it just shows you there is nothing being followed through at home, so they almost get away with whatever they want at home, and there’s no repercussions. As well -when it happens at school. So it’s like you’re working against the parents- not in all cases. You do have the parents that do work with you but that is one of the biggest challenges.” (Semi-structured interview, School C, Teacher B, pp. 5-6, Answer to question 5).

Furthermore, although Teacher A at School B mentioned and recognises that different cultures or religions could be the reason for the learners different responses to discipline, support from home continues to be a major problem, *“I think one of the uh, external challenges is, uh, because of the difference in culture. Cultures respond differently to different types of discipline and they expect different things from the, teacher. Uhm... support from home is a big problem. Often don't get support from parents and, and that could be because of cultural reasons or religious reasons or whatever reasons that is.”* (Semi-structured interview, School B, Teacher A, pp. 3, Answer to question 5).

Other than the parental support, teachers mentioned that different cultural and religious beliefs can be another external challenge faced by some, as they feel this influences the way the learners are disciplined at home and as a result, how they behave in class. *“...a lot of the learners are growing up in homes where they, their parents allow them to speak to them in certain ways, or to talk while they are talking, - like to interrupt. Uhm, they also don't, they look at the tv while their parents are instructing them, so they don't look at the teachers or the friend or the peer that is talking to them in the eyes. That's one external uhm factor.”* (Semi-structured interview, School B, Teacher B, pp. 3-4, Answer to question 5).

Teacher B at School C mentioned the school size as an external challenge which makes discipline difficult to monitor (Semi-structured interview, School B, Teacher B, p. 6, Answer to question 5). The school size was also a challenge mentioned by Teacher A from School B *“Uhm, then, uh because it's a big school, the bigger the school, the harder it becomes to maintain discipline.”* (Semi-structured interview, School B, Teacher A, p. 4, Answer to question 5). The size of the school also has an effect on the classroom size, which becomes an internal challenge a teacher is faced with and is further discussed in sub-theme 2.2.

Another challenge that came up or was mentioned by teachers was that learners were not always taught in their mother tongue, *“Well, I would say the mother tongue, the language once again. If they do not understand what you are trying to teach them to say and listening skills... You know our school, where you cater for 21 countries diplomat's children, so we have a big diversity in the language.”* (Semi-structured interview, School C, Teacher C, pp. 7-8, Answer to question 5). Not being taught in their mother tongue could influence a learner's understanding, not only of the school work but also of what is expected from them as far as behaviour is concerned.

Lastly, another external challenge that teachers mentioned is that learner's role models and society have an influence on their discipline in the classroom. *“...different disciplines from the children from their parents and so on and obviously society, and tv, and it's, you know it's always not always so good.”* (Semi-structured interview, School C, Teacher A, p. 5, Answer to question 5). The things learners are exposed to were concerning and a lot of parents were not aware of what their children were watching or who their children looked up to.

One challenge that clearly stood out and which all the teachers were most concerned about, was the type of discipline practised at home. The teachers mentioned that they understood that there were several factors which influenced the type of discipline that was implemented in the homes of the learners they teach. These factors included: religion, culture, single parents or divorced parents, socio-economic status, working parents, language, education of parents and parent's involvement with their children. Although these factors were clearly evident in the lives of many of the learners, teachers are still very concerned about the nature of discipline found in the homes.

### **Sub-theme 2.2: Internal challenges teachers are faced with in their classroom environment**

The focus of this research was to investigate which discipline practices teachers implemented into their culturally rich classroom environment. When studying my photograph check list, which was used in every teacher's class when I took photos of their classroom environments, not one of the teachers made adaptations for cultural diversity in their classroom. A few had made provision for other diversities such as behavioural, concentration and learners in need of support, which was noted in the observation checklist for those specific teachers. Yet, during the semi-structured interviews, when teachers were asked if they have a culturally diverse classroom, all of them answered yes, *"I do have a culturally diverse classroom. I've got basically all cultures that I can think of, as well as different religions. So you've just always got to be aware of, of the different cultures."* (Semi-structured interview, School D, Teacher A, pp. 2-3, Answer to question 3). Teacher A goes on to show her understanding and experience of the different cultures by giving an example of what she has experienced in her classroom. *"For instance, there are children in my class who will never look at me when I'm speaking to them. And it's not out of disrespect, it's their culture. At home, they're told that they're not allowed to look at adults, so that is something that I need to keep in mind. Although, in a classroom situation, they have to look at me, to see how I form my words, and anything like that. So there I, I just need to be a little more sensitive, and not, uhm moan at them the whole time."* (Semi-structured interview, School D, Teacher A, pp. 2-3, Answer to question 3).

The other diversities the teachers face within a classroom, include: learners are of different ages, learners have different religions, learners have different home languages, disabled learners, learners have different backgrounds and have been exposed to different discipline styles, different family settings and learners with varying learning abilities. Teacher A at School B summarises it as *"religious, racial, socio-economical,.. moral, values...all of it."* (Semi-structured interview, School B, Teacher A, p. 2, Answer to question 3).

At first I found it strange that the teachers are definitely aware of the cultural diversities in their classes but they do not feel open to recognise them. Teacher D at School C quoted, *"I don't think we think that way anymore. They are all the same."* (Semi-structured interview, School C, Teacher D, p. 2, Answer to question 3). This way that the teacher refers to the learners comes from the apartheid era and in my opinion, she is afraid to be seen as being a racist. This suspicion is further confirmed where I noted in my filed notes,

*“Teacher seems scared/ uncomfortable answering race related questions.”* (Field note 9, School C, Teacher D). I think many other teachers are afraid to be given this label and therefore they acknowledge that there are different cultures or religions, but are still conscious of how sensitive people in our country are about their race or culture, especially when taking South Africa’s racial history into account. These facts should be acknowledge more and classroom practises adapted accordingly.

Another factor supporting the internal challenges, is that many teachers feel that the the number of learners in their class poses an internal challenge when creating a culturally responsive learning environment. Teacher D from School C’s frustration with the classroom size is emphasised through her tone of voice and pause at the end *“...these classes are too big! Finish en klaar (over and done)!”* (Semi-structured interview, School C, Teacher D, p. 3, Answer to question 5). The class size influences the amount of time a teacher can spend with each learner to focus on their individual needs during a lesson, *“... we’ve got high numbers in our classrooms and that is obviously harder because it’s, your time that’s spread over the whole classroom. So you have to think, of getting to every child, and often, you’re busy with a child, and another child might be misbehaving. So that creates a problem- where you can’t actually be with every child all the time.”* (Semi-structured interview, School D, Teacher A, p. 5, Answer to question 5).

Teachers also emphasized that leaners come from homes where parents employ different discipline strategies based on their cultural beliefs and understanding. Parents expect different things from their child’s teacher and this includes more than what would normally be part of a teachers’ job description. *“...coming from homes with different views, different discipline procedures, where there’s actual no discipline sometimes at home. Where they come to school sometimes and they feel they, they own everything and they are entitled to everything. Uhm that creates a big problem and I find that, that’s becoming worse and worse. We’re teaching children manners instead of teaching them how to read and write which is the parent’s responsibility first.”* (Semi-structured interview, School D, Teacher A, p. 5, Answer to question 5). These findings are rather contradictory because most of the teachers do not notice a difference in behaviour of learners from different cultures. In conclusion, it seems that teachers notice a difference in learners upbringing or home environment, but one particular culture does not stand out from another in terms of behaviour in the class. This is all determined by a learner’s individual upbringing and cannot be grouped by their culture. Teachers generally also find that boys tend to be physically busier than the girls.

Teacher A from School B’s opinion summarises the findings from all the teachers perfectly, she says *“Cultures respond differently to different types of discipline and they expect different things from the, teacher. Uhm... support from home is a big problem. Often don’t get support from parents and, and that could be because of cultural reasons or religious reasons or whatever reasons that is. Uhm.. we also find that because parents come from different socio-economic circumstances, they often don’t have time to deal with discipline issue so that becomes a problem. In terms of internally, we have pretty much the same problem. Uhm, there are teachers of different cultural and racial and religious, uh...all different kinds of*

*backgrounds, so that makes discipline, CONSISTENT discipline difficult to maintain. And uhm, apply. Uhm, then, uh because it a big school, the bigger the school, the harder it becomes to maintain discipline.”* (Semi-structured interview, School B, Teacher A, p. 3, Answer to question 5).

The third theme which emerged from the data, Theme 3, covers one of the main topics that emerged from the data which comprises of two sub-themes. Evidence for this theme is given across all cases from data collected by using interviews, observations, photographs and observations. Sub-theme 3.1 involves the communication between the school’s principal, the teachers in the grade, as well as Head of Department and the parents of the learners in the classrooms at each school. Sub-theme 3.2 pertains to the discipline policies in place as well as the different stake holders and parents’ lack of acknowledgement of these policies.

**Table 4.6: Positive alliance between policy and implementation: inclusion criteria for sub-themes**

Sub-theme	Inclusion criteria
Sub-theme 3.1 Communication between principal, teachers and parents	<ul style="list-style-type: none"> <li>• Communication between teachers</li> <li>• Communication between principal and teachers, parents</li> <li>• Principal involvement</li> </ul>
Sub-theme 3.2 The need for policies in place and acknowledged by all stake holders	<ul style="list-style-type: none"> <li>• Parent sign code of conduct at beginning of the year</li> <li>• Teacher discusses code of conduct with class at the beginning of the year</li> <li>• Policies are in place</li> <li>• Teacher may be unsure of disciplinary policies but they know they exist.</li> </ul>

### **Sub-theme 3.1 Good communication between principal, teachers and parents**

Firstly, I discuss the findings regarding teachers and the communication with the parents of the learners in their classrooms. This evidence was collected across the cases from School B, School C and School D. When the teachers were asked if the parents of the learners in their classes were supportive of them, most teachers felt that their responses were based on the parents’ response towards communication, which was not always positive. Most of the teachers found that parents respond better to the communication between the teacher and the parent this year, when compared to the previous years. *“They are this year, because they seem to be responding quite well to communication. They’re quite involved in there, their children’s uhm education. But it’s not al-, it hasn’t always been that way.”* (Semi-structured interview, School B, Teacher A, p. 8, Answer to question 12). Most of the parents try to have a good relationship with the teachers and respond to personal communication from the teacher, *“I do think that they are supportive of*

*me, especially this year, because we do have a very good uh relationship. I'm always communicating with the children parents want me, there are always children who were behaviour issues last year, and from the get go I've sent their parents. I let them know every day how their child behaved. So I do feel that as soon as there's any issues, they can come to me and I can speak freely to them as well. So we just keep our communications channels open. So I do feel they are supportive."* (Semi-structured interview, School D, Teacher A, p. 13, Answer to question 12).

A discrepancy that arose was that, some of the teachers noted that homework diaries were not always signed and newsletter reply slips were not always completed and returned within the given time frame. Teachers therefore felt unsupported by the parents. This was linked to the parents general lack of involvement and support for their child, *"As a whole I would say the majority aren't because uh, if I sent home letter regarding certain issues uhm, they'll come back unsigned. Or, or...in other word they're not checking their work. Many times the homework books or diaries are not checked and signed. Uhm, if I've called in parents reading issues, ninety percent of those parents did not, I've said they would help with the issue- but ninety percent of the time they do not follow through. And which means they actually, not worried about the outcome."* (Semi-structured interview, School B, Teacher B, pp. 8-9, Answer to question 12).

All the teachers agreed that they have very good communication amongst other teachers within the Grade: if discipline problems arose they were discussed with each other. Teachers had weekly grade meetings at which ideas or planning could be discussed and certain documents could be updated. Teacher C at School C's response to the question of whether there is support and communication between the teachers in the grade, *"For sure, we have a grade meeting once a week and we have a school based support team meeting with our HOD all the time. And we fill in the 450's (support document) and we keep records all, no, definitely, we do communicate."* (Semi-structured interview, School C, Teacher C, p. 15, Answer to question 16). Teachers also seemed pleased with and aware of the schools support system. If there was a problem it could be taken to the Grade leader, then the HOD, then School Management or principal depending on what the HOD decided, *"If we have serious discipline, I am the Grade leader so of there a serious discipline problems in teachers' classes we meet as a Grade and we discuss it. If it's too severe for something for us to handle, then we take it to the Head of Department. We discuss it with her and if she thinks it's necessary to take it to the school management. If a disciplinary hearing needs to be arranged, that is arranged, but with the younger children we find that it's not often. It's very rarely, rarely, its more in the senior phase where the children are older. SO there is a lot of mutual support, we are here to support one another."* (Semi-structured interview, School D, Teacher B, pp. 19-20, Answer to question 16).

All the teachers who were interviewed felt that their principal was supportive of them when it came to discipline problems. One of the schools had a discipline department which dealt with discipline issues but the severe issues and positive discipline always involved the principal. The teachers could also name things that the principal did to help them improve their discipline strategies in class, such as sending learners on a course, or coming to talk to the class as a whole if the general behaviour in the classroom deteriorated,



*“He, uh, he’s always on our side, which is great. Uhm, he’s very open, he doesn’t want the whole class at his door, but he is open to you know, if you get to that point- you can send a child to him. You can also go to him and speak to him about some idea. Uhm, also courses on discipline and stuff he’ll arrange, uhm which we went on, I went on yesterday and it really, really helps. It really does! So, uhm ja (yes) he’s very supportive!”* (Semi-structured interview, School B, Teacher C, p. 21, Answer to question 17). Teachers frequently mentioned the support structures such as the: HOD’s , deputy principals, discipline department, Grade leaders and school management team which help the principal in carrying out his duties, *“Okay, the head master is very open to us approaching him about the problems. We have got a deputy who is in charge of discipline, so he is very involved. You can, you can send but we have channels. You don’t send any child that misbehaves to the headmaster. It’s got to be the really really serious cases. We have the teacher deals with it, if she’s not able to the Grade leader deals with it, if she’s not able to the head of department deals with it, if she deems necessary we send him to the principal. But we don’t have children that go there randomly because we find that can be taken advantage us his authority.”* (Semi-structured interview, School D, Teacher B, pp. 21-22, Answer to question 17). The principals are also passionate about the learners in their schools.

Therefore, when looking at all the schools involved in this research, all the teachers from School B, C and D mentioned that their school’s principal is involved by practically involving himself/herself with issues concerning discipline. Teachers felt that they could discuss issues or concerns with their principal who helped them where they could. The teachers had good communication between each other and supported each other where they could. There were different results concerning parent- teacher communication but it can be summarised that most parents respond well to personal communication made between the class teacher and the parent, especially if the latter were involved and invested in their child’s future.

### **Sub-theme 3.2: The need for policies is acknowledged by all stake holders**

The discipline policies that are in place at every school (School B, C and D) are included in the school’s code of conduct. These policies are included in the learners’ school diaries and parents and learners are made aware of this in the beginning of every year. *“Yes, there is a code of conduct and parents sign the code of conduct, agreeing to it in the beginning of the year.”* (Semi-structured interview, School B, Teacher A, p.10, Answer to question 15). Although parents sign the code of conduct, it does not always mean that they understand what is said or agree with the school’s code of conduct. In the code of conduct it stipulates what is expected from the learners, and indirectly, the parents. Teachers have their own code of conduct which the parents are not made aware of. To try and clearly explain the code of conduct, teachers present and discussed this with the learners in their classes. Some teachers also mentioned that they explained it to the parents’ in the parents meeting in the beginning of the year. *“Yes, and we discussed it in the beginning of the year as well. There’s a actually a booklet, that we have, that we give to the parents. Its*

*uhm, how, what we will, what we do with the children. Uhm, what we expect of our children and I discussed it in detail when I had my parent meeting in the beginning. Then, if the parents didn't arrive, I put that code of conduct and that pamphlet of what I expect in the child's, children's uh bags and they were able to take it home. So I discussed it with my children at the beginning of the year, and then, -and then also remind them throughout the year. But, not everything, you know especially when something's been-gone out of line, then I'll be able to remind them. Then uh, the parents do know, ja (yes) the parents do know about it."* (Semi-structured interview, School B, Teacher C, p. 20, Answer to question 16). Although this can lessen the discrepancies between parents and learners' understanding of what is expected from them, there is still a possibility that parents who do not go to this meeting at the beginning of the term do not understand or agree with the code of conduct. Some parents might not respect the school's code of conduct because it does not match their own cultural or religious beliefs and this may directly influence the discipline in the teacher's classroom.

Teachers are aware that there are policies or systems in place with regards to discipline but many teachers are unsure of exactly what is said in these policies. *"Okay, uh, we have a whole discipline plan that I do not know out of my head (laughs) but there is a process that they follow through which uhn, first goes through the teacher, then a peer, Grade head then it goes through to the discipline office. Then they contact the parents Uhhh sorry just repeat the question again...The policies are implemented, the learners are not allowed to be running around and screaming during class times, they need to be learning. Uhm, homework needs to be done, all those kind of things are part of the polices, so if they do overstep the boundaries, or the lines. They are it is there and you can rely on it, it is in place."* (Semi-structured interview, School B, Teacher B, pp. 13-14, Answer to question 18). Some teachers have a better understanding of what the policies entail but also have a certain amount of uncertainty, *"So we mainly focus on a positive discipline procedure. So we all have the discipline policy and we have all read it. And we also had to go for a lot of discipline training at this school, so uhm, we implement it every day. Obviously it differs from the intersen phase to the foundation phase. So for instance all foundation phase classes follow the five rules that we have, follow the corrective action, follow the discipline slips. Uh, and then the intersen phase do the same, the same five rules but they've just changed and work on the demerit system because it's more effective for them. So we all follow the same discipline policy, we just adapt it towards the age groups."* (Semi-structured interview, School D, Teacher A, p. 18, Answer to question 18).

#### **4.4 Summary**

In this chapter we discuss the following matters from the perspective of Foundation Phase teachers; teachers' understanding of discipline, the discipline strategies and techniques used in a classroom, adaptations for diversity, the responses of different cultures and their understanding of discipline, how teachers dealt with different beliefs and values of learners, communication between principal, teachers and parents and the policies implemented regarding discipline.

In the following chapter I will present my literature control for my findings. In addition, I offer conclusions and recommendations based on the findings.

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## Chapter 5: Conclusions and recommendations

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Enriched understandings of discipline in a Foundation Phase classroom  
when creating a culturally responsive learning environment



### 5.1 Introduction

In the previous chapter, the data gathered from the data collection process was discussed. This discussion took place through an inductive analysis process which resulted in the findings that emerged from the data. In this chapter, I compare the findings from the data with those from literature. It was very important to explore the findings of my study in such a way that conclusions could be made about my research topic (Joubert 2016, p.162). In this chapter I also address my emerging theoretical framework, where the new insights gathered from my research are discussed in detail. After the discussion of these insights, I address the research questions from the findings of my study. Lastly, the possible contributions of my study are described and recommendations are made for further studies on this topic.

### 5.2 Literature control applied to the results of the study

The literature control assists in illustrating the relationship between the results of this study through the supporting evidence, as displayed in four separate tables. The results or findings are presented through the presentation of the themes and sub-themes (see sections 5.2.1-5.2.4). In Table 5.1 supportive evidence between the existing literature and the results of this study are illustrated. These findings signify that the available literature correlates with the data of my research findings. Table 5.2 represents the contradictory evidence between my findings and the existing literature. Table 5.3 indicates results found in the existing literature which are silent in my data. The last table, Table 5.4, represents new findings and insights generated from this study.

#### 5.2.1 Similarities between the existing literature and the results of this study

Table 5.1 shows the themes and the sub-themes of this study and supportive evidence or comparisons found within existing knowledge. There are comparisons made between all the themes and sub-themes with existing knowledge. An interpretive discussion in the table, explains how the results of this study support findings of established studies on this research topic.

**Table 5.1: Comparison of results with existing knowledge: supporting evidence**

<b>Theme 1: Creating a disciplined classroom environment</b>		
<b>Author and year</b>	<b>Existing knowledge</b>	<b>Interpretive discussion</b>
<b>Sub-theme 1.1: Teacher management of behaviour in classroom</b>		
Monroe (2009, p. 233)	"[d]iscipline is a widespread concern in public schools throughout the nation."	Teachers in the study who teach in the public schools have concerns about discipline in their classrooms.
Monroe (2009, p. 233)	"Effective teachers minimise behaviour problems in their classroom."	If teachers know different discipline techniques and which techniques work more effectively, they will be able to minimise discipline problems in their classrooms.
Monroe (2009, p. 233)	"Effective teachers were able to limit demographic differences in student sanctions."	Teachers from my study who are effective can prevent certain behaviours from occurring.
Oosthuizen, Roux & van der Walt (2003, p. 8) (cited in Erasmus 2009, p. 8)	"... the application of discipline should not be construed as solely a clamp-down on unruly, mischievous and disruptive behaviour, but as a means of entering into a loving, caring and guiding relationship with learners."	Although it is important to try and rectify unwanted behaviour, teachers from the study focused on being friendly and kind towards learners and building a relationship with them. This relationship should be based on respect, love and support.
Yariv (2012, p. 77)	"It is important to note that there is not a single theory for managing education, as education does not exist in a vacuum."	The different perspectives found and suggested in each theory (see Chapter 2, section 2) which can be integrated and combined to create a working theory consisting of various theoretical concepts.
Yariv (2012, p. 80) Republic of South Africa 2012	"Teachers' personal views, beliefs and concerns about education, together with the Constitution of South Africa (2012), will determine how a classroom is managed."	Teachers do not exist in a vacuum. Their individualism and ideologies about discipline together with other factors like their upbringing, culture, beliefs and value systems will have an influence in their classroom, together with what is stated in the Constitution of South Africa (2012).
Ferreira (2012, p. 164)	"Contrasting ways in which classroom rules are developed and implemented in schools."	Teachers have their own individual beliefs and value systems which together with the different demographics and cultures found in the classrooms will influence the way in which teachers go about disciplining their learners. I think that the teachers of my case study often lack practical examples of how to discipline their learners and therefore find it difficult to discipline.

<b>Sub-theme 1.2: Focus on the positive more than the negative</b>		
Marais & Meier (2007, p. 23)	"[D]iscipline is about positive behaviour management and developing self-discipline and self-control in learners."	Learners need to learn how to develop their own self-discipline and self-control and the best way to teach this to learners is through reacting positively towards desired behaviour. Learners realise what is right and wrong or how they want people around them to respond towards them. This should enable them to build and develop themselves.
Oosthuizen, Roux & Van der Walt (2003 cited in Erasmus 2009, p. 8).	"Positive, constructive discipline should promote the development of self-discipline."	Self-discipline was also promoted by the teachers using positive reinforcement. This links to the above statement by Marais and Meier (2003). Learners realised what behaviour is expected from them by their teacher and what behaviour they need to guard against.
Edgar (2012, p. 3)	Edward Thorndike's "law of effect" states that if a person has a positive association with a stimulus the connections will be strengthened. If a person has a negative association with a stimulus, the association will weaken.	Edward Thorndike's theory of positive and negative reinforcement has formed the basis on which the teachers formed their discipline strategies where they focus on positive reinforcement.
Ferreira (2012, p.164)	"Positive discipline is the second most popular discipline strategy."	Positive reinforcement seems to be a very effective way of disciplining learners and it is the second most popular way of disciplining learners. All of the teacher's from my study also mentioned that they focused on positive reinforcement in their classroom discipline strategy.
Coetzee (2010, p. 479)	Positive reinforcement is a way of disciplining learners within a human rights framework.	The rights of the learners are protected through the teachers' use of positive reinforcement. The teachers focused on rewarding positive behaviour and ignoring unwanted behaviour.
Coetzee (2010, p. 480)	"Positive discipline is not a soft approach to discipline, but an approach whereby everyone takes responsibility for his or her actions."	Through the teachers' use of positive discipline, learners develop their sense of self-discipline and will learn to take responsibility for their actions. Their unwanted behaviour will be dealt with and their positive or desired behaviour will be rewarded.
Coetzee (2010, p. 480)	"In a positive discipline approach it is believed that children learn more through co-operation and rewards than through conflict and punishment."	Learners respond well to rewards and tend to learn from punishment, as long as it is within the law. Teachers who are kind and firm tend to have better results when disciplining learners.

Coetzee (2010, pp. 480-481)	Principles on which positive discipline approach is based, according to Coetzee : Discipline is grounded in human rights.	Firstly, from my study it is evident that the human rights of the learners and teachers were protected through the implementation of positive discipline, therefore no harm comes from implementing this discipline strategy.
	Mutual respect between teachers and learners.	Secondly, because the teachers and the learners respected human rights there should be mutual respect between the teacher and the learner. This was also highlighted as a factor inside the classroom. Teachers should also have self-respect, to earn respect from the learners.
	Good relationships should be maintained.	Thirdly, the teachers take an interest in the learners lives and parents should also help teachers build an understanding of what is going on in a learners life, at school and at home.
	Emphasise participation and co-operation.	Fourthly, the teachers' encouraged learners co-operation rather than demanding it.
	Communication and negotiation are needed to establish good relationships and encourage participation and co-operation.	Fifthly, the teachers indicated that they communicated effectively with one another. This can be mentioned in the class rules, through learners and teachers listening to each other and through giving each other a turn to talk.
	Learners self-esteem should be preserved.	Sixthly, part of human rights is to respect each other and teachers are aware of this. As a result, the self-esteem of the learners is protected. Teachers can develop their self-esteem through using positive reinforcement. The behaviours of learners are criticised, rather than the learners themselves.
	Discipline not aimed at suppressing undesirable behaviour in the short term but are building responsibility and self-discipline.	As already mentioned, learners self-discipline and sense of responsibility would improve if positive discipline strategies are used in their classrooms.
	Acceptable behaviour is modelled.	Teachers from the study set a good example with their own behaviour and model the rules and behaviour which is expected from the learners.
	Limits and rules are clearly spelled out, framed in a positive manner and consistently enforced.	Classroom rules were discussed with the learners. Teachers ensured that learners understood what was expected of them.

<b>Sub-theme 1.3: Discipline strategies and techniques used</b>		
Pienaar (2003, pp. 261-262)	“South African Schools Act 84 banned the use of corporal punishment in all South African Schools.”	Corporal punishment has been banned at all schools in South Africa and teachers need to find different ways of disciplining learners in their classrooms. Teachers in my study all used different ways of disciplining learners which did not include corporal punishment. Banning corporal punishment has resulted in all learners’ human rights being protected and any person violating this is breaking the South Africa’s School Act.
Mohapi (2007)	Mohapi states that there punishment is not discipline, but punishment can be used as an instrument to encourage discipline.	Punishment is a tool used as a form of discipline, as long as it does not break any laws. Examples of punishment used at schools in my case study are time out and detention (See chapter 4, section 1.3 Discipline strategies and techniques used.)
Pienaar (2003 p. 263)	“List of strategies teachers that can implement to work proactively and avoid disciplinary measures: - Well- prepared for lessons - Exercising self-discipline - Consistent application of rules - Building positive relationships with learners.”	There were many factors that teachers needed to consider which influenced their classroom discipline. A teacher needed to decide and figure out what worked for her. The teachers from the study mentioned that consistency was the most important of them all.
Pienaar (2003, p. 265)	“The following disciplinary actions or strategies were identified to be implemented when a learner misbehaves: - verbal and written warnings - constructive detention - suspension and expulsion.”	The teachers used positive discipline but remembered to address the unwanted behaviour as well. There are many different strategies which can be implemented, but again, the teachers used what worked for the learners in their classrooms.
Marais & Meier (2010, pp. 53-55)	Parental involvement	The teachers felt that parents of the learners in their classrooms needed to be involved in their child’s life at school and at home.



Theme 2: Diversity is challenging		
Author and year	Existing knowledge	Interpretive discussion
<b>Sub-theme 2.1: External challenges teachers are faced with in the classroom environment</b>		
Maxim (2010, p. 53)	“All children come to school with strong cultural and ethnic identities.”	According to the teachers in my study, learners are aware of their culture, including what is allowed and not allowed in their culture. This gives them a sense of belonging. At school, learners get another sense of belonging through the classrooms they are in and belong to. Teachers also felt that often these two do not have the same values and morals resulting in discipline difficulties.
Coetzee (2010, p. 499)	“The level of cultural legitimacy according to children’s rights will affect the effective implementation of human rights instruments.”	The teachers mentioned that they observed some differences between the learners from different cultures beliefs and value systems. Human rights differ from culture to culture, because what is expected from a child and the role of a specific child differs from culture to culture. For example, in certain cultures children are seen as being lesser and need to show elders respect at all times, where as in other cultures, children are seen as a valued asset for a family to have. Therefore, all the cultures need to adapt their policies and expectations of children to suit and respect their human rights.
Marais & Meier (2010, p. 47)	“External system-related factors that can cause disruptive behaviour: - Factors related to the family - School-related factors - Factors emanating from society.”	Teachers mentioned different factors that can influence the implementation of discipline strategies in their classroom. These factors were all summarised as either family related reasons, school-related factors such as not understanding the taught language and lastly, societal factors, such as transport, living environment, etc.
Stewart (2004, p. 323)	“Learners have different values and attitudes compared to their teachers which causes discipline problems.”	The teachers have learners from different cultural and ethnic backgrounds with their own individual sets of beliefs, morals and values. These do not only differ between learners but also between the teacher and the learners. The teacher’s individual life experiences, values, beliefs and attitudes greatly influenced how she implemented discipline in her classroom.
Stewart (2004, p. 323)	Learners lead different lives outside school and are exposed to a lot because of their access to technology (computers, television) and communities they live in.	All the teachers mentioned that they would like parents to be more involved in their child’s life. Parents often do not supervise childrens time spent on computers nor what the learners are watching on the television. Therefore, children often become

		desensitised because they are exposed to things that are not necessarily age appropriate.
Stewart, (2004, p. 324)	“Poor examples set by the people these learners look up to.”	The teachers mentioned that learners need to see them, as teachers, model the correct behaviour. However, learners often have other role models such as sport stars and singers that they look up to and they follow their style and habits. My insight here is that unfortunately these people are often not good role models and the same conclusion arose from the data.
Stewart (2004, p. 324)	“There are also wider social and economic reasons as to why a learner may have become a discipline problem including home conditions, personality disorders and drug and alcohol problems.”	From my insight as well as from the data collected for this study, the lack of parent supervision can leave learners to get up to mischief and involved in things they should not be.
<b>Sub-theme 2.2: Internal challenges teachers are faced with in their classroom environment</b>		
Maxim (2010, p. 53)	“Teachers need to respect learners’ identities and set the tone for the other learners in the classroom.”	Teachers need to respect all the learners regardless of their differences. Through doing this they will be modelling the wanted behaviour and hopefully encourage the other learners in their class to act in the same manner.
Marais & Meier (2010, pp. 43-44)	<p>“Disruptive behaviour caused by internal systems of the learner (learner-related):</p> <ul style="list-style-type: none"> <li>- Developmental stage of the Foundation Phase learner</li> <li>- Inexperience or ignorance</li> <li>- Curiosity</li> <li>- Need for belonging</li> <li>- Need for recognition</li> <li>- Need for power, control and anger release.”</li> </ul>	There are many factors that teachers identified that influence their classroom internally (see Chapter 4, Theme 2: Diversity is challenging). Most of these internal systems of a learner that can influence discipline in the classroom need to be identified by the teacher in time so that the causes of misbehaviour can be limited.

<p>Marais &amp; Meier (2010, pp. 50-52)</p>	<p>“Seven themes identified in disruptive behaviour:</p> <ul style="list-style-type: none"> <li>- Disrupting classroom activities</li> <li>- Fighting</li> <li>- Disrespect towards teachers</li> <li>- Bullying</li> <li>- Stealing</li> <li>- Use of bad language</li> <li>- Vandalism.”</li> </ul>	<p>When teachers identified the themes around disruptive behaviour they could design ways in which to prevent these from occurring. This was done by using the different classroom discipline strategies and techniques (see chapter 4, sub-theme 1.3: Discipline strategies and techniques used).</p>
<p>Stewart (2004 cited in Koers 2004, pp. 332)</p>	<p>“In terms of Kohlberg’s theory of moral development, teachers should aim to assist learners’ progression from the pre-conventional stage of moral development – with its concentration on the self and punitive authoritarian discipline strategies – to the conventional where empathy for, and the rights of others are emphasised. In the conventional stage of moral development, class and school rules are worked out collaboratively so as to enhance the learning environment.”</p>	<p>Teachers were aware of the moral development of a child and focused on improving it by including a moral development component which can improve the classroom environment.</p>

<b>Theme 3: Positive alliance between policy and implementation</b>		
<b>Author and year</b>	<b>Existing knowledge</b>	<b>Interpretive discussion</b>
<b>Sub-theme 3.1: Good communication between principal, teachers and parents</b>		
Yariv (2012, p. 81)	“These administration abilities have been identified as; the organisational structure of the school, the behaviour of the teachers and lastly the behaviour of the learners.”	The teachers felt that their principals were very supportive of them. They should discuss issues or concerns they have with their schools’ principals, especially regarding discipline issues. The management style of principals therefore helped the teachers respond to discipline issues and as a result, indirectly influences learners behaviour.
<b>Sub-theme 3.2: The need for policies is acknowledged by all stake holders</b>		
Mabasa (2011, p. 1541)	“New acts and policies were the main instruments used to break away from the system of education developed under apartheid. Today these new policies form the foundation of discipline in schools. In the previous system, corporal punishment was seen as an effective way of physically disciplining learners.”	The schools that were involved in the study informed the parents and learners of the policies of the school by sending these home for parents to read with their children and for themselves. The teachers also discussed this with their classes before sending it home but this only happened at the beginning of the year. Teachers, parents, learners and all stakeholders should be aware of these policies and what they mean and how they work.
Pienaar (2003, p. 263)	“School policy- Code of conduct must be drawn up. Parents, learners, teachers must be involved in this process and a disciplinary committee must be formed.”	The teachers did not mention how their schools’ code of conduct was drawn up. All the stakeholders who are involved with setting up the schools Code of Conduct should take the responsibility to help set the school on the right track and make the school aware of what the parents, teachers and learners want and expect from the school’s side.
Pienaar (2003, p. 263)	“Classroom policy- code of conduct indicating expected behaviour.”	Teachers determined their class rules based on the schools’ rules and their personal experiences. Parents’ involvement in the school’s code of conduct will simplify a teacher’s work when she has to explain to the class what behaviour is expected from them. With parents’ guidance and support, it will be easier to implement in the classroom.
Pienaar (2003, p. 264)	“Standard or Grade tutor- Is a teacher who is in charge of a certain grade, including disciplinary problems.”	Each school that I went to had grade leaders, heads of department, a deputy principal and a principal who helped deal with severe discipline issues. If each grade in the school has a person who is responsible for dealing with things like discipline problems, the severe cases of misbehaviour can be referred to them to deal with.

## 5.2.2 Contradictions between the existing literature and the results of the study

There were contradictions between the literature and the results of this study. These conflicting ideas are represented in Table 5.2 below. I also discuss why I think these contradictions exist by presenting interpretive discussions. These conflicting ideas appeared in all three of the themes and their sub-themes which emerged from my study.

**Table 5.2: Comparison of results with existing knowledge: contradictory evidence**

<b>Theme 1: Creating a disciplined classroom environment</b>			
<b>Author and year</b>	<b>Existing knowledge</b>	<b>How does what I found contradict what is known?</b>	<b>Interpretive discussion</b>
<b>Sub-theme 1.1: Teacher management of behaviour in classroom</b>			
Porteus, Vally & Ruth (2001 cited in Erasmus 2009, p. 8)	Implies that classroom management is a process where rules are made in a democratic way and special emphasis is put on the participation and involvement of thinking and decision-making in the classroom.	Four of the nine teachers in the study did not have class rules on display. The teachers who had class rules on display formulated the rules themselves. Two of the five teachers said they allowed learners to be a part of the rule or decision making process.	My understanding is that making rules should be a process which all the learners in the class should be a part of and encouraged to give their opinions. This would give the teacher the opportunity to listen to the learners and try to understand what the learners mean and how they interpret things. Through this process, the rights and responsibility of the learners and teachers from the study can be discussed and explained.
<b>Sub-theme 1.2: Focus on the positive more than the negative</b>			
Coetzee (2010, p. 482)	“Discipline should be prospective rather than retrospective. Thus, emphasis should be on prevention rather than on punishment.”	From my research it was evident that all nine teachers tried to focus more on positive discipline. However, this was not always possible when they tried to prevent unwanted behaviour. From my perspective, it seemed as though the factors that influence discipline often become the focus point instead of the misbehaviour itself.	Although the nine teachers involved in my study reported that focusing on the positive behaviour is an effective strategy, during the data collection process, these teachers did not implement prevention strategies during their lessons. From my understanding and perspective it seems that although focusing on prevention is a great idea in theory; it is not always easy in practice. The teachers often had to deal with the factors that influenced their classroom discipline and therefore found it difficult to



			<p>put prevention strategies in place. An example of this is when Teacher A at School D mentioned, “<i>We’re teaching children manners instead of teaching them how to read and write which is the parent’s responsibility first.</i>” (Semi-structured interview, School D, Teacher A, pp. 5-6, Answer to question 5).</p>
<b>Sub-theme 1.3: Discipline strategies and techniques used</b>			
<p>Marais &amp; Meier (2010, pp. 53-55)</p>	<p>“The importance of rules can never be overemphasised. Having class rules enables learners to understand what kind of behaviour is expected from them.”</p>	<p>Four of the nine teachers had class rules on display.</p>	<p>Teachers need to clearly state, in the form of rules, what behaviour is expected and allowed in their classroom. Their rules should be on display so that the teacher and learners can refer to them as often as needed, especially when correcting unwanted behaviour. All the participants at school C, had a clear understanding of the school’s discipline plan and how it worked as well as having a clear understanding of their own discipline techniques.</p>
<p>Bornman &amp; Rose (2010)</p>	<p>Teachers can accommodate diversity if they strive to create a supportive classroom environment where learners have a sense of belonging.</p>	<p>None of the nine teachers from this study noticed that the cultural diversity in their classes had an influence on the discipline in their classroom. The teachers could however identify a difference in behaviour between genders. Only one of the nine teachers did not identify a difference between the different genders and was of the opinion that the behavioural differences had to do with the learners’ maturity and not with their gender.</p>	<p>Eight of the nine teachers were aware of differences in behaviour between learners. Therefore, the teachers created a sense of belonging without taking specific cultural diversities into account. It would be beneficial if the teachers were more aware of the cultural diversities found in their classrooms and incorporated these along with the learners’ sense of belonging. Once a teacher is aware, she can provide proper support to the best of her ability.</p>
<p>Pienaar (2003, p. 263)</p>	<p>Strategies that teachers can implement to work proactively and avoid disciplinary measures: “-Having extension work available.</p>	<p>These are all ideas that teachers did not mention but should know about. It was, however, not implemented in their classrooms.</p>	<p>Teachers know about some of these techniques, but do not realise that if these are implemented it could improve learner discipline in their classrooms.</p>



	-Involving learners in the establishment of the initial class rules. -Ensuring that learners are well stimulated.”		
Pienaar (2003, p. 265)	“The following disciplinary actions or strategies were identified to be implemented when a learner misbehaves: Counselling Community service Menial tasks Additional work.”	The nine teachers had devised their own plan, together with plans given by the school to deal with learners who misbehave. The teachers did not mention any of the four strategies identified by Pienaar (2003). The teachers mentioned that they made use of break detention, verbal warnings, time out, removal of privileges and entries into homework books or behavioural journals.	Teachers from the study seemed to deal with the action of the learners misbehaving without necessarily taking the factors that influence the learner’s behaviour into account. When learners misbehave, their behaviour needs to be properly understood and evaluated, therefore counselling is recommended. Often learners behave badly as result of a particular situation. If the learner sees a counsellor, it may be possible to determine the cause and reason for these bad behaviours.
Marais & Meier (2010, pp. 53-55)	Parental involvement- “Schools need to participate in educating parents/caregivers by communicating ethical values regularly to parents/caregivers because the message learners receive about what is good, right and proper conduct should be consistent between schools and home to ensure the same level of respect for authority, persons and property.”	All nine teachers mentioned that lack of parent involvement is a problem in their classrooms.	Teachers from the study are concerned about the lack of parent involvement. Parents need to be involved in all aspects of their child’s life. Perhaps schools could offer training or courses for parents to improve behaviour as some parents might not know otherwise. They could learn and benefit from such training. Parents do not receive training or guidance as caregivers from the school and parents are uninvolved.

<b>Theme 2: Diversity is challenging</b>			
<b>Author and year</b>	<b>Existing knowledge</b>	<b>How does what I found contradict what is known?</b>	<b>Interpretive discussion</b>
<b>Sub-theme 2.1: External challenges teachers are faced with in the classroom environment</b>			
Rossouw (2003, p. 413)	“Suggested overemphasis of human rights can be another reason for the decline of discipline in South African schools.”	Through the evaluation of the five teachers’ class rules which were on display, it is clear that the learners’ human rights are emphasised in	There are so many different cultures in South Africa and I think that the emphasising of human rights is important. I think though that the responsibilities that come



		schools but discipline continues to be a concern.	with the rights are not discussed and explained. In my opinion, another issue that needs to be remembered is human rights have an effect on the value system of some cultures.
Pienaar (2003, p. 266)	“Parental involvement- seen as a preventative measure for discipline problems.”	All the teachers from my study mentioned that they want parents to be involved in their child’s life and to have some form of discipline at home.	If parents are involved and know what is going on in the lives of their children discipline issues can be dealt with more effectively and more immediately.
<b>Sub-theme 2.2: Internal challenges teachers are faced with in their classroom environment</b>			
Hurtado (2001, p. 16)	“...the diversity of the peer group becomes a necessary part of the curriculum in a learning environment that views diversity as central to the learning process.”	Teachers are aware of some of the aspects of diversity but do not use or apply this when teaching the curriculum. Teachers and learners seem to be “colour blind.”	South Africa has a history of discrimination which I feel overshadows the way teachers handle learners from different cultures, ethnicities or backgrounds because they are afraid of being labelled as a racist. I think learners and teachers will benefit more by embracing these differences.
Banks & McGee (2010, p.128)	“Multicultural education is closely related to diversity and is an education system that pursues equal opportunities for all learners from diverse cultural, ethnical, language, gender and racial groups to achieve academically.”	Multicultural education is not applied because people are too scared to admit the differences which will make up and form multicultural education system. This was clear when Teacher D commented, “ <i>I don’t think we think that way anymore.</i> ” (Semi-structured interview, School C, Teacher D, p. 2, Answer to question 3) when I asked her about the cultural diversity in her classroom.	According to the research I did for this study, teachers and learners would benefit from being part of a multicultural education system because it is a reflection of society today and learners will therefore become better integrated and more flexible adults.

<b>Theme 3: Positive alliance between policy and implementation</b>			
<b>Author and year</b>	<b>Existing knowledge</b>	<b>How does what I found contradict what is known?</b>	<b>Interpretive discussion</b>
<b>Sub-theme 3.1: Good communication between principal, teachers and parents</b>			
Pienaar (2003, p. 267)	“Parents should take responsibility for the discipline of their children at home and be involved in activities of the school and their child.”	Seven of the nine teachers said they felt most of the parents of their learners were more supportive of them. This was contradictory in a way, because although the parents were supportive of	If parents lack taking responsibility for their own actions, how can they be expected to teach their children to take responsibility for their own actions? If parents become more





		<p>the teachers, the teachers still mentioned that parents were not very involved in their children’s lives. Homework was not checked and reply slips were not returned. The other three teachers who felt that parents were not supportive of them, revealed that parents did not attend meetings. They did not respond to communicative efforts made by teachers, and parents did not seem concerned about learners’ achievements and they did not follow through on promises of support. Furthermore, these teachers also mentioned that parents did not support their children as work was often not checked and reply slips not returned, which is similar to what the teachers who felt supported by parents mentioned. The teachers commented that parents are not involved in their children’s lives and often blame the teacher or someone else when things go wrong.</p>	<p>responsible they will communicate better with teachers and discipline issues could be more satisfactorily resolved. There seems to be little sense of responsibility from the parents’ side. Communication channels are not always open between teachers and parents, which influences discipline and how teachers handle discipline problems. This was evident when teacher B mentioned that letters send home to parents, came back unsigned and homework is never checked (Semi-structured interview, School B, Teacher B, p. 8, Answer to question 12).</p>
<b>Sub-theme 3.2: The need for policies needed and acknowledged by all stake holders</b>			
<p>Stewart (2004, p. 320).</p>	<p>“Effective behaviour will result when principles of fairness and justice are implemented in school policies and procedures.”</p>	<p>All nine teachers mentioned that parents are made aware of the schools code of conduct in the beginning of the year, either through sending this home for the parents signature or through teachers mention the code of conduct in their first meeting with parents in the beginning of the year.</p>	<p>Even though codes of conduct are sent home, it seems that not all stakeholders are aware of what is written in all the policies. If stakeholders are more involved in the policy making they would find it easier to implement. These policies should focus on informing teachers, learners and parents that with rights come responsibility. All the policies need to be fair towards everyone involved.</p>

### 5.2.3 Comparison of results with existing knowledge: silences in data

When comparing the results of my study, certain silences that emerged from the data is discussed through using an interpretive discussion. The silences in the data refer to the trends which are related to some of the themes of the study and which appear in existing literature. The two sub-themes in which silences occur is firstly, Sub-theme 1.2: Focus on the positive more than the negative. Secondly, Sub-theme 2.2: Internal challenges teachers are faced with, within their classroom environment. The silences are listed in Table 5.3 below, with the interpretive discussion on why I (assumed) these silences are present.

**Table 5.3: Comparison of results with existing knowledge: Silences in data**

Author and year	Trend	Interpretive discussion
Coetzee (2010, p. 480)	“In a positive discipline approach it is believed that children learn more through co-operation and rewards than through conflict and punishment.”	Although teachers prefer the idea of positive reinforcement. In my opinion, it is not implemented correctly. The teachers understand the theory which encompasses positive discipline but will benefit from practical examples and ways in which to focus on positive behaviour, thereby implementing it into their classrooms more successfully.
Pienaar (2003, p. 266)	A preventative measure for discipline problems is increasing parental involvement.	Seven of the nine teachers felt that they are supported by most parents. The teachers want a positive and supportive relationship with parents.

### 5.2.4 Comparison of results with existing knowledge: new insights

There were original aspects that emerged as new insights when comparing the results of my study. The aspects are listed and discussed in Table 5.4 below. These new insights are also discussed in section 5.6 (see page 148) as the possible contributions of this study.

**Table 5.4: Comparison of results with existing knowledge: New insights**

Author and year	Existing knowledge	Interpretive discussion
<b>Sub-theme 1.1: Teacher management of behaviour in classroom</b>		
Coetzee (2010, p. 479)	“Not a human rights culture that leaves educators feeling hopeless, but a lack of knowledge and skills to create a disciplined school or classroom within a human rights framework.”	When the removal of corporal punishment took place, learners became equals and teachers were not in control as their authority had been removed. Teachers lacked the knowledge and skills on how to deal with discipline without using corporal punishment. They need the skills to create a disciplined classroom or school.
Coetzee (2010, p. 479)	“Educators mistakenly equate the recognition of children’s rights with the surrendering of control.”	Control of discipline should be exercised within a human rights framework.

Stewart (2004, p. 324)	“This system requires a tiered plan that makes use of preventive, maintenance, supportive and reactive tactics.”	When dealing with discipline on these four platforms, the discipline of a learner should improve because of the constant attention that is given to the negative behaviour of a learner. This will, however, need to be implemented throughout the school in a systemic way; used consistently and consequentially by all teachers.
<b>Sub-theme 2.1: External challenges teachers are faced with in the classroom environment</b>		
Stewart (2004, p. 324)	Researchers perceive many of the problems to revolve around inappropriate curricula which are put in place but which do not reflect the needs of learners. “Furthermore, school organisations are, in many instances, outdated and do not match contemporary learning and organisational theories.”	The curriculum should allow for all the diversities a teacher is faced within her classroom. This, as well as the schools’ policies need constant updating. Teachers should be aware of this.
<b>Sub-theme 2.2: Internal challenges teachers are faced with in their classroom environment</b>		
Stewart (2004, p. 330)	“Teachers need to accept responsibility for a list of matters that are within their power to control, including: uncooperative behaviour, power-seeking behaviour, attention-seeking behaviour.”	Teachers need to take responsibility for behaviour they can control in their classrooms. They need to incorporate strategies which will guard and support the teacher when these types of behaviours occur. This includes strategies associated with rules, rights and responsibilities.

### 5.3 Addressing the research questions from the results of the study

The purpose of this study was to use the existing literature and the data obtained in the study to explore discipline practices used in order to promote culturally diverse Foundation Phase classrooms. A design criteria regarding the data instruments that were used in the study, was created and tested in a pilot study. The design criteria influenced the study. Problems which emerged during the pilot study, with regards to the research questions in the semi-structured interview questions, were adjusted to ensure that the research participants were able to answer and understand the questions. There were no problems noted with the other data collection instruments, except that I had to allow more time to gather data. Data was then collected using different techniques, which included semi-structured interviews, an observation check list, photographs and a photograph check list and field notes which helped the researcher to better understand what practices teachers put in place, in order to create a culturally responsive learning environment. All the data was analysed in order to answer the research questions. The research questions guided my reasoning and are also provided in chapters 1 and 4.

I begin to address and answer the research questions by firstly discussing the answer for the secondary research questions, as suggested by Joubert (2016, p. 158). The secondary research questions helped to lay the foundation which enabled me to answer the primary research question. After the secondary questions are discussed and answered, I focus on the primary research question. The answer to the primary research question also reviews the contribution of my emerging theoretical framework. The emerging theoretical framework on discipline practices assisted me towards understanding the phenomenon studied and the contribution the study has made to the knowledge domain.

### 5.3.1 Secondary research question 1

#### What are teachers' definition of discipline in a Foundation Phase classroom?

The answer to this question mostly emerged from section 4.3, sub-theme 1.1 Teacher management of behaviour in classroom (see p. 96-99). The teachers were all asked, "What is the meaning of "discipline" in a Foundation Phase classroom in your opinion?" during the semi-structures interviews. This was then linked to the discipline practices including strategies and techniques they had on display and used in their classroom in their attempt to create a culturally responsive learning environment.

The teachers in the study were also asked what their definition of discipline for the learners in their classroom is, Teacher A, from School D responded, "*...it means boundaries, feeling safe. They know where they stand with you, they know what they are allowed to do and they know what they are not allowed to do. SO that they can just feel safe and grow within boundaries- they thrive with boundaries.*" (Semi-structured interview, School D, Teacher A, p. 2, Answer to question 2). Teachers were also asked about the meaning of discipline in their Foundation Phase classrooms, which was discussed in sub-theme 1.1. Teacher management of behaviour in classrooms (see pp. 76-80). Through the teachers providing their own definition or understanding of what discipline means to them in their Foundation Phase classroom, it helped broaden my understanding of the discipline strategies and techniques they had put into place.

The meaning of discipline was gathered from the teachers who were involved in this study and who strive to create a culturally responsive learning environment. Their meanings of discipline, in their culturally diverse classroom environment were summarised and the following topics became clear:

- Controlling behaviour within the class
- Managing behaviour within the class
- Discipline as an important factor to have in the classroom
- Teacher setting example of desired behaviour
- Helping learners develop self-discipline, manners and consideration
- Creating structures and order to enable learners to learn and teachers to teach
- Respecting of self and others
- Setting boundaries to ensure a disciplined learning environment

Most of the teachers felt that discipline should not only focus on minimising unwanted or bad behaviour, but should also create the opportunity for teachers and learners to develop a relationship of respect and caring towards each other. This links to a statement by Oosthuizen, Roux and Van der Walt (2003 cited in Erasmus 2009, p. 8) who state that “...the application of discipline should not be construed as solely a clamp-down on unruly, mischievous and disruptive behaviour, but as a means of entering into a loving, caring and guiding relationship with learners.” Four of the nine participating teachers mentioned the number of learners in a class (33-35). They noted that the number of learners in classrooms hindered them from spending quality individual time which learners needed, in order to create a culturally responsive learning environment.

To conclude, all the teachers were able to formulate their own ideas and understanding about discipline. All of their ideas had some or all of the above mentioned topics, which validates that most Foundation Phase teachers involved in this study had the same principles for discipline in their classrooms, even though they are from different schools. In my opinion, even though the teachers have different cultures and beliefs, they all share similar underlying moral and value systems. These moral and value systems support respecting each other’s human rights and therefore form the foundation on which the teachers formulated their definition of discipline.

### 5.3.2 Secondary research question 2

#### **What are the diversities teachers faced within a Foundation Phase classroom?**

The answer to this question emerged from Theme 2: Diversity is challenging, which has two sub-themes that further explore this theme, namely, sub-theme 2.1: External challenges teachers are faced with in the classroom environment (see pp. 96-99) and sub-theme 2.2: Internal challenges teachers are faced with in their classroom environment (see pp. 99-101).

Teachers were asked whether they had a culturally diverse classroom and if they did, what diversities they were faced with, within their classrooms. Teacher A, School B said, *“Yes, we do have a, very culturally diverse class. There are children from all over Africa and even abroad. And there are children with different races, religions, beliefs which influences discipline. Religious, racial, socio-economical, moral, values...all of it.”* (Semi-structured interview, School B, Teacher A, p. 2, Answer to question 3). These are examples of responses I received from most of the teachers I noticed that the teachers who did not really comment on the type of cultures or ethnicities found in their classrooms, only mentioned that they were different. According to Maxim (2010, p. 53) “All children come to school with strong cultural and ethnic identities,” which is probably why teachers can identify that there is a diversity with regards to cultures and ethnicities, but these were not specified by any of the teachers. In my field notes (14 April 2016) I reflected that I should have asked them more and in-depth questions on this diversity issue but I deemed it not that important at that stage to return to the schools to ask these questions.

According to eight of the teachers, the different values and attitudes are largely based on what learners are taught at home. This links to the learners' and teachers' culture or ethnicity. Their responses relate to Stewart's (2004, p. 323) statement, "Learners have different values and attitudes compared to their teachers which causes discipline problems." The diversities that teachers were able to identify within the learner groups, were the aspects that were different from one another, such as gender, culture etc. This indicates that teachers have the ability to identify the differences found between the learners in their classroom.

### 5.3.3 Secondary research question 3

#### **Which are the factors that challenge teachers when applying discipline in a diverse Foundation Phase classroom?**

The answer to this question emerged from Theme 2: Diversity is challenging, which is divided into two sub-themes, sub-theme 2.1: External challenges teachers are faced with, within the classroom environment (see pp. 96-99) and sub-theme 2.2: Internal challenges teachers are faced within their classroom environment (see pp. 99-101). The challenges the participating teachers mentioned were divided into external and internal challenges.

External challenges that the teachers face are things that affect her classroom discipline, from the outside. According to Marais and Meier (2010, p. 47), "*Eternal system-related factors that can cause disruptive behaviour: Factors related to the family, school-related factors and factors emanating from society.*" The external factors that teachers listed included, the values and beliefs taught at home, different types of discipline used at home, parental involvement and support, religious beliefs and values and lastly the socio-economic circumstances that learners come from. All nine teachers emphasised that the discipline taught or not taught at home has the greatest impact on their classroom discipline. It is difficult to teach children who are not disciplined at home or who follow different discipline expectancies there. The second external factor that six of the nine participating teachers mentioned was parental support and involvement. Teachers find that parents are very often not involved in their child's life and the child therefore does not get the needed support. In my opinion, this is where the discrepancies in discipline come in. Teachers expect learners to be exposed to discipline at home, and parents expect teachers to discipline and instil morality in school (other than school work). Yet, what the teachers teach the learners at school, is not necessarily linked to the learners' cultures.

The internal factors are factors that influence a teachers' discipline from within the classroom. The participating teachers mentioned internal factors which influenced their classroom discipline, (see Section 4.3, sub-theme 2.2). Through the research it was clear that these would influence the class rules the teachers made. According to the teachers these were: academic capabilities of learners, age of learners, speed at which some learners could complete tasks in comparison to others, the different beliefs and value systems of teacher and learners, the number of learners in the classroom, learners with different home

languages, disabled learners, learners from different backgrounds and different discipline styles, different family settings and the different learning abilities of individual learners.

My understanding of the answer to this question is; every teacher has her own set of core values and beliefs which she uses to adjust her classroom rules. Teachers also face a set of internal and external factors that can influence the way they discipline the learners in their classes. Teachers need to identify these factors and adjust the Code of conduct (of their schools) and the way they disciplines learners, accordingly. For example, a teacher cannot just hand the Code of Conduct to parents to read themselves, as many parents might not be able to read or understand English very well.

In addition, teachers need to be aware of, and identify which external and internal factors are present in their classes, so that they can bring this into their discipline plan or adjust their discipline plan accordingly. Parents also need to ensure that they are familiar with the schools Code of Conduct before enrolling their children at the school. According to the nine participating teachers the Code of Conduct is given to the teachers annually, at the beginning of the school year and teachers touch on the Code of Conduct at the meetings they have with the parents at the beginning of every year. These factors will differ each year and are largely dependent on the learners in the class. The teacher must also be aware of her influences in the classroom and adjust her discipline plan accordingly. For example, if it is part of a teacher's value system that boys should always allow girls to walk into the classroom first, she cannot necessarily make this a class rule because some of the learners in her class might not share the same values.

#### **5.3.4 Primary research question**

**What are the effective discipline practices in a Foundation Phase classroom to create a culturally responsive learning environment, from a teachers' perspective?**

The answers from the three secondary research questions form the basis for answering the primary research question. The answer to this question relates to discipline practices, including techniques and strategies. The answer emerged from the data from the observations, interviews and photographs which encompasses sub-theme 1.3: Discipline strategies and techniques used (see pp. 81-95) as well as sub-theme 1.2 Focus on the positive more than the negative (see pp. 80-81). Table 4.3: Summary of discipline techniques and strategies (see pp. 86-93) provides a summary of the techniques and strategies that emerged from my data, as effective techniques used by the Foundation Phase. Table 4.4: Photographs and explanation of discipline strategies and techniques (see pp. 86-93) provides a photograph and explanation of the strategies and techniques mentioned in Table 4.4. Most of the teachers tend to focus on a positive reinforcement foundation, when it comes to their classroom practice. Other teachers did not call it positive reinforcement but their approach does seem to focus more on positive behaviour than negative behaviour. According to the teachers, when they focus more on the positive behaviour learners display, the negative behaviour decreases as most of the learners want to be rewarded for displaying positive behaviour. This assisted teachers to create a culturally responsive learning environment.

The teachers in my case study emphasised that whichever discipline technique or strategy they implement in their classrooms, it has to be consistent and consequential. This ensures that their discipline is fair and consistent, which allows learners to feel safe. Learners must know what is expected from them. According to teachers from my case as well as the literature, discipline is also based on what examples teachers set, *“It is also clear that teachers have to be a living example of the kind of discipline we expect from learners. Some teachers are not models of good behaviour.”* (Mokhele 2006, p. 157). Teachers encourage mutual respect as well as base many of their discipline techniques and strategies to uphold the human rights of all the learners in their class. Teachers also focus their discipline techniques and strategies on morals and values, which are set out by the law and individualised according to their personal experiences, beliefs and cultures. Therefore the results of this study indicate that most teachers in my case study do promote and practice discipline, enabling them to create a culturally responsive learning environment.

## **5.4 Emergent theoretical framework and answering the research questions**

### **5.4.1 Components that added value to the study**

The components and information of the theoretical framework that had value for my study was literature describing what a culturally responsive learning environment entails. In addition the important factors identified by Gordon and Browne (2011, pp. 237-242) which influence children’s behaviour were insightful for my understanding of the phenomenon. See section 2.2 for my explanation of the emerging theoretical frameworks. The main factors that influence behaviour are developmental factors, environmental factors, individual factors, emotional and social factors and lastly cultural factors (Gordon & Browne 2011, pp. 237-242). These factors helped me better understand what factors can influence a learner’s behaviour. Through understanding which factors influence a learner’s behaviour it will be easier to manage learners who misbehave. Throughout a learner’s development, there are factors which could influence their behaviour and this includes cultural factors, emotional and social factors, individual factors, environmental factors and developmental factors (Gordon & Browne 2011, pp. 237-242). For example, if parents are in the process of getting a divorce, it may have an impact on the emotional and social well-being of their child, thus influencing a learner’s behaviour. If the teacher notices a change in the learner’s behaviour and they are aware of the learner’s home situation they will understand the resulting behaviour and handle the discipline accordingly. It was evident that these factors are not always considered and taken into account when designing discipline strategies and techniques to be used in the classroom in order to promote a culturally responsive learning environment.

### **5.4.2 Relationship between theory and the data**

A definite link was evident between the theoretical framework and the data of my research project. Firstly, and most importantly, discipline is a wide spread concern across every grade and in every school in South Africa. The mass media in South Africa report regularly on this issue, and more recently the issue of



learners following schools rules has caught the public's eye. Most teachers face challenges when it comes to discipline in the classroom. In my opinion, it could be the result of corporal punishment being banned. There are other factors and new factors that have made an imprint on learners which effect the discipline strategies implemented in the classrooms. According to the teachers from this study, these factors are: different beliefs and value systems from teachers and learners, parental involvement, learners not following the school rules, cultural diversity in class, parents; expectations of teachers, economic circumstances, different cultures responding differently to discipline, classroom sizes and consistency of discipline.

Secondly, parental involvement or the lack thereof clearly emerged from the data and was highlighted by all the teachers involved in the study. Parents are becoming less involved in their children's lives. Some of the reasons, according to the teachers participating in my study, are: parents lack of time because both parents are working, learners are often put in front of televisions or electronic devices to be entertained, single parent households (due to death or divorce) and ignorance of the parents. Some of these factors are more understandable than others, but have had an influence on discipline in schools. The teachers also stated that parents leave their children with other family members where the discipline is not necessarily what the parents or the school expects. It is important to note that learners need to develop a sense of self-discipline, which was mentioned by many teachers.

Thirdly, proactive measures need to be taken by teachers to prevent discipline problems from occurring. This is mostly done by focusing on positive behaviour that learners display. Pienaar (2003, p. 263) also listed a few measures teachers can take to prevent negative discipline from occurring. These measures for teachers include: being well-prepared for lessons, exercising self-discipline, consistent application of rules and building positive relationships with learners. These measures also arose from the data as I reported in Theme 1: Creating a disciplined environment, (see pp. 75-95).

Lastly, diversity can be challenging. Teachers are faced with many differences in their classrooms which they have to consider within the human rights ethos. The number of learners in the classrooms growing daily putting more pressure on teachers to perform their duties successfully. Respecting each other and understanding differences is a theme that emerged from the data on several occasions. Teachers and learners need to respect the values, morals and cultures of each other.

#### **5.4.3 Insights gained from the theoretical framework**

The theoretical framework assisted me to gain new insights from the data I gathered and therefore to better understand the phenomenon of discipline in Foundation Phase classrooms. Concepts that formed the basis of this study, as included in the theoretical framework, were clarified in the beginning of Chapter 1, to enable the reader to have a better understanding of what is meant when those terms are used.

Secondly, positive discipline (behaviourism) as embedded in the theoretical framework has helped me realise that teachers tend to rely heavily on this strategy which is focusing on positive behaviour, but they

do not necessarily understand the aims and goals that are included in this theory. However, “Positive, constructive discipline should promote the development of self-discipline” (Oosthuizen, Roux and Van der Walt (2003 cited in Erasmus 2009, p. 8). If this theory is implemented correctly, it will yield better results for teachers.

In conclusion, the values added by the theoretical framework and the relationship between the data and theoretical framework for this study was discussed together with the insights that emerged from the theoretical framework.

## 5.5 Limitations of the study

As a researcher, using a case study as a qualitative research method I noted strengths and weaknesses to using this approach and some challenges that hampered the study were noted. I dealt with these challenges as they occurred, as best as I could in the scope of this study. See also section 1.7.3 where the strengths and weaknesses were discussed.

Firstly, in my initial attempt the schools which met the criteria for this study were unable to accommodate me. I could only do a pilot study in which I tested the measuring tools used for my data collection (see section 3.3 Research design, Chapter 3). It was only on my second attempt, a year later, when the schools allowed me to use the teachers and conduct my study in their Foundation Phase classes. The schools refused because they were already helping other students with their practicals (related to undergraduate studies). This cost a lot of time and moved the time frame in which I wanted to complete this study.

Secondly, case study methods are inclined to problems of bias, despite attempts to address the trustworthiness of the findings (Cohen, Manion & Morrison 2008, p. 256). I implemented observation checklists and photograph checklists to ensure that all teachers were observed using the same observation checklists and that photographs of important aspects such as classroom rules, and other discipline strategies that were on display, were also the same. I also did not know any of the teachers interviewed and made use of semi-structured interview questions, so that all teachers were treated the same and interviewed in the same way.

Thirdly, findings and results cannot be generalised into the broader populations and the findings are only true for this specific case (Cohen, Manion & Morrison 2008, p. 256). Only three schools were involved in this study and these results and findings are true for those schools. It can however, provide insight into other similar cases and may be true for them too.

Lastly, discipline is a very sensitive topic for teachers and parents, especially if the culturally diverse classroom environment is the focus. I find it interesting that some teachers are wary of embracing the different cultures found in their classrooms and to incorporate these as part of their discipline strategies

and techniques. Teachers fear that parents or learners may view certain aspects as being racism, and not multicultural education.

Nonetheless, even though there are some limitations mentioned, I made every effort from my side to limit these influences in my study. This research could make a difference through its provision of understanding discipline in a culturally diverse Foundation Phase classroom in an attempt to create a culturally responsive learning environment.

## 5.6 Trustworthiness of this study

According to Seale (1999, p. 43), establishing trustworthiness of a research report is dependent on the validity and reliability of the research. They further emphasise that questions regarding the following four topics have to be answered in order to obtain validity and reliability: the true value, applicability, consistency and neutrality of the study. See section 1.10.2 in Chapter 1 as well as section 3.8 in Chapter 3.

To ensure reliability of my data, I analysed the data in a meticulous way and documented the analysis process of all the data. The trustworthiness of my findings were validated through using triangulation. According to Seale (1999, p. 53) triangulation is a “method where by links between concepts and indicators are checked by recourse to other indicators.” Triangulation, ensures the “...validity of the findings, through deliberately seeking evidence from a wired range of source and comparing findings from those different sources.” (Patton & Cochran 2002, p. 26). In my research I made use of semi-structured interview questions which were asked of each research participant individually. The findings from each participant were compared. To further strengthen these findings, the photographs and observation list that was completed in each research participant’s classroom, were used. An in-depth description of the case study as well as the explanation of the methodological procedures used, provides for transferability potential and replications of my research (Seale 1999, p. 162).

Patton and Cochran (2002, p. 27) highlight good practice guidelines for a researcher to be as rigorous as possible to get the most out of the data collected and to ensure that the findings are credible. Firstly, the methods used to collect the data were clearly accounted for and planned and therefore anyone who wanted to use the research instruments to collect data would be able to. By doing this the data of my research is transparent. Secondly, the validity of my findings were maximised through providing evidence from my research as well as from other studies so that the reader can interpret these findings. Thirdly I maximised the reliability through analysing the whole set of data, which includes data collected through observations, interviews, photographs and field notes. The reliability was further maximised through using more than one way of coding the data to help clarify and understand the findings. During the semi-structured interviews, I had the opportunity to validate what the participating teachers said and meant by asking them. I also shared the results of these findings with the participants electronically via e-mail at a later stage of my research and they were also content with the findings of this study.

Lastly, through all these above mentioned strategies the data could be compared between the different research participants and clear findings could be derived.

This sampling method enabled me to derive information from the targeted cases, and therefore this information could not be generalised to the wider population. Despite the fact that this research does not represent the whole population, Cohen, Manion and Morrison (2008, p. 113) as well as Maree (ed. 2007, pp. 176-177) emphasise the following advantages of such a sample as it is less complicated and can be used in cases where not much time is available.

## **5.7 Transferability**

A factor of using case studies as a form of qualitative study, is that the findings cannot be generalised, but the methodological procedures can be transferred to similar cases, "...giving a full explanation of the methodological procedures used to generate a set of findings, done in the interest of potential replications and for the benefit of readers wishing to assess credibility" (Seale 1999, p. 162). Through following the methodological descriptions I gave, as well as the rich description of the case studies I used, I do hope that these findings will be transferred to similar cases. See also sections 1.10.2, 3.3.2 and 5.6

## **5.8 Recommendations**

I propose the following recommendations for further research, training and practice which are made based on the literature review and in connection with the results of this study.

### **❖ Recommendation 1**

Any further research conducted on this topic, should allow more time spent in the classrooms, to observe how effective the discipline strategies are during different times of the day and in the long term. I spent a few hours in each teacher's classroom and my insights were only gathered and gained from that one visit.

### **❖ Recommendation 2**

Policies such as the national curriculum need to be adjusted to better equip the learners with things they needs to understand and cope with the changes in today's society and to better prepare them for the future. Hurtado (2001, p. 16) concludes with, "...the diversity of the peer group becomes a necessary part of the curriculum in a learning environment that views diversity as central to the learning process."

### **❖ Recommendation 3**

Teachers need to feel free to express their understanding or lack of understanding about the different cultures they have in their classroom. I strongly promote that discipline strategies and techniques need to be chosen and designed with the different cultures in mind. Teachers cannot only respect diversity but needed to put it into practice. Incorporating the differences in the cultures into a discipline plan for the

school and all classrooms is the way forward. It will show that teachers understand the learners' cultural beliefs and values set which influences the way they behave. Bornman and Rose (2010, p. 127) state, *"...the best way teachers can accommodate diversity is if the teachers strive to create a supportive classroom environment (with a strong sense of belonging)."*

#### ❖ **Recommendation 4**

Positive reinforcement needs to be implemented correctly and consistently by teachers throughout the school system. Teachers and parents need ongoing capacity building which include practical examples and ways to discipline learners successfully. It is important that both teachers and parents need to ensure the understanding, aim and goals of positive discipline and that through using this approach learners might learn self-discipline. We need parent training or workshops to help and support parents. Marais and Meier (2010, pp. 53-55) mention that "Schools need to participate in educating parents/caregivers by communicating ethical values regularly to parents/caregivers because the message learners receive about what is good, right and proper conduct should be consistent between schools and homes to ensure the same level of respect for authority, persons and property." Student teachers need to understand the importance of positive discipline and this needs to be facilitated by their mentor teachers and lecturers as part of their professional programme at universities.

#### ❖ **Recommendation 5**

My last recommendation is that South African schools would benefit from having a multicultural education system. According to Banks and McGee (2010, p. 12) multicultural education is *"... closely related to diversity and is an education system that pursues equal opportunities for all learners from diverse cultural, ethnical, language, gender and racial groups to achieve academically."*

## **5.9 Summary**

This research enhances previous studies on discipline, and focuses specifically on discipline a culturally diverse Foundation Phase classroom in order to create a culturally responsive learning environment. Moreover, this study affords insight into the factors which influence discipline techniques and strategies used, specifically in South African Foundation Phase classrooms, because few other countries face the broad spectrum of cultural diversity that we do. This study highlights which discipline practices (techniques and strategies) Foundation Phase teachers currently find the most successful. It also describes the definition of discipline in a culturally diverse Foundation Phase classroom from a teacher's perspective. I have provided a summary of the discipline techniques and strategies currently used by Foundation Phase teachers in Table 4.3. Lastly, I hope that this study motivates teachers to reflect on and improve their own discipline strategy. I advocate that teachers gain more insight into the lives of the learners they teach through understanding their cultures and ethnicities and how these manifest in the classrooms.

In this study, I investigated the discipline practices (strategies and techniques) used by Foundation Phase teachers who teach in a diverse cultural environment by making use of a qualitative approach. This approach enabled me to gain an in-depth understanding from the participants (teachers) involved in the study and to better grasp their understanding of discipline and the factors which influence discipline. The purpose of the study was to investigate which discipline practices are the most successful in a culturally diverse, Foundation Phase classroom in promoting and creating a culturally responsive learning environment.

The data collection instruments were tested by using a pilot study beforehand which enabled me to successfully record and gain data. These instruments included semi-structured interview questions, observation checklists, photographs and field notes which all captured each teacher's individual views and understanding of discipline in a diverse foundation Phase classroom. The results and findings of these instruments were coded and analysed in light of the three main themes which arose from these findings. The three main themes are firstly; creating a disciplined classroom environment. Secondly, diversity is challenging and lastly, a positive alliance between policy and implementation. These sub-themes enabled me to further compare the data with existing literature which was discussed in the beginning of this last chapter. This comparison also enable me to answer the research questions and state this study's contribution to the matter of discipline and creating a culturally responsive learning environment, in a multicultural Foundation Phase classroom.

Lastly, I suggested some recommendations for any further research on this topic. These recommendations are based on improving the teachers' and parents attitudes towards and understanding of discipline, enabling a classroom environment where teachers can assist learners to reach their full potential.

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## ADDENDA

### **Addendum 1:**

Example of consent letters to:

- a. Principal
- b. Teachers (participants)
- c. Parents of the learners

### **Addendum 2:**

Examples of the data collection tools used:

- a. Semi-structured interview questions
- b. Observation checklist
- c. Field notes
- d. Photograph check list

## ADDENDA (ON CD)

### **CD Addendum 1:**

Coded semi-structured interview questions and interview transcripts

### **CD Addendum 2:**

Voice recordings of interviews

### **CD Addendum 4:**

Observation checklists

### **CD Addendum 5:**

Field notes

### **CD Addendum 6:**

Photographs

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### **Addendum 1:**

Example of consent letters to:

- a. Principal
- b. Teachers (participants)
- c. Parents of the learners



[Nigrini.c@gmail.com](mailto:Nigrini.c@gmail.com)

P.O.Box 1212

Wingate Park

0153

2014-01-01

Recipient address

Attention: School Principal

Dear Mr (School A)

**RE: Consent sought for Grade 3 teachers to participate in a M.Ed. research study, namely “Discipline practices in the diverse Foundtion Phase classroom”.**

I am presently enrolled for my Masters in Education at the Department of Early Childhood Education at the University of Pretoria. In partial fulfilment for the requirements of this degree; I am requested to conduct a research project. The title of my thesis is: Discipline practices in the diverse Foundation Phase classroom. Discipline seems to be a universal problem and the purpose of this research is to gather information on how teachers in the Foundation Phase context of South Africa, implement discipline strategies in their classrooms to overcome discipline problems. For this study I propose to conduct a study with all the Grade 3 teachers, from your school, to investigate the discipline strategies they use to conduct discipline in their Foundation Phase classroom.

#### **Who can be included in the sample?**

Participants in this study have to be grade 3 teachers teaching in a diverse classroom. The study focuses on grade 3 teachers who teach in Former model- C schools in the Pretoria East area. These teachers will be observed in their natural classroom environment if consent is given.

#### **Will the research impact the school?**

I have applied for permission at the Gauteng Department of Basic Education and Training and the involved teachers and parents before I conduct the study. Your identity and that of the schools and every teacher and learner who participate in the study will not be published in my thesis. The researcher (myself) will also need to go into the teacher's classrooms to make observations. Observations will include the teachers' classroom conduct and the learners' behaviour as they are subjected to the teachers' conduct. I will only do my observations in classrooms where all the parents have given consent. I will also take photos of classrooms' layout if the teachers provide consent but no identities will be revealed. The purpose of the photographs is to assist with data collection and data analysis and none of these photographs will be made public.

#### **What is the format of the research?**

If you give permission to conduct research at your school, I will do the following:

1. Ask all the grade 3 teachers' from your school to participate in my research and hand them consent letters.
2. Introduce myself to the grade 3 classes and hand out consent letters to the learners, for their parents to complete before commencing with data collection.
3. Once consent forms are returned, I will observe grade 3 teachers in their natural environment (classroom). I would like to sit in on a lesson to observe the teachers conduct and behaviour towards the learners in their classroom as well as to observe the discipline practice they implement in their classroom. During this observation I will make use of field notes and observations sheets to collect data. The research will be in the lesson of more or less 30-40 minutes that best suits the participants (teachers).
4. Conduct an interview of approximately 10- 15 minutes which will take place- at a time most convenient for the participant.

5. Take a photograph of the teachers' classroom layout and display of rules when no learners are seated at their tables.

**Consent forms need to be received from:**

The following key role players will need to give consent:

- Grade 3 teachers of each selected school will give consent for:
  - Semi-structured interviews about their perceptions of discipline and their discipline strategies used inside their classrooms.
  - Give consent for this interview to be voice recorded for transcribing purposes.
  - Observations and field notes of their discipline strategies may be made by me as the researcher inside their classroom, for the purpose of data collection.
  - Photographs of the grade 3 teachers' classrooms, more specifically: the display of school and or classroom rules, display of discipline strategies and their classroom layout and design may be taken for data collection and analysis purposes. None of these photographs will be made public.
- Grade 3 parents for:
  - Their children to be part of a classroom observation, which includes field notes made by the researcher on how the learners interact and react towards the teachers and their discipline strategies.

**Possible benefits of the study are:**

The study aims to understand and find the most beneficial discipline practices used by grade 3 teachers' in a diverse classroom. These findings can be shared amongst teachers and parents to improve classroom behaviour. It is my presumption that the research findings will make a credible contribution towards identifying different strategies, techniques and methods used by Foundation Phase teachers to discipline learners in their classrooms.

**Possible disadvantages or risks of the study:**

There are no risks to participants' health or safety. All measureable steps and procedures will be followed to ensure that the participants' dignity and identity is protected and that what is said in the interview is kept confidential.

**Ethical views of the University of Pretoria:**

It is very important that the ethical views of the University of Pretoria are respected at all times. A high standard of ethical considerations throughout the study is important and will be respected at all times. This includes that I subscribe to the principles of:

- The participants will participate voluntary and nobody will be forced to participate in the study. Every participant has the right to withdraw from the study at any time without having to explain why they no longer wish to participate. Participants are free to decline to answer any question or questions they do not want to answer. There will be no negative consequences for the participants who wish to withdraw from the study or choosing not to answer any question in the study.
- Informed consent, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.
- Safety in participation, put differently, that the human respondents should not be placed at risk or harm of any kind.
- The identity of participants will be treated with confidentiality and anonymity at all times and these human respondents will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

### Who is organising and funding the research?

The organisation of the research is done by me, under the supervision of Dr Ina Joubert from the University of Pretoria. The funding is done through a bursary which I received through the University of Pretoria. There will be no payment for the participant, participating in the research and there will also be no costs as a result of participating in this research study.

If you require further information after reading this document, please feel free to contact me or my supervisor on the details below:

### Contact for further information:

Name:	Position:	Contact details:
Chévonne Nigrini	Researcher (Student)	082 825 0263 <a href="mailto:Nigrini.c@gmail.com">Nigrini.c@gmail.com</a>
Dr Ina Joubert	ECD Department (Supervisor)	012 420 5636 Ina.joubert@up.ac.za

I trust that you will agree on the importance of this research project to support teachers and their classroom discipline and I will appreciate your willingness to approve the participation of your school in this research project.

This opportunity will be greatly appreciated.

Thank you

Yours sincerely

Chévonne Nigrini

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**Chévonne Nigrini**

Researcher

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**Dr Ina Joubert**

Supervisor

**Research project: Discipline practices in the diverse Foundtion Phase classroom**

**Name of researcher: Chévonne Nigrini**

If you are willing to allow our school to participate in this study, please initial in the box on the right if you agree to the statement:

I confirm that I have read and understand the information letter dated (01-01-2014), explaining the above research project and that I have the opportunity to ask questions about the research project.	
I understand that my schools participation is done voluntary and that the school is free to withdraw from the study at any time without giving a reason and without there being any negative consequences. In addition, should the participants wish not to answer a particular question or questions, they are free to decline.	
I understand that the responses given will be kept strictly confidential. I give permission for the researcher to have access to the teachers' anonymous responses. I understand that my name, the name of the school and the name of participants will not be linked with the research material, and myself; the teachers, the learners and the school will not be identified or identifiable in the reports that result from the research.	
I acknowledge that I am informed that the interviews will be recorded and I therefore give consent for the use of recording equipment for the purpose of data collection and data analysis as stipulated in the letter.	
I acknowledge that I am informed that observation sheets and field notes will be made in the teachers' classroom. I therefore give consent for the use of this recording equipment for the purpose of data collection and data analysis as stipulated in the letter.	
I agree that the data collected may be used in future research.	
I choose to allow the school and its participants', to participate in this research project.	

I, \_\_\_\_\_ hereby give consent that you may approach the teachers and learners to participate in the educational research study.

\_\_\_\_\_  
Signature of principal

\_\_\_\_\_  
School A

\_\_\_\_\_  
Date

[Nigrini.c@gmail.com](mailto:Nigrini.c@gmail.com)

P.O.Box 1212

Wingate Park

0153

2014-01-01

Attention: Grade 3 teachers

Dear Grade 3 teacher (School A, Class 1)

**RE: Consent sought for Grade 3 teachers to participate in a M.Ed. research study, namely “Discipline practices in the diverse Foundation Phase classroom”.**

You are asked to participate in a research study from Chévonne Nigrini, from the University of Pretoria. I am presently enrolled for my Masters in Education at the Department of Early Childhood Education at the University of Pretoria. In partial fulfilment for the requirements of this degree; I am requested to conduct a research project. The title of my thesis is: Discipline practices in the diverse Foundation Phase classroom. Discipline seems to be a universal problem and the purpose of this research is to gather information on how teachers in the Foundation Phase context of South Africa, implement discipline strategies in their classrooms to overcome discipline problems. For this study this I propose to conduct a study with grade 3 teachers, to investigate the discipline strategies they use to conduct discipline in their Foundation Phase classroom. I would be grateful for your participation.

**Will the research impact the school?**

I have applied for permission at the Gauteng Department of Basic Education and Training and the involved teachers and parents before I conduct the study. Your identity and that of every teacher and learner who participate in the study will not be published in my thesis. The researcher (myself) will also need to go into the teacher’s classroom to make observations. Observations will include the teachers’ classroom conduct and the learners’ behaviour as they are subjected to the teachers’ conduct. I will only do my observations in classrooms where all the parents have given consent. I will also take photos of classrooms’ layout if the teachers provide consent but no identities will be revealed. The purpose of the photographs is to assist with data collection and data analysis and none of these photographs will be made public.

**What is the format of the research?**

If you give permission to conduct research at these schools, I will do the following:

1. Ask all the grade 3 teachers’ from each selected school to participate in my research and hand them consent letters.
2. Introduce myself to the grade 3 classes and hand out consent letters for their parents to complete before commencing with data collection.
3. Once consent forms are returned, I will observe grade 3 teachers in their natural environment (classroom). I would like to sit in on a lesson to observe the teachers conduct and behaviour towards the learners in their classroom as well as to observe the discipline practice they implement in their classroom. During this observation I will make use of field notes and observations sheets to collect data. The research will be in the lesson of more or less 30-40 minutes that best suits the participants (teachers).
4. Conduct an interview of approximately 10- 15 minutes which will take place- at a time most convenient for the participant.
5. Take a photograph of the teachers’ classroom layout and display of rules when no learners are seated at their tables.

**Consent forms need to be received from:**

The following key role players will need to give consent:

- Grade 3 teachers of each selected school will give consent for:
  - Semi-structured interviews about their perceptions of discipline and their discipline strategies used inside their classrooms.
  - Give consent for this interview to be voice recorded for transcribing purposes.
  - Observations and field notes of their discipline strategies may be made by me as the researcher inside their classroom, for the purpose of data collection.
  - Photographs of the grade 3 teachers' classrooms, more specifically: the display of school and or classroom rules, display of discipline strategies and their classroom layout and design may be taken for data collection and analysis purposes. None of these photographs will be made public.

#### **Possible benefits of the study are:**

The study aims to understand and find the most beneficial discipline practices used by grade 3 teachers' in a diverse classroom. These findings can be shared amongst teachers and parents to improve classroom behaviour. It is my presumption that the research findings will make a creditable contribution towards identifying different strategies, techniques and methods used by Foundation Phase teachers to discipline learners in their classrooms.

#### **Possible disadvantages or risks of the study:**

There are no risks to participants' health or safety. All measureable steps and procedures will be followed to ensure that the participants' dignity and identity is protected and that what is said in the interview is kept confidential.

#### **Ethical views of the University of Pretoria:**

It is very important that the ethical views of the University of Pretoria are respected at all times. A high standard of ethical considerations throughout the study is important and will be respected at all times. This includes that I subscribe to the principles of:

- The participants will participate voluntary and nobody will be forced to participate in the study. Every participant has the right to withdraw from the study at any time without having to explain why they no longer wish to participate. Participants are free to decline to answer any question or questions they do not want to answer. There will be no negative consequences for the participants who wish to withdraw from the study or choosing not to answer any question in the study.
- Informed consent, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.
- Safety in participation, put differently, that the human respondents should not be placed at risk or harm of any kind.
- The identity of participants will be treated with confidentiality and anonymity at all times and these human respondents will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

#### **Who is organising and funding the research?**

The organisation of the research is done by me, under the supervision of Dr Ina Joubert from the University of Pretoria. The funding is done through a bursary which I received through the University of Pretoria. There will be no payment for the participant, participating in the research and there will also be no costs as a result of participating in this research study.

If you require further information after reading this document, please feel free to contact me or my supervisor on the details below:



**Contact for further information:**

<b>Name:</b>	<b>Position:</b>	<b>Contact details:</b>
<b>Chévonne Nigrini</b>	<b>Researcher (Student)</b>	<b>082 825 0263</b> <a href="mailto:Nigrini.c@gmail.com">Nigrini.c@gmail.com</a>
<b>Dr Ina Joubert</b>	<b>ECD Department (Supervisor)</b>	<b>012 420 5636</b> <a href="mailto:Ina.joubert@up.ac.za">Ina.joubert@up.ac.za</a>

I trust that you will agree on the importance of this research project to support teachers and their classroom discipline and I will appreciate your willingness to approve your participation in this research project.

This opportunity will be greatly appreciated.

Thank you

Yours sincerely

Chévonne Nigrini

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**Chévonne Nigrini**

Researcher

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**Dr Ina Joubert**

Supervisor

**Research project: Discipline practices in the diverse Foundtion Phase classroom**

**Name of researcher: Chévonne Nigrini**

If you are willing to participate in this study, please initial in the box on the right if you agree to the statement:

I confirm that I have read and understand the information letter dated (01-01-2014), explaining the above research project and that I have the opportunity to ask questions about the research project.	
I understand that my participation is done voluntary and that I am free to withdraw from the study at any time without giving a reason and without there being any negative consequences. In addition, should I wish not to answer a particular question or questions, I am free to decline.	
I understand that the responses given will be kept strictly confidential. I give permission for the researcher to have access to my anonymous responses. I understand that my name, the name of the school and the name of participants will not be linked with the research material, and myself (the teacher), the learners and the school will not be identified or identifiable in the reports that result from the research.	
I acknowledge that I am informed that the interviews will be recorded and I therefore give consent for the use of recording equipment for the purpose of data collection and data analysis as stipulated in the letter.	
I acknowledge that I am informed that observation sheets and field notes will be made in my classroom. I therefore give consent for the use of these recording equipment for the purpose of data collection and data analysis as stipulated in the letter.	
I agree that the data collected may be used in future research.	
I choose to participate in this research project.	

I, \_\_\_\_\_ hereby give my consent and I am willing to participate in this educational research study.

\_\_\_\_\_  
**Signature of principal**

\_\_\_\_\_  
**School A, Teacher A**

\_\_\_\_\_  
**Date**



Dear Parent

Learner in School A, Class A

**RE: Voluntary participation in M.Ed research study on Discipline in the diverse Foundation Phase classroom**

I am presently enrolled for my Masters in Education at the Department of Early Childhood Education at the University of Pretoria. In partial fulfilment for the requirements of this degree; I am requested to conduct a research project. The title of my thesis is: Discipline practices in the diverse Foundation Phase classroom. Discipline seems to be a universal problem and the purpose of this research is to gather information on how teachers in the Foundation Phase context of South Africa, implement discipline strategies in their classrooms to overcome discipline problems. For this study I propose to conduct a study with all the grade 3 teachers, from your school, to investigate the discipline strategies they use to conduct discipline in their Foundation Phase classroom.

**Who can be included in the sample?**

Participants in this study have to be grade 3 teachers teaching in a diverse classroom. The study focuses on grade 3 teachers who teach in Former model- C schools in the Pretoria East area. These teachers will be observed in their natural classroom environment if consent is given. Your child will be a learner in this classroom while the teachers classroom discipline strategies are observed and therefore become indirectly involved in the research.

**Will the research impact the school?**

I have applied for permission at the Gauteng Department of Basic Education and Training and the involved teachers and parents before I conduct the study. Your identity and that of every teacher and learner who participate in the study will not be published in my thesis. The researcher (myself) will also need to go into the teacher's classroom to make observations. Observations will include the teachers' classroom conduct and the learners' behaviour as they are subjected to the teachers' conduct. I will only do my observations in classrooms where all the parents have given consent. I will also take photos of classrooms' layout if the teachers provide consent but no identities will be revealed. The purpose of the photographs is to assist with data collection and data analysis and none of these photographs will be made public.

**What is the format of the research?**

If you give permission to conduct research at your school, I will do the following:

6. I would like to ask all the grade 3 teachers from the selected school to participate in my research and hand out consent letters.
7. Introduce myself to the grade 3 classes and hand out consent letters for their parents to complete before commencing with data collection.
8. Once consent forms are returned I will observe grade 3 teachers in their natural classroom environment for one lesson. I would like to sit in on a contact session to observe the teachers behaviour towards the learners in their classroom as well as to observe the discipline practice they implement into their classroom. The research will be in the contact sessions of more or less 30-40minutes that best suits the participants (teachers).
9. After this an interview of approximately 10- 15 minutes will take place- at a time most convenient for the participant.
10. I would also like to take a photograph of the teachers' classroom layout and display of rules when no learners are seated at their table.

**Consent forms need to be received from:**

- Grade 3 parents for:

- Their children to be part of a classroom observation, which includes field notes made by the researcher on how the learners interact and react towards the teachers and their discipline strategies.

**Possible benefits of the study are:**

The study aims to understand and find the most beneficial discipline practices used by grade 3 teachers' in a diverse classroom. These findings can be shared amongst teachers and parents to improve classroom behaviour. It is my presumption that the research findings will make a creditable contribution towards identifying different strategies, techniques and methods used by Foundation Phase teachers to discipline learners in their classrooms.

**Possible disadvantages or risks of the study:**

There are no risks to participants' health or safety. All measureable steps and procedures will be followed to ensure that the participants' dignity and identity is protected and that what is said in the interview is kept confidential.

**Ethical views of the University of Pretoria:**

It is very important that the ethical views of the University of Pretoria are respected at all times. A high standard of ethical considerations throughout the study is important and will be respected at all times. This includes that I subscribe to the principles of:

- The participants will participate voluntary and nobody will be forced to participate in the study. Every participant has the right to withdraw from the study at any time without having to explain why they no longer wish to participate. Participants are free to decline to answer any question or questions they do not want to answer. There will be no negative consequences for the participants who wish to withdraw from the study or choosing not to answer any question in the study.
- Informed consent, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.
- Safety in participation, put differently, that the human respondents should not be placed at risk or harm of any kind.
- The identity of participants will be treated with confidentiality and anonymity at all times and these human respondents will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

If you however choose not to allow your child to be part of this research I will not use any observations, field notes or photographs of him or her.

**Who is organising and funding the research?**

The organisation of the research is done by me, under the supervision of Dr Ina Joubert from the University of Pretoria. The funding is done through a bursary which I received through the University of Pretoria. There will be no payment for the participant, participating in the research and there will also be no costs as a result of participating in this research study.

If you require further information after reading this document, please feel free to contact me or my supervisor on the details below:

**Contact for further information:**

Name:	Position:	Contact details:
Chévonne Nigrini	Researcher (Student)	082 825 0263 <a href="mailto:Nigrini.c@gmail.com">Nigrini.c@gmail.com</a>
Dr Ina Joubert	ECD Department (Supervisor)	012 420 5636 <a href="mailto:Ina.joubert@up.ac.za">Ina.joubert@up.ac.za</a>



I trust that you will agree on the importance of this research project to support teachers and their classroom discipline and I will appreciate your willingness to approve the participation of your child in this research project.

This opportunity will be greatly appreciated.

Thank you

Yours sincerely

Chévonne Nigrini

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**Chévonne Nigrini**

Researcher

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**Dr Ina Joubert**

Supervisor

**Research project: Discipline practices in the diverse Foundtion Phase classroom**

**Name of researcher: Chévonne Nigrini**

If you are willing to allow your child to participate as **an indirect participant** in this study, please initial in the box on the right if you agree to the statement:

I confirm that I have read and understand the information letter dated (01-01-2014), explaining the above research project and that I have the opportunity to ask questions about my child's participation in the research project.	
I understand that my child's participation is done voluntary and that I am free to withdraw them from the study at any time without giving a reason and without there being any negative consequences. In addition, should they wish not to answer a particular question or questions, they are free to decline.	
I understand that the responses given will be kept strictly confidential. I give permission for the researcher to have access to my child's anonymous responses. I understand that my name, the name of the school and the name of participants will not be linked with the research material, and myself; the teachers, the learners and the school will not be identified or identifiable in the reports that result from the research.	
I acknowledge that I am informed that observation sheets and field notes will be made in the teachers' classroom. I therefore give consent that the use of these recording equipment for the purpose of data collection and data analysis as stipulated in the letter.	
I agree that the data collected may be used in future research.	
I choose to allow my child to participate in this research project.	

Please note: If you choose not to have your child part of this research, I will not use any observations, field notes or photographs that may involve your child.

I, \_\_\_\_\_ hereby give consent that my child may participate in the educational research study.

\_\_\_\_\_  
**Signature of parent**

\_\_\_\_\_  
**School A, Teacher A, Learner 1**

\_\_\_\_\_  
**Date**



## **Addendum 2:**

Examples of the data collection tools used:

- a. Semi-structured interview questions
- b. Observation checklist
- c. Field notes
- d. Photograph check list

	School: _____ Teacher: _____ Date: _____		
a.	Semi- structured interview questions:		
	FN: Field notes and OB: Observations of participant during interview.		Themes or comments Data Analysing
	<b>QUESTION ASKED BY INTERVIEWER</b>	<b>ANSWERS GIVEN BY TEACHERS</b>	
1.	<i>What is the meaning of 'discipline' in a Foundation Phase classroom in your opinion?</i>		
FN:			
OB:			
2.	<i>What do you think is the meaning of discipline for the learners in your class?</i>		
FN:			
OB:			
3.	<i>Do you have a culturally diverse classroom? If so, what are the diversities you are faced with in your classroom?</i>		
FN:			
OB:			
4.	<i>If you could define 'discipline' in your classroom, what would it be?</i>		
FN:			
OB:			
5.	<i>What are the challenges relating to discipline in a Foundation Phase classroom, both externally, from outside the classroom and internally, inside the classroom to create a culturally responsive learning environment? Is this in your classroom only?</i>		
FN:			
OB:			

6.	<i>What discipline strategies and technique(s) do you use in your Foundation Phase classroom to create a culturally responsive learning environment? Do you know of other discipline strategies and techniques used by other Foundation Phase teachers?</i>		
<b>FN:</b>			
<b>OB:</b>			
7.	<i>What discipline strategies is the most effective in your classroom? Why?</i>		
<b>FN:</b>			
<b>OB:</b>			
8.	<i>What discipline strategies is the most ineffective in your classroom? Why?</i>		
<b>FN:</b>			
<b>OB:</b>			
9.	<i>Give some examples of misconduct that occurs in your classroom.</i>		
<b>FN:</b>			
<b>OB:</b>			
10.	<i>Do you notice a difference in behaviour for learners from different genders? Please explain.</i>		
<b>FN:</b>			
<b>OB:</b>			
11.	<i>Do you notice a difference in behaviour for learners from different cultures? Please explain.</i>		
<b>FN:</b>			
<b>OB:</b>			
12.	<i>Looking at your class as a whole, are the parents of the learners in your class support of you? Why do you say this?</i>		

<b>FN:</b>			
<b>OB:</b>			
13.	<i>If you have class rules, how did you determine what these rules should be?</i>		
<b>FN:</b>			
<b>OB:</b>			
14.	<i>What role do you play in creating a disciplined environment in your classroom? How do you fulfil this role?</i>		
<b>FN:</b>			
<b>OB:</b>			
15.	<i>Does your school have a code of conduct for teachers and learners? Are the parents aware of this?</i>		
<b>FN:</b>			
<b>OB:</b>			
16.	<i>Is their support and communication between teachers regarding discipline issues? If so, how?</i>		
<b>FN:</b>			
<b>OB:</b>			
17.	<i>How does your principal support the Foundation Phase teachers in your school when it comes to discipline problems?</i>		
<b>FN:</b>			
<b>OB:</b>			
18.	<i>What policy's or systems does your school have regarding discipline? Are these policies implemented? If so, how are they implemented?</i>		
<b>FN:</b>			
<b>OB:</b>			





b. Observation checklist

<b>School:</b>	<b>Teacher:</b>	<b>Date:</b>
<b>Observation of classroom environment</b>		

<b>Classroom Management</b>		Yes	No	N/A
A.	Evidence of discipline plan			
B.	Teacher Movement in room			
C.	Positive interaction with learners			
D.	Provides enrichment			
E.	Gives clear directions			
F.	Appropriate time management			

Comments:

<b>Physical environment</b>		Yes	No	N/A
A.	Clean			
B.	Attractive			
C.	Safe			

Comments:

<b>Adaptations for diversity</b>		Yes	No	N/A
A.	Spends time with learners individually			
B.	Uses different aids when teaching			
C.	Differentiates work for learners			
D.	Provides extension work for faster learners			
E.	Incorporates different learning styles			

Comments:

<b>Discipline</b>		Yes	No	N/A
	Learning environment is maintained throughout lesson			
	All learners are involved			
	Teachers remains in control of all the learners			
	Teacher treats all learners equally			

Comments:



c. Field notes

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Date and place	People involved	Explanations



**e. Photographs**

School:	Teacher:	Date:
Photograph of teachers environments		

Photograph of:	Yes/ No	Photograph number
1. Evidence of discipline plan(s) in classroom		
2. Physical environment in classroom, includes: - Classroom layout and - Classroom decorations		
3. Adaptations for diversity?		
4. Other?		
Note on other photographs taken:		

---ooOoo---