



**EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND
LEARNING IN INTERMEDIATE PHASE SCHOOLS IN VHEMBE EAST DISTRICT,
LIMPOPO PROVINCE**

by

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DECLARATION

I, **Nesengani Tendani Zsazsa** hereby declare that: **“Effects of Learner Disruptive Behaviour on Teaching and Learning in Intermediate Phase Schools in Vhembe East District, Limpopo Province”** ...is my proposal for Master of Education in Educational Management in the School of Education has not been submitted to any university. All reference materials contained therein have been acknowledged.

Signature 

Date 12/09/2024

DEDICATION

- I would like to thank the Almighty God, who made it possible for me to reach this far. It was never an easy journey, but through Him, I made it. This work is highly dedicated to none other than to Him. Through You, indeed, everything is possible.
- My dedication would not be complete if I did not express my sincere gratitude to my husband Dr Nesengani TJ, my mother Sarah Mukhada, my children Lufuno and Tshilidzi, grandchildren Dzanga and Ndiene. You remain my source of inspiration. Your love and support went further than any human expectation.
- Prof T Runhare, thank you for all the guidance throughout the study, which resulted in the final dissertation.

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ABSTRACT

This study assessed the nature and effects of learner disruptive behaviour among nine intermediate phase learners at three schools of Vhembe East District in Limpopo Province. The main objective of the study was to explore the effects of learner disruptive behaviour on educational activities in the Intermediate Phase. This study was motivated by the realisation that disruptive behaviour in the educational field has been on the increase, and this study explored types, factors, and effects of disruptive behaviour on teaching and learning. The study used face-to-face interviews with 12 teachers from three schools and observations on nine sampled disruptive learners, their behaviour in class, achievement, and attendance registers to gather data. The findings indicate that learners' disruptive behaviour include, any form of ill-discipline and naughty behaviour that occur in the classroom, which affect the classroom process of learning, including the teacher and other learners. Disruptive behaviour included disrespect, threats of violence, bullying, attention seeking, late coming, making noise, swearing, disturbing others, fighting, and moving from one desk to the other, aggression, unacceptable behaviour and refusing to take instructions from the teachers. To handle learners showing disruptive behaviour, teachers used methods such as isolating in the classroom or reprimanding them. The teachers indicated that it is difficult to handle disruptive learners because most of these learners repeated the same behaviour after being corrected and even punished. The most common observation from the study was that disrupters usually underperformed and were not interested in class activities. From the study findings, it is recommended that novice teachers must be workshopped by the school management teams (SMT) on identification and handling learners who disrupt classroom activities. Teachers should have clear classroom rules to direct learners. Further, SMTs should come up with strategies for more parental involvement.

Keywords: Disruptive Behaviour, Disruptive Learner, Peer-pressure, Teaching and Learning Environment, Interaction, Learner Discipline

LIST OF ACRONYMS

ADHD	:	Attention Defiant Hyperactivity Disorder
DBE	:	Department of Basic Education
EFL	:	English First Language
HOC	:	Hours Overload and Control
LER	:	Learner Educator Ratio
NDP	:	National Department of Education
SASA	:	South African Schools Act
SGB	:	School Governing Body
SNS	:	Social Networking Sites
SMT	:	School Management Team
TLE	:	The Learning Experience
TOOT	:	Taken Out On Teachers
TV	:	Television
UNESCO	:	United Nations Educational Scientific and Cultural Organisation

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Learners' disruptive behaviour is inappropriate behaviour that causes disciplinary problems in schools and affects the fundamental rights of learners to feel safe in the learning environment (Marais & Meier, 2021). Kazak and Koyuncu (2021) define undesirable behaviour as all kinds of behaviours that prevent the effectiveness of teaching and learning activities. Muna (2019) observes that teachers across the world encounter disruptive behaviours that exist in contemporary classrooms. Learners' disruptive behaviour is the most consistently discussed problem in South African schools due to its common occurrence. Misbehaving learners and disciplinary problems are every teacher's disproportionate and intractable experience of teaching (Marais & Meier, 2010).

Education has two primary goals: to educate people intellectually and to teach them to be morally good (Thompson, 2016). Education is the process of changing behaviour for the benefit of society. Education aims to improve positive behaviours as well as to correct negative behaviours. Desired changes are expected in educated people's behaviours. Kazak and Koyuncu (2021) argue that schools are the most important social institutions for bringing positive change. Rathod (2018) observes that the undesired behaviours of learners during teaching make it difficult for teachers to continue with effective classroom management. Marais et al., (2010) state that a positive atmosphere in the classroom is essential to achieve quality, but learners' disruptive behaviour in the classroom is playing an increasingly negative role.

Stadler (2017) indicates that disruptive childhood behaviours include temper tantrums, physical aggression such as attacking other children, excessive argumentativeness, stealing, and other forms of defiance or resistance to authority. According to Yussif (2021), common types of disruptive behaviours include aggression towards others and violence. Each year around the world, more than 200 million children are affected by

school violence in schools. Likewise, crime and violence have become standard features of school systems in South Africa (Ndawonde, 2020).

This means that there is a serious need for interventions in these learners' disruptive behaviours to improve teaching and learning activities in the Intermediate Phase classrooms. It was against this background that the study focused on the effects of learner-disruptive behaviour on teaching and learning in the Intermediate Phase.

1.2 PROBLEM STATEMENT

This study investigated the negative effects of disruptive behavioural patterns on teaching and learning in the Intermediate Phase classrooms. It has been noticed that learners have developed dangerous ways of misbehaving, which make teachers helpless. This research explored and discussed various cases of learners' disruptive behaviour. Benhima (2017) argues that it is urgent to address such behaviour as it impacts on other learners' constitutional rights to education.

Pena and Angulo (2015) state that learners' disruptive behaviour is now one of the most worrying problems in education. Undesired learner behaviour are obstacles that reduce teachers' energy, take up time and cause interruptions in the education process. These behaviours distract teachers and learners in the classroom and disrupt the education process (Kazak & Koyuncu, 2021). Gutuza and Mapolisa (2015) note that learners' misbehaviour is a source of worry for all school stakeholders.

One of the most stressful aspects of teaching is dealing with disruptive behaviour in the classroom. Muna (2019) indicates that teachers experience different emotional problems due to learners' disruptive behaviours. Benhima (2017) adds that managing misbehaviours has long been a stressing issue for both novice and practising teachers. Stadler (2017) concurs, saying child disruptive behaviour is a serious concern since violence negatively impacts on the optimal learning and safety of children in schools. Disruptive behaviour in the classroom is a real problem that can have serious consequences for both learners and teachers (Yussif, 2021).

Therefore, it was imperative to explore the nature, causes and effects of learners' disruptive behaviour in teaching and learning environments.

1.3 PURPOSE OF THE STUDY

This section of the research presents the main objectives of the study and the corresponding objectives.

1.3.1 Main Objective of the Study

The main objective of the study was to explore how disruptive learner behaviour negatively affects management of classroom teaching and learning in the Intermediate Phase.

1.3.2 Specific Objectives

The specific objectives of the study were outlined below:

- Identify the types of learners' disruptive behavioural patterns affecting teaching and learning in the Intermediate Phase.
- Explore the causes of learners' disruptive behavioural patterns among the Intermediate Phase learners.
- Examine the negative effects of learners' disruptive behavioural patterns on the Intermediate Phase learners during teaching and learning.
- Recommend intervention strategies for teachers affected by learners' disruptive behaviours.

1.4 RESEARCH QUESTIONS

The study was guided by the following research questions:

1.4.1 Main Research Question

How do learners' disruptive behavioural patterns of Intermediate Phase learners affect the management of classroom teaching and learning environment?

1.4.2 Secondary/Subsidiary Research Questions

- What types of learners' disruptive behavioural patterns affect teaching and learning in the Intermediate Phase?
- What are the causes of learners' disruptive behavioural patterns among Intermediate Phase learners?
- How do learners' disruptive behavioural patterns negatively affect teaching and learning in the Intermediate Phase classrooms ?
- What intervention strategies can be used to help teachers affected by learners' disruptive behaviours in the Intermediate Phase?

1.5 LITERATURE REVIEW

This section offers the literature review, which represents the theoretical backbone of the study. The theoretical framework informs the research design and data collection process.

1.5.1 Theoretical Framework Underpinning the Study

This study was informed by B.F Skinner's behavioural theory, as outlined below.

- **Behavioural Theory of B.F. Skinner**

Disruptive behaviour is part of disciplinary problems and can be looked at through different discipline models developed by behavioural psychologists, educators and practitioners who modified B.F Skinner's model (1953). For example, there is the assertive discipline model by L. Canter (1996) and the reality therapy model by William Glasser (1990).

Skinner's behavioural model is used to shape desired behaviour and seeks to restructure the environment to eliminate undesired behaviour. Behaviour modification uses the principle of reinforcement whereby re-enforcers are stimulus events which may be used to increase the likelihood of the display of desired behaviour.

This study adopted the behavioural model because, according to Arif (2022), human behaviours are learnt through interaction with the environment. Behaviourism is positive reinforcement, and without it, learners will quickly abandon their responses because they do not appear to be working. For example, if learners are supposed to get a sticker every time they get good marks if the teacher stops giving them, they may stop doing well in class.

Behaviourism is important for educators because it influences on how learners react and behave in the classroom. It suggests that teachers can directly influence how their learners behave. It also helps teachers to understand the impact of social environment and lifestyle on learner behaviour and helps them see how they can improve and minimise disruptive behaviour.

1.5.2 Preliminary Literature Survey

1.5.2.1 Types of Disruptive Behaviour in Teaching and Learning

Mardiyah (2019) states that undesired behaviours are any learner behaviours that systematically disrupt educational activities, undermining the habitual development of the task carried out in the classroom and causing the teacher to invest a significant amount of time in dealing with it. Diniaty, Jamrah, Mujahidini and Hasri (2021) add that disruptive behaviour is a learner's individual problem, such as attracting attention, seeking power, revenge and displaying incapability in the form of rejecting to try to do anything because they believe that failure is all they will get. Marais and Meier (2010) note other common disruptive behaviours such as verbal interruptions, talking out of turn, name-calling, humming and calling out, off-task behaviours, daydreaming, fidgeting, doodling, tardiness, and inattention.

In this study, disruptive classroom behaviour refers to any undesirable behaviour done by learners that disrupts the process of teaching and learning in the Intermediate Phase classrooms. Any behaviour by learners that threatens educators and other learners' lives and makes the classrooms uncondusive for teaching and learning is regarded as disruptive behaviour.

1.5.3 Causes of Disruptive Behaviours in Teaching and Learning

Disruptive behaviour can stem from various internal factors, and external factors:

1.5.3.1 The developmental stage of a learner

Developmental stage can cause a learner to be disruptive. According to Erikson's stage theory, the Foundation Phase learner is typically in the fourth stage of development, for which the defining characteristic is stated as industry versus inferiority (6-12 years) (Marais & Meier, 2010). In this stage, the major theme for development is attaining mastery of life by conforming to the laws imposed by society (laws, rules, relationships) and physical characteristics of the world in which children live. Feelings of inadequacy and inferiority in children can stem from various factors, such as bullying, constant criticism, and lack of positive reinforcement. This a crucial developmental stage for boys who start developing deep voices and girls developing breasts and beginning to discover themselves.

1.5.3.2 Learner inexperience

This can contribute to learner disruptive behaviour. Some learners make mistakes and misbehave because they do not understand the rules of the classroom. The implicit norms and values of the middle class, which are often unspoken, can pose challenges for learners from low-income backgrounds. This discrepancy can lead to misunderstandings and negative labelling of learners who do not conform to the hidden rules (Raise Up Families, 2023). Children without preparatory education are likely to display unaccepted behaviour. Some learners misbehave because they are ignorant and stubborn and do not take instructions from teachers. These behaviours may disrupt teaching and learning activities in the Foundation Phase.

1.5.3.3 Curiosity of a learner

Curiosity can lead learners to disruptive behaviours in the classroom situation. Malcom (2014) states that curiosity is a strong desire to know or learn something, which may lead to misbehaviour. A learner can be asked to open a certain page in a book, and curiosity may drive them to first flip through the book, which can result in misunderstandings between the learner and the teacher. Rayment (2016) adds that too much curiosity can make a child overly introspective, analytical and critical. Curiosity can cause a learner to misbehave by doing what is not asked by the teacher. The learner with an inquisitive attitude who wants to know more about something out of context can disrupt the smooth running of the lesson, and that learner could be regarded as a disrupter.

1.5.3.4 Need for belonging and recognition

This can contribute to learners' disruptive behaviour in school. Learners are not treated equally due to racism in other public schools, and teachers must be sensitive to the needs of learners from a variety of cultures and family structures. Teachers should also accept all learners in their classrooms equally (Marais & Meier, 2010). The need for belonging can drive learners to engage in undesirable behaviours, and thus, fair treatment and inclusivity by the teacher are important. Some learners are from child-headed families and need an adult. If the teacher pushes them away, they may become aggressive and display unacceptable behaviour.

1.5.3.5 Need for power, control, and anger release amongst learners

This can affect their behaviour and turn out to be disruptive. Some learners deliberately challenge their teacher's authority by misbehaving. Marais and Meier (2010) state that, at times, children feel powerless because they feel abandoned and overwhelmed. According to Kim (2015) the absence of parental support can lead to increased stress and subsequent behavioral problems in children, learners with anger issues due to broken families and lack of parental care can display unacceptable behaviours that affect teaching and learning activities.

1.5.3.6 Medical issues

This can result in disruptive behaviour amongst learners. Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that affects children. It is characterised by a combination of persistent problems, such as difficulty sustaining attention, hyperactivity, and impulsive behaviour. ADHD in young children can manifest in various ways and can impact their daily functioning and development. Curwin and Mendler (2018) state that children with ADHD may have trouble paying attention, controlling impulsive behaviours (or being overactive. Curwin and Mendler (2018) further identify some problematic, disruptive learner behaviours such as hyperactivity, low span of attention, unwillingness to study, having weak memory and being poorly motivated. Many ADHD children display anxious behaviour with immediate and direct reactions. They also have poor communication skills, such as interrupting conversations or saying out loud what is on their mind, even if it is inappropriate. They usually appear to be disrespectful, impolite, immature, and disorganised. ADHD children are unable to pay attention and are disobedient and rebellious. ADHD children show higher activity and motion than their peers and struggle to remain seated (Sparrow & Erhardt, 2014). Learners with medical problems can be disruptive and disturb the smooth running of teaching and learning activities.

1.5.3.7 Teacher factor

In school, the teacher may have a negative influence on learner behaviour. When teachers fail to inculcate positive behaviour among learners, it may have an impact on what the learners perceive as acceptable and unacceptable behaviour (Disgrace, 2016). A teacher's attitude towards learners can result in disruptive behavioural patterns among learners. Moreover, harsh disciplinary measures in schools could have a negative influence on learner behaviour. Manzoor (2017) states that violation of human rights distorts academic performance and prevents the effective and smooth process of personality development.

1.5.3.8 Learners' rights

Silver, Negreiros and Albano (2017) state that learners' rights contestations have led to religiousness in schools and have encouraged learners to deviate from cultural, traditional patterns and social norms. The South African Schools Act banned corporal punishment in schools. Learner rights led to carelessness and immoral degeneration.

Learners do as they wish and do not have respect for teachers, resulting in unacceptable behaviours in learners, and this affects teaching and learning.

1.5.3.9 Over-crowded classrooms

Edinyang (2017) states that overcrowded classrooms characterise most South African schools and that there is no individual attention and inadequate supervision. Shortage of teachers and inadequate infrastructure, which contributes to overcrowded classrooms. The current national Learner Educator Ratio (LER) is 33:1, and some classes have reported an LER value of 50:1 or higher. The South African LER is more than double the average of 16:1, leading to disruptive behaviour among learners (West & Meier, 2020). Overcrowded classrooms are a challenge for class-managers when it comes to class-control and discipline. When the classroom is overcrowded, learners are likely to hide and misbehave, which has a negative effect on teaching and learning.

1.5.3.10 Peer pressure

Peer pressure is a social pressure, it can be from family members, friends, or persons who work together. Peers are people of the same social group, the term peer-pressure refers to the influence that peers can have on each other (Dhull & Beniwal, 2017). Dhull and Beniwal (2017) further state that peer-pressure is among the causes of disruptive behaviours in teaching and learning. Adolescents are more likely to give-in to peer-pressure and manifest unacceptable behaviour that may have a negative impact on themselves and others. Adolescents see their school peers as their role models rather than their parents. Esri (2016) notes that with peer-pressure, learners may take drugs, alcohol, tobacco, and weapons to bully other learners who are not part of the group or who do not fit in their group. Peer pressure is an effect that can drive learners to misbehave to please their friends. When a learner acts under the influence of peer pressure, disruptive behaviour may occur, and this may affect teaching and learning activities.

1.5.3.11 Family can contribute to the learner's disruptive behaviour

Family transmit their own values of right and wrong to the child at a time when he is not in contact with any other influences. Unless the foundation laid by the home is sound and solid, the school has nothing to build upon. According to Khalique, Baig,

Ameen and Mirza (2016), the socio-economic status of the family may influence the behaviour of the learner. The family is the most multifunctional of all institutions in society; therefore, a family has a great impact on learners' behaviour. Learners from dysfunctional or broken families display behavioural problems that affect the smooth running of teaching and learning activities in the classroom.

1.5.3.12 Community factor

Cobigo, McHeimech and Martin (2016) define community as represented by individuals' close social ties. Smolleck and Daffy (2017) observe that contemporary societies are filled with behaviour problems, crime statistics are rising every time, interpersonal problems increase, and abuse of all types is growing in communities where the learners are growing in. The community in which the learner lives may be socially disorganised. When there is poverty, low employment and a lack of education opportunities, gang activities, crimes and the absence of cohesion among neighbours and community networking, the community is dysfunctional (Gambo & Muktar, 2017). Learners who are surrounded by sick and disorganised communities tend to show unacceptable, angry behaviours such as engaging in fighting with other learners, vandalising teaching and learning equipment or breaking windows. These behaviours make the classroom unsafe and un conducive for teaching and learning.

1.5.3.13 Media factor

Media is a communication tool used to deliver information. Learners are millennials, and therefore, their daily lives at home, school, and even in their peer group are technologically-driven. The new media dominates their lives, and they are constantly involved in the multitasking process. Playing video games is associated with increased aggressive behaviour (Belle, 2017). Negative acts that they watch on social media influence unacceptable behaviours in young people. Disruptive behaviour among the Intermediate Phase learners due to excessive use of media has a negative influence on teaching and learning activities.

1.5.4 Effects of Disruptive Behavioural Pattern in Teaching and Learning

Disruptive behaviour has an impact on teaching and learning. Disruptive behaviour problems in early childhood are associated with many negative long-term outcomes,

such as anti-social behaviour, adolescent delinquency, and substance abuse (Stadler, 2017). Aggressive and delinquent behaviours are associated with underachievement. Learners who behave disruptively are also identified as having severe negative effects on themselves not only in schools but in adulthood as well (Muna, 2019).

Disruptive behaviour in class hinders and disrupts other learners' learning and interferes with the learning, resulting in reduced opportunities for Learners to learn and specified content not fully covered in a specific time (Malak, Sharma & Deppeler, 2017). Muna (2019) observes that Learners who behave disruptively by bullying others and talking during lectures, which requires teachers to interrupt the lesson to discipline them, can have a negative effect on an entire class. Behnima (2017) also state that misbehaviour causes a loss of attention and interest and even disturbs the peace in the classroom, which may hinder learning.

Malak, Sharma and Deppeler (2017) observe that teachers spend a lot of time dealing with disruptive behaviour while trying to cover their daily lessons. The teacher must wait a long time for Learners to be quiet and then proceed with the lesson. Kazak and Konyuncu (2021) state that undesired Learner behaviours negatively affect the teachers' job satisfaction and teaching process, classroom management, and teachers' attitudes and prevent achieving the school goals. Learners' disruptive behaviour has a high impact on the teachers' professional lives. It makes it difficult for teachers to continue with classroom management (Rathod, 2018). Teachers experience different emotional problems due to disruptive behaviour and health-related issues (Muna, 2019). Muna (2019) further highlights that the impact of lack of discipline by learners on educator morale includes anger, irritability, tiredness, loss of control and expressing the wish to live the teaching profession.

1.6 DEFINITIONS OF KEY CONCEPTS

1.6.1 Disruptive Behaviour

Kazak and Kuyuncu (2021) state that disruptive behaviour is undesired behaviour, and refers to all kinds of behaviours that prevent the effectiveness of teaching and learning activities. Disruptive behaviour is inappropriate behaviour, and it is attributable to

disciplinary problems in schools that affect the fundamental rights of the learner to feel safe and to be treated with respect in the learning environment. Marais and Meier (2010) report that misconduct and misbehaviour are treated under the rubric of disruptive behaviour. Miller (2009) defines disruptive behaviour as an act by a learner who intentionally creates a disturbance in a class that directly interferes with the teachers' ability to instruct the class. In this study, disruptive behaviour will be understood as an act by a learner who continuously disrupts the teaching and learning process in the classroom. Disruptive behaviour refers to any undesirable behaviour done by learners that disrupts the process of teaching and learning

1.6.2 Disruptive Learner

Seidman (2005) states that a disruptive learner disturbs one's own education and that of others intentionally or unintentionally during teaching and learning process. Learners' disruptive behaviours can manifest as not following given tasks, not completing requirements, making noise during explanations, talking with friends during teacher presentations, disturbing others, and even sleeping in class (Octaviani, 2023). In this study, a disruptive learner is a learner who is unruly, uncontrollable, unmannered, troublesome and naughty and causes trouble during the teaching and learning processes.

1.6.3 Peer pressure

Peers are part of the same age and social group, and the term 'peer pressure' refers to the influence that peers can have on each other. Dhull and Beniwal (2017) indicate that it is the process by which members of the same social group influence other members to do things that they might not choose to do. Klaren (2006) defines peer pressure as influence on behaviour. Adolescent behaviour change as a function of the adolescence experience. It is most often associated with risky or problematic behaviours. In this study, peer pressure refers to a situation in which Intermediate Phase learners transform their positive behaviours into disruptive ones under the influence of their peers or friends.

1.6.4 Teaching and Learning Environment

This environment is more than just a classroom. It is a space in which learners feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings (Vinales, 2015). Chesebro and Mac Croskey (2002) define the teaching and learning environment as behaviour management, classroom rules and discipline, motivation of learners, teaching methods, the setup of the school tools and even the colour of the classroom. Snowman and Biehler (2003) add that teaching and learning environment is the surrounding that makes it possible for the learner to find solutions to their problems and have access to the materials to help them achieve their goals. In this study, teaching and learning environment refers to the atmosphere in the classroom that is conducive to teaching and learning.

1.6.5 Interaction

A variety of educational approaches involves joint intellectual efforts by learners or learners and teachers together (Chen, Jeronen & Wang, 2020). Collaborative learning refers to jobs or tasks that require joint intellectual efforts among learners or between learners and teachers (Anitha & Kavitha, 2022). Lagat and Concepcion (2022) state that there is a high level of social interaction, collaborative learning, and perceived learning in an online learning environment, and a significant relationship among the variables. In this study, interaction is working together of teachers and learners, meaning when teachers and learners jointly work together, or learners help each other in teaching and learning.

1.6.6 Learner Discipline

Discipline creates order, discipline guarantees fairness, discipline safeguards the learner, discipline subscribes to the spiritual development of a learner, discipline can be prospective, and discipline is directed primarily at improvement, not vengeance. UNESCO (2017) defines discipline as the practice pertaining to teaching or training a person to submit to rules or a code of behaviour in both short and long terms. In this study, learner discipline is the action taken by teachers in order to plant good behaviour amongst learners.

1.7 RESEARCH PARADIGM

The research paradigm encompasses a set of fundamental beliefs that underpin research and guide the selection of methods and assumptions (Lago, 2023). For propositions, dominant research paradigms applied in research are positivism, interpretivism or anti-positivism, and critical paradigm. Positivism is an approach of natural sciences; positivists advocate for the application of natural sciences methods to study certain phenomena, including social phenomena. Early positivists believed that sciences could enlighten people and make the world a better place for humans (Augustyn, 2014). Augustyn (2014) further indicates that positivists believe that only knowledge verified through sensory experience qualifies as knowledge, with such knowledge being derived from empirical observation. They also maintain a distinct boundary between science and non-science. Positivists believe that the duty of a researcher is to discover laws that govern reality.

Critical realism originated in Germany. It took aspects from both traditions and combined them. Critical realists argue that researchers are obligated to change social relations by revealing, critiquing, and addressing unjust practices within society. Their primary goal is to challenge false beliefs, liberate people from all forms of oppression, and empower them to create a better world for themselves (Augustyn, 2014). This study aimed to identify nature and effects of disruptive learner behaviour and how this can be mitigated by teachers.

1.7.1 Research Paradigm for the Study

The anti-positivist paradigm highlights the flaws and limitations of positivism. Its central idea is that humans are inherently different from objects. Unlike objects studied in the natural sciences, humans are constantly changing and are continuously influenced by their surroundings, making it impossible to study them in the same way (Augustyn, 2014). Augustyn, (2014) further points out that interpretivists assert that in social science, researchers should study and describe meaningful social action.

Interpretivism is different from positivism as it aims to include richness in the insights gathered rather than attempting to provide definite and universal laws that can be generalised and applicable to everyone regardless of some key variables and factors (Alharahsheh & Pius, 2020). Anti-positivism or interpretivism paradigm was employed in this study because anti-positivists want to understand human behaviour, and it tells a story. Thus, the interpretivism paradigm was relevant to the study because the researcher wanted to understand disruptive behavioural patterns among Intermediate Phase learners from the views of teachers and observations of classroom settings in full.

1.8 RESEARCH DESIGN AND METHODOLOGY

1.8.1 Research Design

According to Creswell (2016), a research design is a systematic approach for investigating a scientific topic. Research design serves as the foundational framework that guides the entire research process, encompassing everything from the fundamental philosophical underpinnings to the practical aspects of data collection and analysis (Schoonenboom & Johnson, 2017). Schoonenboom and Johnson (2017) add that it is crucial for researchers to comprehend that research design is not a static entity but a dynamic and interactive process that may require flexibility. This definition fits well with this study as it investigates learner disruptive behaviour in a natural and flexible setting.

1.8.2 Qualitative Research Design

Qualitative research aims to discover the meanings and experiences attributed by individuals or groups to social or individual problems (Merriam, 2018). Qualitative research design choices are heavily influenced by the nature of the research problem, the questions being addressed and the desired depth of understanding (Korstjens & Moser, 2018). Using interviews, observations and school records, the study achieved richness and depth in information gathered.

1.8.3 Research Methodology

McGregor and Murnane (2010) are of the view that research methodology is an empirical, interpretive and critical approach of gathering research tools from the study participants. MacDonald and Headlam (2012) add that methodology is methods of collecting primary data. De Vos, Strydom, and Fouche (2011) describe qualitative research as a path of discovery rather than a means of verification, with the potential to generate new insights and directions. Polit and Beck (2017) add that the qualitative approach provides a comprehensive understanding of the phenomenon being studied and enables the expression of a wide range of beliefs, emotions, and behaviours.

The study employed the qualitative methodology. Intermediate Phase teachers who directly encounter learners whose behaviours are disruptive were asked to provide information about the challenges that interfere with teaching and learning in their classrooms. The study was qualitative because the data collected was in textual form.

1.9 DATA COLLECTION PROCEDURE AND INSTRUMENTS

This approach utilises methods that allow the researcher to collect rich, in-depth data from complex, multifaceted phenomena within a particular social setting (Augustyn, 2014). Augustyn (2014) also notes that qualitative research focuses on the intrinsic qualities of subjective experiences and the meanings attributed to those phenomena. For the study, primary data was collected using a semi-structured interview guide, observation, and document analysis. For the study, primary data was collected using a semi-structured interview guide, observation, and document analysis.

1.9.1 Population

Wild and Diggines (2013) describe a population as the group of individuals or entities (social artifacts) from whom information is needed. De Vos, Strydom, and Fouche (2011) clarify that a population encompasses all individuals, events, organisational units, case records, or other sampling units relevant to the research problem. The population in the study consisted of all Intermediate Phase schools, teachers teaching

Intermediate Phase classrooms, and intermediate learners in Vhembe East District of Limpopo Province.

1.10 SAMPLING PROCEDURES

According to Alamri, Almalki, Almagthly, Al-Harbi and Almutairi (2023), sampling is a systematic process of selecting a representative subset from a larger population to estimate the population's characteristics. Augustyn (2014) states that the two methods:

Probability sampling: This is sampling in which the probability of selection of each respondent is known. Probability sampling refers to whether each unit in the population has an opportunity to be part of the sample. Systematic random sampling and simple random sampling, cluster random sampling, multistage sampling, and stratified sampling are examples of probability sampling (Augustyn, 2014). In non-probability sampling, the probability of selection is unknown. Convenience sampling, snowball sampling, and purposive sampling are examples of non-probability sampling (Augustyn, 2014).

Purposive sampling method: This method was used in this study. Only schools that always report most cases related to disruptive behaviours amongst learners were selected from the district. Then, experienced teachers most affected by the disruptive behaviours of learners in the Intermediate Phase were selected from each school.

1.10.1 Study Sample

Brink (2016) explains that a sample is a subset of a population chosen to take part in a study, representing a fraction of the whole. Augustyn (2014) adds that a sample is a representative segment of the accessible population. A sample consists of groups of people, events, behaviours, or elements used for conducting research. Sampling is the process of selecting a portion of the population to represent the entire group.

In this study, the sample was the three most affected schools, the selection of the schools was based on anecdotal accounts of the prevalence of disruptive behaviour.

Four experienced teachers most affected by disruptive learners' behaviour were selected from each school since they yielded the most reliable information about learners' disruptive behaviours in the Intermediate Phase classrooms and three disruptive learners from each school for observation purpose. Four key informant teachers from each school made a total of 12 teachers who were interviewed about the effects of learner disruptive behaviour on teaching and learning in the Intermediate. Three disruptive learners per school observed made a total of nine learners. The total sample was, therefore, three schools, 12 teachers, and nine disruptive learners.

1.10.2 Data Collection Strategy and Instruments

In qualitative data collection methods, the researcher collects rich and in-depth data from intricate and multifaceted phenomena within a particular social context (Augustyn, 2014). Paradis, O'Brien, Nimmon, Bandiera and Martimianakis (2016) postulates that data collection is intended to produce information that helps answer research questions, capture the phenomenon of interest, and account for context and the rich texture of the human experience.

For the study, primary data was collected using a semi-structured interview guide, observation, and document analysis. A semi-structured interview guide with open-ended questions was used for each interview. The researcher asked for permission from the participants to use a voice recorder. Each participant was interviewed separately to uphold confidentiality. During the interview, further questions, prompts, and probes were done to explore the effects of disruptive behaviour on teaching and learning. Participants were asked to express themselves about the notion of disruptive behaviour, identify some disruptive behaviours that they always encounter in their classes, and come up with possible causes for such behaviours. The participants were further asked to describe the effects of disruptive behaviours exhibited by learners based on their experience and how they coped with those challenges. An observation schedule was used to direct a researcher to pay attention to certain behaviours and situational features when carrying out an observational study. The researcher visited the classroom that has the most disruptive learners to observe how teaching and learning flow and see how those learners labelled as disrupters behave. Observation helped the researcher to understand and capture the context within the classroom

characterised by disruptive learners. The researcher analysed performance reports, attendance registers of learners labelled as class-disrupters to understand the whole issue of disruptive behaviour in teaching and learning under investigation.

1.10.3 Data Analysis

Brink (2016) explains that data analysis involves identifying, categorizing, and classifying the main patterns within the data. Bernard (2013) describes data analysis as the pursuit of patterns in the data and the exploration of ideas that clarify the reasons behind those patterns.

In this study, data gathered via interviews, observations and school documents was analysed through qualitative content analysis. Content analysis is a systematic method that involves coding and classifying data to understand, interpret, and conceptualise qualitative data (Hojjatoleslami, Khalighinejad & Hajjalizadeh, 2023). Hojjatoleslami, Khalighinejad and Hajjalizadeh (2023) add that content analysis aims to provide accurate and comprehensive descriptions to facilitate the understanding of a particular phenomenon.

In this study, transcription of collected data from interview-guides, voice-recorder and observation was done, and voice-recorded data was transcribed to text. Transcription was read several times, and the content was coded, cutting them into smaller units. Data was evaluated for words, descriptions, phrases, and social processes in the respondents' answers. The researcher offered the data in a comprehensible and interpretable style so that textual representations of qualitative findings were presented to uncover trends, patterns, and linkages. The researcher analysed school attendance records and academic performance of disruptive learners to gain a deeper understanding of how disruptive behaviour affects teaching and learning amongst the Intermediate Phase learners. All collected data was analysed using content analysis.

1.11 MEASURES OF QUALITY CONTROL

1.11.1 Trustworthiness of the Qualitative Study

Lietz and Zayas (2010) highlight that a study is considered trustworthy when research procedures are implemented to genuinely capture and accurately reflect the perspectives of the participants in the findings. This study addressed four interconnected criteria that contribute to establishing trustworthiness in qualitative research: credibility, transferability, dependability (auditability), and confirmability.

1.11.2 Credibility

Korstjens and Moser (2018) emphasise that credibility is essential in determining if the research outcomes accurately reflect believable information derived from the participants' initial data, as well as the accurate interpretation of the participants' original perspectives. Polit and Beck (2012) concur, saying that credibility refers to the truth of the data or the participants' views and their interpretation and representation by the researcher.

Lietz and Zayas (2010) advise that qualitative interpretations accurate about the primary participants and that to achieve this, qualitative research must manage the risk of research reactivity and bias. Therefore, the credibility of this data was realised, as explained by Lietz and Zayas (2010) above.

1.11.3 Transferability

Transferability refers to the findings that can be applied to other settings or groups (Houghton, Casey, Shaw & Murphy, 2013). Transferability refers to the extent to which the findings of a research study can be utilised in comparable situations involving different participants (Diane, 2014). Findings of this study were transferable to other settings for future research.

1.11.4 Dependability

According to Polit and Beck (2012), dependability pertains to the stability and trustworthiness of the research results, as well as the extent to which the research methods are thoroughly recorded. This documentation enables external parties to trace, review, and assess the research process. Additionally, Korstjens and Moser (2018) highlight that dependability encompasses the assessment of the findings, interpretations, and suggestions of the study by the participants, ensuring that all aspects are substantiated by the data as perceived by those involved in the study.

The findings of the study were explicit and repeatable as much as possible so that future researchers can follow the procedure if they wish to. Audit trail may then be examined by peer researchers' advisors or colleagues in the field of education.

1.11.5 Confirmability

Confirmability refers to the extent to which the results of a research study can be validated by other researchers. Korstjens and Moser (2018) assert that confirmability focuses on demonstrating that the data and interpretations of the findings are not mere products of the researcher's imagination but are clearly grounded in the data itself. Polit and Beck (2012) further clarify that confirmability guarantees the absence of bias in the research methods, ensuring that both the data and the interpretations accurately reflect what has been studied. In a similar vein, Merriam (2018) states that confirmability ensures that the findings genuinely represent the perspectives, views, or meanings of the respondents, rather than being influenced by the researcher's own interpretations or understandings. In the study, recorded data and researchers' own perspective was used.

1.12 SIGNIFICANCE OF THE STUDY

Kazak and Koyuncu (2021) state that education aims to improve positive behaviours as well as to correct negative behaviours, so the acquisition of desired behaviours, prevention, or reduction of undesired behaviours is crucial to ensure the efficiency and effectiveness of education. Thompson (2016) also indicates that throughout history, education has had two primary goals, namely, to educate people intellectually and to

teach them to be morally good. Marais and Meier (2021) note that teachers have been experiencing learner misbehaviours and disciplinary problems as a disproportionate and intractable part of learning. Schools have become highly volatile and unpredictable places, and violence has become part of everyday life in some schools.

Kazak and Koyuncu (2021) say that teachers' knowledge of undesired behaviours and their effects can help reduce problematic classroom behaviours and contribute to teachers' development of coping mechanisms. Finding out the forms, causes, and effects of this phenomenon in classrooms is essential to improve the focus of teaching and learning. Disruptive behaviour has a detrimental impact on learners' ability to learn in the classroom and teachers' ability to deliver.

Ramakulukusha, Babalola and Mashau (2021) observe that violent behaviour in youth is a significant public health problem associated with severe physical and psychological consequences. Johnson, Goldman, and Claus (2019) note that learners' undesirable behaviours are part of learning environments, and teachers should take all preventive and responsive measures to manage them before they disrupt learners' learning outcomes.

It was against this backdrop to explore the effects of learner disruptive behaviour in the intermediate phase classrooms to make the teaching and learning environment safer, and more conducive for teaching and learning activities. It was hoped that parents and teachers can obtain knowledge that can assist them in providing effective support to learners with behavioural challenges.

1.13 DELIMITATION OF THE STUDY

Pagani, Kovaleski and Resende (2015) define delimitations as the boundaries of the research based on the researchers' decision of what to include and what to exclude in the study. Tandi and Kumbhar (2020) also say that delimitations of the study are factors and variables that are not to be included in the investigation; in other words, they are the boundaries the researcher sets in terms of study duration, population size, and type of participants.

The study was carried out in Limpopo Province in Vhembe East District in schools in the Intermediate Phase. Due to time constraints and type of participants, only three schools were selected, 12 teachers interviewed and nine learners whose documents were studied in terms of achievement, attendance and their behaviour was observed.

1.14 ETHICAL CONSIDERATIONS

Ethics are essential in the realm of research, acting as the foundational guidelines that govern the actions of researchers throughout their investigative processes. Key ethical factors, including the necessity of securing authorization prior to initiating research, guaranteeing the anonymity of participants, acquiring informed consent, protecting individual privacy, and upholding confidentiality, are of utmost importance in any research undertaking (Pandya-Wood, Barron & Elliott, 2017). Respondents voluntarily gave information.

1.14.1 Informed Consent

Informed consent serves two specific goals: respecting and promoting participants' autonomy and protecting participants from harm (Kazembe, Mesfin, Abebe, Embaye, Muthoka, Usmael & Manyazewal, 2022). A valid informed consent process maintains and preserves respect for participant autonomy and dignity and protects research participants from potential risks and harms (Budin-Ljøsne, Teare, Kaye, Beck, Bentzen, Caenazzo and Mascalzoni, 2017).

The researcher provided an explanation to the participants regarding the study's focus, objectives, and requirements. This clarification enabled participants to grasp what was expected of them, the nature of the study, and its implications for both themselves and the researcher. Informed consent was acquired through a consent form, which each participant received from the researcher detailing the study's purpose. The consent form specified the methods for data collection and the procedures that would be followed. It was made clear to participants that their information would solely be utilised for the study. Additionally, the consent form outlined how the confidentiality of the information would be maintained. At the conclusion of the consent form,

participants were requested to sign, thereby indicating their agreement to participate in the study.

1.14.2 Confidentiality and Anonymity

According to Cheah, Koay and Xiang (2023), confidentiality refers to the researcher's commitment to protecting the participants' identities in the research via a consent statement signed between the parties before the interview. Understanding the difference between these two concepts is essential for comprehensive data protection strategies.

In this study, participants were assured that no other person would have access to their information because the researcher respect the rights and values of the respondents. The consent form assured that only the researcher had access to the information. Participants were assured that questionnaires used for the collection of information would be destroyed after the recording of data. The researcher also ensured confidentiality by not including names in the questionnaires; as such, remained unknown.

This study used code names the individual's confidence from other persons in the setting and the informants from the general reading public. For this study, the researcher made sure that the questionnaire made the participants feel free and safe to articulate their views.

1.14.3 Privacy and Empowerment

Fieldworkers negotiate with participants so that they understand their power in the research process (McMillan & Schumacher, 2010). This power and the mutual power that results from it may be an exchange for the privacy lost by participating in a study (McMillan & Schumacher 2010).

1.14.4 Caring and Fairness

While instances of physical harm to informants are rare in qualitative research, there are occasions where individuals may endure feelings of humiliation and a breakdown of trust (McMillan & Schumacher, 2010). It is essential for researchers to embody a mindset characterized by care and fairness, which should permeate their thoughts, actions, and ethical principles. Engaging in open dialogue and negotiation often fosters a sense of equity for both participants and the research process itself (McMillan & Schumacher, 2010). In the context of this study, the researcher ensured that every participant was treated with equality and fairness, affording them the respect they rightfully deserved. By prioritizing the needs and well-being of participants in all interactions, the researcher was able to sustain a trusting relationship with them.

1.15 OUTLINE OF THE STUDY

The study followed the sequence described below.

Chapter 1: Introduction and Background of the Study

This chapter provided the background to the study, the aim, objectives, problem statement and research questions, significance, and the format of the study. A brief overview of the literature review and research methodology was also covered.

Chapter 2: Literature Review

This chapter gave clear details of what the scholarly literature said about the effects of disruptive behavioural patterns of the Intermediate Phase learners on teaching and learning, and interrogated it from a global, regional, and local perspective.

Chapter 3: Research Design and Methodology

This chapter covered the research methodology, design, population, sample, data collection and analysis methods used in the study. Qualitative case study, which included content analysis, was used for this study.

Chapter 4: Results and Findings:

Data collection, analysis and discussion of results were presented in this chapter, and the various strategies to enhance validity and reliability were discussed.

Chapter 5: Summary of Research Findings, Discussion and Recommendations from the Study

This chapter provided the study conclusion and made recommendations based on the findings of the study.

1.16 CHAPTER CONCLUSION

A brief literature review on learners' disruptive behaviour in the Intermediate Phase was presented. This was followed by the research methodology, which spelt out the population of the study, the research sample, the data collection instruments, research quality control measures, and the ethical guidelines. The chapter was rounded up by presenting the outline of the research on learners' disruptive behaviour in the Intermediate Phase classrooms in Vhembe East District, Limpopo Province. The following chapter discusses the review of literature and the theory underpinning the study and clear details of what the scholarly literature says about the effects of disruptive behavioural patterns on teaching and learning in the Intermediate Phase learners, and interrogates it from a global, regional, and local perspective.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of literature review is to build familiarity with and comprehension of current research on a specific topic, enabling a researcher to find out what research has already done by doing a literature study. This chapter was laid out as follows: social learning theory, types of disruptive behaviour in teaching and learning, causes of learners' disruptive behaviours in teaching and learning, effects of learners' disruptive behaviour in teaching and learning and suggested strategies by previous studies to deal with learners' disruptive behaviour.

2.2 UNDERPINNING THE STUDY WITH BURRHUS FREDERIC SKINNER'S BEHAVIOURAL THEORY

Learners' disruptive behaviour is part of disciplinary problems and can be looked at through different discipline models developed by behavioural psychologists, educators and practitioners, which modify B.F Skinner's model (1953). For example, there is the assertive discipline model by L Canter (1996) and the reality therapy model by W Glasser (1990).

Skinner's behavioural model, rooted in operant conditioning, is a fundamental framework for understanding and modifying behaviour, particularly disruptive behaviour in educational settings. This model emphasizes the role of reinforcement and punishment in shaping behaviour (Clipa, 2023). Operant behaviours, as distinguished by Skinner, are influenced by their consequences, either through positive reinforcement, which increases the likelihood of behaviour repetition, or negative reinforcement, which decreases such likelihood (Clipa, 2023). Skinner's theory focuses on modifying behaviours through environmental restructuring to eliminate undesired behaviours and promote desired ones (Broucke, 2020). This

process involves individuals internalising behaviours over time, repeating desirable actions, and avoiding undesirable ones without necessarily considering the pros and cons, as suggested by the rational actor model (Butler, McNamee, & Kelly, 2024).

Skinner's operant conditioning theory plays a crucial role in addressing disruptive behaviour by utilising positive reinforcement strategies to increase the likelihood of desired behaviours (Rafi, Ansar & Sami, 2020). This approach aligns with Skinner's view that behaviours can be modified through reinforcement mechanisms, leading to the repetition of desired actions (Clipa, 2023). Furthermore, Skinner's emphasis on the consequences of behaviour echoes the importance of understanding how behaviours are shaped and maintained in educational settings, particularly in relation to learner behaviour. By applying operant conditioning principles, teachers can effectively manage learners' disruptive behaviour by implementing positive reinforcement strategies that encourage desired behaviours (Rafi, Ansar & Sami, 2020).

Skinner proposed that behaviour is influenced by the consequences that follow it. Positive reinforcement adds a desirable stimulus, and negative reinforcement removes an undesirable stimulus. Punishment is adding an undesirable stimulus, and the extinction of a desirable stimulus decreases the likelihood of a behaviour being repeated. Positive reinforcement encourages desired behaviours by rewarding learners when they exhibit appropriate behaviour, for example, giving praise, privileges, or tokens for good behaviour. Negative reinforcement is strengthening desired behaviour by removing an adverse condition when the learner behaves appropriately, for example, allowing a learner to skip a less preferred activity if they complete their work quietly.

2.2.1 Application of theoretical framework to behaviour reinforcement in classroom

Behaviour modification uses the principle of reinforcement whereby re-enforcers are stimulus events that may be used to increase the likelihood of the display of desired behaviour. To emphasise the importance of reinforcing desired behavior over punishing inappropriate behaviour, it is crucial to consider the principles of reinforcement and punishment in behavioural interventions. Schuetze, Rohr, Dewey,

McCrimmon and Bray (2017) emphasise the significance of early behavioural interventions in autism spectrum disorder (ASD), highlighting the focus on reinforcing desired behaviours like eye contact while reducing a typical behaviour. Disruptive behaviour in learners can be understood as being maintained by various forms of reinforcement. For instance, if a learner receives attention from peers or the teacher when they disrupt the class, that attention serves as positive reinforcement, increasing the likelihood of the disruptive behaviour recurring. Alternatively, if a learner engages in disruptive behaviour to escape an unpleasant task (negative reinforcement), and the behaviour results in being sent out of the classroom, it is likely to continue.

Teachers need to identify what reinforces disruptive behaviour. This could be peer attention, avoidance of tasks, sensory stimulation, or even obtaining a desired object. By recognising these reinforcers, teachers can modify the environment to reduce the reinforcement of disruptive behaviours and instead reinforce positive behaviours. Through punishment, teachers can discourage undesired behaviour by introducing an adverse outcome, for example, extra work or loss of privileges. However, B.F Skinner noted that punishment might only suppress behaviour temporarily and can have negative side effects. Extinction can be exercised by ignoring the disruptive behaviour to remove its reinforcement; for example, if a learner seeks attention by calling out, the teacher may ignore the callouts and only respond to raised hands.

The behavioural model, according to Arif (2022), emphasises the fact that behaviours are learnt through interaction with the environment. Behaviourism is positive reinforcement, and without it, learners will quickly abandon their responses because they do not appear to be working. For example, if learners are supposed to get a sticker every time they get good marks if the teacher stops giving them, they may stop doing well in class. According to Schunk (2012), behavioural learning theory is key to understanding how to motivate and help learners. Information is transferred from teachers to learners from a response to the right stimulus. Learners are passive participants in behavioural learning, teachers give them information as an element of stimulus – response. Teachers use behaviourism to show learners how they should react and respond to certain stimuli. This needs to be done in a repetitive way to regularly remind learners about the behaviour a teacher would be looking for.

For this study, behaviourism was found to be important for teachers because it impacts on how learners react and behave in the classroom and suggests that teachers can directly influence how their learners behave. It also helps teachers understand the environment and lifestyle impacts on learner behaviour and helps them see how they can improve. Skinner's principles have had a profound impact on both psychology and practical applications, such as education, therapy, and behaviour modification programs. His work emphasised the importance of environmental factors in shaping behaviour and provided a framework for understanding and influencing behaviour through reinforcement and punishment. By applying Skinner's behavioural principles, educators can better understand the motivations behind disruptive behaviours and develop strategies to promote positive behaviours, thereby creating a more conducive learning environment.

2.3 LITERATURE STUDY ON DISRUPTIVE LEARNER BEHAVIOUR

2.3.1 Types of Disruptive Behaviour in Teaching and Learning

Mardiyah (2019), argues that disruptive behaviour is any behaviour that significantly or persistently interferes with the learning process and the rights, safety, and security of those in the teaching-learning environment. In other words, learner disruptive behaviour affects the quality of the learners' achievements, having negative effects not only in the classroom environment but also on the educational experience as a whole. Diniaty, Jamrah, Mujahidini and Hasri (2021) add that disruptive behaviour is a learner's individual problem, such as attracting attention, seeking power, revenge and displaying incapability in the form of rejecting to try doing anything because they believe that failure is all they will get.

Vongvilay, Fauziati and Ratih (2021), are of the view that the most common learners' disruptive behaviours identified were chatter, inattention, daydreaming and lethargy and when the learner disrupts the activities of other learners and does not remain on-task for a reasonable time. Other most common disruptive behaviours include excessive demands for the teacher's attention and not working independently, distractibility not listening, arguing when reprimanded or corrected, running away from school or classroom, not getting along well with other children and not following

established class rules. The other examples include expressing anger inappropriately, physically aggressive with others, bullying, damaging others' property, using obscene language or gestures, engaging in inappropriate sexual behaviour, stealing, refusing to obey teacher-imposed rules, being verbally aggressive with others, lying, and breaking things or damaging others' property.

One view by Ardin (2020), the types of learners' disruptive behaviour include coming late, ignoring the teacher's explanation, being silent when the teacher is asking, chatting with a friend during the learning process, leaving the seat and room while the teacher is still in the classroom and using a mobile phone. The other examples include playing with stuff like hats and pens, sleeping during the learning process, distracting a friend's attention from the teacher's explanation, cheating and copying friend's assignment, not accomplishing assignments and uttering rough language when interacting with classmates.

Diniaty, Jamrah, Mujahidini and Hasri (2021) add that disruptive behaviour is a learner individual problem, such as attracting attention, seeking power, revenge and displaying incapability in the form of rejecting to try doing anything because they believe that failure is all they will get. In educational settings, disruptive behaviours among learners can include not paying attention, making noise, disturbing peers, and causing delays in the learning process (Ramadhoni, Wibowo & Japar, 2020). Furthermore, disruptive behaviours in classrooms can encompass activities like interrupting, arguing, showing disrespect for rules, and disturbing classmates, all of which can create a challenging learning environment (Kusumadewi, Adnyani & Pratiwi, 2020).

Common disruptive behaviours in classrooms include disobedience, rudeness to teachers, disrespect towards peers, and verbal aggression (Sezer & Can, 2022). Teasing in the classroom is identified as one of the most prevalent aggressive behaviours among learners in basic education, highlighting the need for effective pedagogical interventions to address such behaviours (Herrera & Frausto, 2021).

In the study, disruptive classroom behaviour refers to any undesirable behaviour done by learners that disrupts the process of teaching and learning in the Intermediate

Phase classrooms. Any behaviour by learners that threatens educators and other learners' lives and makes the classrooms uncondusive for teaching and learning is regarded as disruptive behaviour.

2.4 CAUSES OF DISRUPTIVE BEHAVIOURS IN TEACHING AND LEARNING

The causes of learners' disruptive behaviour encompass a range of factors that influence their conduct in educational settings. These factors include inconsistent parenting, uncaring parents, over-protective parents, negative influences from the local community, poverty, poor quality teaching, teachers' negative attitudes towards learners, and frequent changes in subject teachers. The other factors include repeating classes, a lack of teacher motivation, power outages and a lack of alternatives, poor classroom conditions, and various psychological issues affecting learners (Umar & Khair, 2022). Belle (2017) states that the school, family, peer pressure, community, and new media negatively impact learner behaviour. The factors influencing learners' disruptive behaviour in teaching and learning environments include internal and external elements (Behera, 2024).

2.4.1 Internal factors influencing learner disruptive behaviour

Developmental Stage of a Learner: Erikson's stage theory, the Intermediate Phase learner is typically in the fourth stage of development, for which the defining characteristic is stated as industry versus inferiority (6-12 years) (Marais & Meier, 2010). In this stage, the major theme for development is attaining mastery of life by conforming to the laws imposed by society (laws, rules, relationships) and physical characteristics of the world in which children live. The developmental stage of a learner plays a crucial role in shaping their behaviour, learning abilities, and educational requirements. Understanding these developmental stages helps teachers and parents provide appropriate support and create environments that foster healthy growth and learning. Brain development, physical growth, and hormonal changes cause learners to display unacceptable behaviours at school. Adolescence is a complex period marked by various developmental goals, including the consolidation of identity (Kaltiala, Bergman, Työläjäarvi & Friséén, 2018).

According to Marais and Meier (2010), if learners must struggle inwardly with a sense of guilt and feelings of unworthiness, inadequacy, and inferiority, it is most likely that their behaviour will not conform to what is expected by society or require purely practical reasons. In other words, their behaviour will likely tend to be maladaptive or disruptive. Furthermore, in the Intermediate Phase, learners are still learning about their world by touching and doing. This explains why it is so difficult for them to sit still, which is regarded as a tendency to misbehave. On the other hand teachers may have part of the blame if they don't give learners activities that keep them busy.

Teacher Inexperience in Handling Learner Behaviour: Some learners make mistakes and misbehave because they do not understand the rules of the classroom. Tilestone (2004) points out that the “hidden rules” of the classroom are difficult for some learners because they are mostly based on middle-class ideals and values. Therefore, children from disadvantaged environments can be labelled as classroom disrupters. Tilestone (2004) further argues that it is important for teachers to teach learners that there is a set of behaviours and communication standards that work in situations where they come from and that there is another set of behaviours and speech patterns that will make them successful at school. When learners come from disadvantaged environments, such as those living in squatter camps, on the streets or in abusive family scenarios, where language is coarse and loud and where stealing is a way of surviving, they need to be taught what is expected of them in the classroom. Making rules clear and explaining them with the aid of concrete examples can help relieve their ignorance.

Curiosity and Learner Behaviour: Malcom (2014) states that curiosity is a strong desire to know or learn something. Curiosity may lead to misbehaviour. A child can be asked to open a certain page in a book, and curiosity may drive him or her to flip through the book first. This may happen when a child comes from a poor socio-economic background where books are not freely available or caused by experimental curiosity (Rayment, 2016). Rayment (2016) adds that too much curiosity can make a child overly introspective, analytical and critical. Curiosity can cause a learner to misbehave by doing what is not asked for by the teacher. The learner with an inquisitive attitude who wants to know more about something out of context can disrupt

the smooth running of the lesson, and that learner could be regarded as a disrupter. Rayment (2016) further states that experimentation out of curiosity is not only a natural part of growing up and development but is a powerful educative medium that can lead to disruptive behaviour.

Need for Belonging and Recognition: Learners are not treated equally due to racism in other public schools, and teachers who are not sensitive to the needs of learners from a variety of cultures and family structures. Teachers should also accept and treat all learners in their classrooms equally (Marais & Meier, 2010). The need for belonging can drive learners to have undesired behaviour, and thus, fair treatment and inclusivity by the teacher are important. Some learners are from child-headed families and need an adult. If the teacher pushes them away, they may become aggressive and display unacceptable behaviour. Many learners misbehave because they want attention due to the divorce or job commitment of their parents. Young children feel good when they are recognised and when teachers ignore them, this could lead to the learners disrespecting their teachers (Marais & Meier, 2010). A learner's desire to get attention in the classroom can hinder teaching and learning (Khasinah, 2017).

Some learners deliberately challenge their teacher's authority by misbehaving, as Marais and Meier (2010) alert that, at times, children feel powerless because they feel abandoned and overwhelmed. Gordon and Brown (2004) argue that some learners engage in violent behaviour because they are angry and resentful and are not mentally and emotionally equipped to handle their strong feelings or express their anger constructively. The media can inspire learners to emulate what they see. Observing entertainment-based power and control affects learners' day-to-day behaviour and temperament, and this influence is carried with them into schools (Rayment, 2016). Some learners create disciplinary problems by indulging in violent behaviour because they are angry and resentful and are not mentally and emotionally equipped to handle their strong feelings or express their anger constructively. They lash out blindly without thinking.

Sonali (2016) claims that learners from low socioeconomic status have greater academic stress and, therefore, behaviour problems than those with high socioeconomic status. Learners who come from a balanced family show a medium level of indirect physical violence and a low level of social exclusion, while learners from extreme families tend to show physical aggression in class and through social exclusion.

Furthermore, interpersonal situations in learners' homes, neighbourhoods, and the world at large contribute to an increased awareness of and exposure to aggression and violence (Gordon & Brown, 2004). Recent learner integration in classrooms aggravates the situation. This is even more reason for teachers to be well-acquainted with the culture of learners attending their classes and with any unresolved anger they may be harbouring. Learners with anger issues due to broken families and a lack of parental care can display unacceptable behaviours that affect teaching and learning activities.

Medical Factors on Learner Behaviour: Hyperactivity is a neuro-developmental disorder of childhood. Curwin and Mendler (2018) state that children with ADHD may have trouble paying attention and controlling impulsive behaviours (or being overactive). Curwin and Mendler(2018) further identify some problematic, disruptive learner behaviours such as hyperactivity, a low span of attention, unwillingness to study, weak memory, and poor motivation. Many ADHD children display anxious behaviour with immediate and direct reactions. They also have poor communication skills, such as interrupting conversations or saying out loud what is on their mind, even if it is inappropriate. They usually appear to be disrespectful, impolite, immature, and disorganised. ADHD children show higher activity and motion than their peers and struggle to stay seated (Sparrow & Erhardt, 2014).

Genes play a vital role in the aetiology of attention deficit hyperactivity disorder. The genes that one inherits from one's parents are a significant factor in developing the condition. Blood relatives such as parents and siblings of someone with ADHD are more likely to have ADHD themselves. Complications like high blood pressure during pregnancy, bleeding before birth, extended pregnancy beyond the due date, long delivery time and any complications affecting the baby's oxygen supply during birth

can contribute to the child who has ADHD. Smoking during pregnancy is a prenatal factor in ADHD. Children born to mothers who had abused alcohol throughout pregnancy had more behavioural and attention problems. Exposure to lead has a wide range of effects on child development and behaviour. Lead is a risk factor for psychiatric disorders and substance abuse in children. Learners can misbehave due to such emotional and mental problems (Khasinah, 2017). So, research shows that learners with medical problems can be disruptive and disturb the smooth running of teaching and learning activities.

2.4.2 External Factors that Influence Learner Disruptive Behaviour

External factors are social systems where learners are influenced by other people (Marais & Meier, 2010). Broader social contexts like school, teachers, harsh disciplinary measures, learning environment, peer pressure, family, society, and media are where the individual operates (Marais & Meier, 2010).

School, it is in this socio-temporal space that learner behaviour is influenced (Gutuza & Mapolisa, 2015; Panchoo, 2016). Below are the features of the school that may impact on how Learners behave:

Teachers as role models: Senge (2000) states that a teacher is an expert who imparts knowledge that will help learners to build, identify, and acquire skills to face life challenges. The teacher also provides the learners with knowledge, skills and values that enhance development. According to Korth, Erickson and Hall (2009), a teacher teaches or educates others. In school, the teacher may have a negative influence on learner behaviour and may tend to take learners' behavioural responses as something personal, concluding that they were the responsible ones for such behaviour. Moreover, taking learner behavioural responses as something personal may worsen this phenomenon.

Classroom management: This is crucial in influencing teacher performance, academic achievements, and the behaviour of learners (Groves & Austin, 2018). Effective classroom management strategies, when implemented by skilled teachers, can notably reduce disruptive behaviour and enhance the teacher's control over the

group, ultimately leading to improved academic success (Groves & Austin, 2018). Research supports that teacher emotional support fosters a positive and inclusive learning environment, characterised by high engagement and prosocial behaviour while minimising disruptive behaviour (Shin & Ryan, 2017). Teachers utilise various strategies to address disruptive behaviour, including classroom management techniques, individualised approaches, behaviour management, understanding learner characteristics, and teaching social skills (Ningsih, Fauziati, Prastiwi, & Rahmawati 2023).

Therefore, the teachers should have enough knowledge and preparation about their subjects to give satisfactory answers to learners' queries. This shows that effective learning will occur in a supportive environment when there is proper discipline in the classroom. Teachers' classroom management skills have a direct impact on learners' achievements, given the fact that learning does not have good results in a chaotic and poorly controlled classroom environment. However, setting ground rules and working on classroom management is a process that has to take place from the beginning of any course or scholar year provided that trying to change behaviour patterns becomes more difficult as learners get used to them. Here, this process may take longer and demand more effort from the teacher to solve them. That is because they establish some behavioural context related to the classroom by specifying what is expected, what will happen, what will be reinforced and what will be taught whenever any unusual behaviour occurs.

Korth, Erickson and Hall (2009) argue that teachers may feel pressured to deal with behavioural situations immediately; this means teachers take a position or react in some way without ensuring that such actions are adequate for dealing with the learners. However, the evaluation of behavioural problems needs to be analysed and reflected on before taking any action in order to arrive to better decisions regarding these sort of class behavioural problems. For this reason, teachers need to increase their critical thinking to promote an appropriate learning atmosphere, given the fact that fuzzy, flawed or rushed decisions may lead to undesirable consequences, such as misunderstandings towards the teacher's practice by the learners. A teacher must not take sudden reactions without reflecting on them to seek good solutions. Learners may manifest disruptive behaviour when the teacher makes ineffective use of

innovative pedagogies, like when they show little interest in learners, does not provide academic feedback to learners, does not communicate and guide learners effectively, comes late to class and teaches irrelevant curriculum (Rampa, 2014). Teachers' attitudes towards learners can result in disruptive behavioural patterns on what the learner perceives as acceptable and unacceptable behaviour (Disgrace, 2016). Teachers should consider learners' preferences and interests, as including these features enhances the learners' engagement towards the activities and materials proposed for class. For this, it is relevant to consider the level, age and background of the population being taught.

Harsh disciplinary measures in schools: Harsh disciplinary measures are other factors that could have a negative influence on learners' behaviour. Manzoor (2017) states that violation of human rights distorts academic performance and prevents the effective and smooth process of personality development. Notably, Mugabe and Maposa (2013) found that teachers and parents believe that corporal punishment is effective in teaching a lesson, as it is a behaviour modification strategy. However, harsh disciplinary measures like corporal punishment and other heavy types of punishment stir anger that drives learners to disruptive behaviours that end up affecting teaching and learning activities.

The lack of effective strategies to manage classroom behaviour has led to a sense of helplessness among teachers, contributing to their overall stress levels (Maringe & Chiramba, 2021). In response to a public outcry, the government launched a national project on discipline in South African schools in 2000. Many of the recommendations emanating from the project were published in a booklet entitled *Alternatives to Corporal Punishment. The Learning Experience*, which was distributed to all schools in South Africa in 2001 by the National Department of Education. The booklet containing guidelines on alternatives to corporal punishment was disseminated to combat the escalating disciplinary problems in schools. Teachers who used to rely on reactive measures such as corporal punishment to address disruptive behaviour now must develop alternative proactive measures to prevent learners' disruptive behaviour.

Influence of environment on learners' behaviour: The influence of the learning environment on learners' behaviour refers to the physical, psychological, and

instructional atmosphere in the classroom. The physical environment includes how the furniture is arranged and organised, how the material is stored and maintained, how clean the classroom is, and the overall colour, brightness, and temperature. The psychological environment in the classroom is how learners feel about their learning. In contrast, the instructional environment is the setting for all teaching. In line with the statement, one factor that caused the subject to disrupt the process of teaching and learning in the classroom is the school's physical environment. When the temperature in class is very high, it affects the learners' mood to learn, and as a result, learners misbehave (Ardin, 2020).

Edinyang (2017) states that most South African schools are characterised by overcrowded classrooms and that there is no individual attention and inadequate supervision. Shortage of teachers and inadequate school infrastructure, which contributes to overcrowded classrooms. The current national Learner Educator Ratio (LER) is 33:1, and some classes have reported an LER value of 50:1 or higher. The South African LER is more than double the average of the international average 16:1, leading to disruptive behaviour among learners (West & Meier, 2020). Overcrowded classrooms are a challenge for class managers when it comes to class control and discipline. When the classroom is overcrowded, learners are likely to hide and misbehave, which has a negative effect on teaching and learning. A positive atmosphere in the classroom is essential to achieve quality; however, learners' disruptive behaviour in the classroom is playing an increasingly negative role (Sulbaran & Leon, 2014; Pena & Angulo, 2015).

Peer pressure and learners' behaviour: Peers are people of the same social or age group, the term peer- pressure refers to the influence that peers can have on each other (Dhull & Beniwal, 2017). Dhull and Beniwal (2017) further explain that peer pressure is the process by which members of the same social group influence other members to do things that they may be resistant to or might not otherwise choose to do. Peers may strongly determine preferences in the way of dressing, speaking, using illicit substances, sexual behaviour, adopting criminal and anti-social behaviours and many other areas of young people's lives (Padilla, Walker & Bean, 2009). Johnson (2012) highlights that with peer pressure, learners often break school rules to show their disapproval of the school authority and to challenge it. Due to peer pressure

learners are mainly involved in anti-social behaviours. As friends gain importance from each other, intermediate learners also gain influence from their classmates. Dhull and Beniwal (2017) state that peer pressure is among the causes of disruptive behaviours in teaching and learning.

Through interaction with significant others, adolescents create their identity and build self-concept. Teenagers, because they want to be accepted by their peers, may abandon their norms, values, attitudes, and behaviours. Influential interactions within peer relationships and friendships could translate to romantic relationships, as peer group beliefs, attitudes, and values may set norms for platonic and romantic relationships (Garthe, Sullivan & McDaniel, 2017). Peer pressure is one of the most common mechanisms of mutual influence processes. According to Garcia, Moral, Rocete, Ilagan, Cabido, Escueta and Retone (2023), negative peer pressure can lead to undesirable behaviours such as truancy, substance abuse and academic dishonesty.

Teenagers are more likely to give in to peer pressure and manifest unacceptable behaviour that may have a negative impact on themselves and others. They see their school peers as their role models rather than their parents. Esri (2016) notes that with peer pressure, learners may take drugs, alcohol, tobacco, and weapons to bully other learners who are not part of the group who do not fit in their group. Peer pressure is an effect that can drive learners to misbehave to please their friends. When a learner acts under the influence of peer pressure, disruptive behaviour may occur, and this may affect teaching and learning activities.

Family and community factors on learner disruptive behaviour: A family is a unit of two or more people united by marriage, blood, adoption, or consensual union. De Atouguia (2014) defines family as a complex structure consisting of an interdependent group of individuals who have a shared sense of history, experience some degree of emotional bonding and devise strategies for meeting the needs of individual family members and the group. Families, especially parents, have fundamental task of forming values on their children. The ability to cope with and adjust to life's problems and demands is based upon the psychological foundation of early family experiences.

The more positive the family's experiences, the more likely the learners are to have a positive attitude and believe that they can control their lives (Ardin, 2020).

Goodman and Gregg (2010) state that primary school pupils from poorer backgrounds are more likely than people from more affluent backgrounds to have behavioural problems such as conduct disorders. The occurrence of learners' disruptive behaviour in the classroom can be caused by a difficult home situation. A home attitude towards learning or even towards a teacher can influence learners to misbehave. Oloyede and Adesina (2013), observe that some characteristics of the family have an impact on adolescent behaviour at school, like rude signs and suggestions, swearing, and abusive and offensive language. The first people with whom the child interacts are parents, they transmit to him their own values of right and wrong at a time when he is not in contact with any other influences, when he is still young. Many learners who demonstrate behavioural difficulties come from home environments that lack positive parenting, support, and modelling. Unless the foundation laid by the home is sound and solid, the school has nothing to build upon. A lack of parental involvement in school activities may also encourage learners to be disruptive.

Child neglect and abuse by family members, exposure of the child to parental criminal activities, behaviour, and acts of violence, the availability and use of dangerous weapons and drugs at home, and divorce and re-marriage of both parents are some of the family situations that impact on child's behaviour. Parental attachment affects the behaviour of the learner. There are three types of parenting styles: flexible, permissive, and authoritarian Garcia and Santiago (2017) argue that these styles have an impact on the child's behaviour. According to Khalique, Baig, Ameen and Mirza (2016), the socio-economic status of the family may influence the behaviour of the child. Sonali (2016) claims that learners from low socioeconomic status have greater academic stress and, therefore, behavioural problems than those with high socioeconomic status. The family is the most multifunctional of all institutions in society, therefore, a family has a great impact on learners' behaviour. Learners from dysfunctional or broken families display behavioural problems that affect the smooth running of teaching and learning activities in the classroom.

Factors emanating from a society where the learner resides can influence learner behaviour. Cobigo, McHeimech and Martin (2016) define community as represented by individuals' close social ties. Communities consist of those who share the same beliefs, values, and worldviews (Bettez, 2013). Smolleck and Daffy (2017) observe that contemporary societies are fraught with behavioural problems, crime statistics are rising, interpersonal problems are increasing, and abuse of all types is growing. The community in which the learner lives may be socially disorganised. When there is poverty, low employment and a lack of education opportunities, gang activities, crimes, and the absence of cohesion among neighbours and community networking, the community is dysfunctional (Gambo & Muktar, 2017). Belle (2017) stresses that learner indiscipline in schools reflects signs of disorders in the community surrounding the school and society at large. Disorganised communities breed violent young people who tend to be bullies; as a result, these learners will be violent towards teachers and their classmates, hindering progress in teaching and learning. Parks, Solomon, Solomon, Rowland, Hemphill, Patton and Toumbourou (2018) add to how social disorganisation within a community can contribute to delinquency and problem behaviours among adolescents, such as engaging in fighting with other learners and vandalising teaching and learning equipment or breaking windows. These behaviours make the classroom unsafe and un conducive for teaching and learning.

Media and learners' behaviour: Media is a communication tool used to deliver information. The three types of media are commonly known as news media, social media, and web media. Learners today frequently engage with technology due to the prevalence of social media platforms in their daily lives. The new media dominates their lives, and they are constantly involved in the multitasking process. They prefer social media as a means of communication, and they are aware that the impact of social media on their behaviour can be both positive and negative, depending on how they choose to interact with these platforms (Alnjadat, Abdelmajid, Al- Ostaz & Farha, 2019). It has been concluded that social media plays a vital role in the behaviour change of learners, it has both positive and negative impacts on learners playing video games and is associated with increased aggressive behaviour (Belle, 2017). The consumption of media violence, whether through video games or TV, has been associated with increased aggression among adolescents (Shao & Wang, 2019). When teenagers are exposed to higher levels of media violence in conjunction with

family conflict, it tends to exhibit more aggressive behaviours among them (Shao & Wang, 2019). The role of the family and media environment in shaping aggressive behaviour in adolescents has been highlighted, emphasising how exposure to aggression and violence in media content correlates with the frequency and intensity of aggressive manifestations in young individuals (Zografova, 2023). The consumption of media violence, particularly through fantasy fiction during formative years, has been linked to heightened levels of aggression and stress among children, especially those in school settings (Shaikh, Harihrasudan & Nawaz, 2022).

Watching television, as well as playing computer and video games, influences young pupils to be heroes and stresses the need for power, control, and aggressive behaviour. The media inspire learners to emulate what they see. Social media is a problem for learners; televisions show extreme violence, sex, and negative aspects, and all these have a negative impact on the minds of a young child. The overwhelming use of the internet and social media amongst the youth in South Africa may lead to negative effects.

Cyberbullying represents a significant manifestation of the negative effects that excessive media exposure can have on learners, particularly those in the Intermediate Phase. This age group is characterised by ongoing cognitive and social development, making them particularly susceptible to the influences of their environment, including media. Children in this developmental stage often learn by imitating the behaviours they observe in others, particularly through social media platforms, which can lead to the adoption of unacceptable behaviours (Milford, Vernon, Scott, & Johnson 2022). The pervasive nature of negative content on social media can exacerbate issues such as cyberbullying, as learners may internalise harmful behaviours and attitudes that they encounter online (Ghouali & Benmoussat, 2019). Attention of learners has, therefore, shifted from the real world to the online world and online friends. Learners' disruptive behaviour among the Intermediate Phase learners due to excessive use of media has a negative influence on teaching and learning activities (Nthala, 2019).

2.5 EFFECTS OF DISRUPTIVE BEHAVIOURAL PATTERNS ON TEACHING AND LEARNING

Violence in schools is a global phenomenon, and each year around the world, more than 200 million children are affected by school violence. Ndawonde (2020) observes that crime and violence have become standard features of the school system in South Africa. Ramakulukusha, Babalola and Mashau (2021) add that violent behaviour in youth is a significant public health problem associated with severe physical and psychological consequences. According to Giallo and Little (2003), disruptive behaviour can significantly hinder or obstruct a child's own learning, other children's learning, and teachers' capability to operate effectively. Disruptive behaviour has an impact on the following:

2.5.1 Impact of Disruptive Behaviour on Learners

A learner's own attitude towards learning or schooling can result in behavioural problems. (Khasinah, 2017). Disruptive behaviour problems in early childhood are associated with many negative long-term outcomes, such as anti-social behaviour, adolescent delinquency, and substance abuse (Stadler, 2017). Aggressive and delinquent behaviours are associated with under-achievement. Learners who behave disruptively are also identified as having severe negative effects on themselves not only in school but also in adulthood. Muna (2019) states that learners' misbehaviour is related to low academic achievement and dropping out of school by misbehaving learners. This clearly highlights the importance of early identification of behavioural problems. Disruptive behaviour also affects the one who misbehaves because other learners will isolate them, and disrupters always face victimisation from teachers. Learners who are disruptive are characterised by underachievement.

Disruptive behaviour in class hinders and disrupts other learners' learning and interferes with the learning, resulting in reduced opportunities for learners to learn and specified content not fully covered in a specific time (Malak, Sharma & Deppeler, 2017). When a learner or a group of learners present disruptive behaviour, their learning process is not the only one affected, but others' too, given the fact that the

learning environment is impacted negatively. In a class where disruptive behaviour is present, the quality of attention paid by learners is not the same, as they must deal with their classmates and their interruptions. Behnima (2016) states that misbehaviour causes a loss of attention and interest and even disturbs the peace in the classroom, which may hinder learning.

Charles and Senter (2019) point out that learners' disruptive behaviours reveal negative outcomes: it disrupt learners' right to learn, teachers' right to teach, time, weakens learners' motivation and energy, and produces a climate of fearfulness and stress for learners and teachers, and it dissolves trust and lessens cooperative relationships between teachers and learners. In a class where disruptive behaviour is present, the quality of attention paid by learners is not the same, as they must deal with their classmates and their interruptions. When the class is no longer conducive to teaching and learning, other learners will underachieve, and educational goals will not be achieved.

2.5.2 Impact of Learners' Disruptive Behaviour on Teachers

Yimer (2022) stated that learner misbehaviour disrupts the teaching-learning process, creating psychological and physical discomfort that affects the achievement of educational goals. Malak et al. (2017) observe that teachers spend a lot of time dealing with disruptive behaviour while trying to cover their daily lessons. The teacher must wait a long time for learners to be quiet in order to proceed with the lesson. Kazak and Konyuncu (2021) state that undesired learner behaviours negatively affect the teachers' job satisfaction and teaching process, classroom management, and teachers' attitude and prevent achieving the school goals. Learners' disruptive behaviour has high impact on the teachers' professional lives. It makes it difficult for teachers to continue with classroom management (Rathod, 2018). Teachers experience different emotional problems due to learners' disruptive behaviour and health-related issues (Muna, 2019). Muna (2019) further highlights that the impact of lack of discipline by learners on teacher morale includes anger, irritability, tiredness, loss of control and expressing the wish to live the teaching profession.

Teaching is a demanding profession, and teacher burnout rate has been a concern in the education world (McCarthy, Lambert, O'Donnell & Melendres, 2009). This is the result of excessive stress caused by disruptive learners that they encounter every day. McCarthy et al. (2009) claim that teachers' lack of success in the classroom and perceived stress have been linked to having challenging children in their classes.

Twardawski and Hilbig (2022) highlight that the treatment of learner misbehaviour is a major challenge for teachers. Aziz, Swanto and Azhar (2019) indicate that TOOT and HOC increase teachers' stress in teaching and learning, personal stress and spending more time on disruptive behaviour discipline. Disruptive behaviour amongst learners in the classroom demotivates teachers from giving their best in preparation for teaching and learning activities. The love of the teaching profession is fading due to the disruptive behaviour of learners, and some teachers are leaving the profession due to stress and unhealthy conditions.

2.6 STRATEGIES TO DEAL WITH LEARNERS' DISRUPTIVE BEHAVIOUR

It is fundamental to consider strategies at an individual and class-wide level; in all cases, there must be strategies and useful tools that can reduce learners' disruptive behaviour. It is important for teachers to create and implement prevention and , management strategies are crucial for teachers to effectively handle learner behaviour, creating a conducive learning environment that supports teaching and child learning (Adhikari, 2021). The emphasis is on consolidating a plan in which learning can be improved while preventing and reducing learners' disruptive behaviour using certain individual and class teaching strategies. According to Pishghadam, Derakhshan, Jajarmi, Farani, and Shayesteh (2021), the interaction between teachers and learners is fundamental in implementing teaching strategies, as positive teacher behaviours significantly influence learners' motivation levels and perceptions of their teachers' professional performance. In other words, teaching strategies ensure the learning of certain concepts or content and minimise problem behaviour while keeping learners engaged throughout the class.

According to Marais and Meier (2010), parent-teacher communication system is important for parents to know how their children behave in school. Lack of parental

involvement and a lack of role models is a significant cause of learners' disruptive behaviour. Marais and Meier (2010) further postulate that parents should be examples of pure values and convictions because learners pattern their responses after adult behaviour. Schools need to participate in educating parents by communicating ethical values regularly to parents because the message learners receive about what is good, right, and proper conduct should be consistent between school and home environment. All stakeholders in education should be involved in managing learners' disruptive behaviour.

According to Rafi, Ansar and Sami (2020), learners' disruptive behaviour can be controlled by praising, motivating, and maintaining positive or close relationships with learners. Teachers should formulate basic classroom rules and frequently change the seating arrangement. Rayment (2016) adds that having class rules enables learners to understand what kind of behaviour is expected from them. These rules should be read aloud by all the learners daily. A teacher should be aware of the learner's individual backgrounds for positive interaction and communication. Pichierri and Guido (2016) note that classroom seating arrangement is a crucial factor that can have a significant influence on learners' academic performance. Learners sitting in front of the class significantly outperformed the learners sitting on the back rows.

According to Belle (2017), a school-based unit for educational psychologists, social workers, public health officers and special educators who may work collaboratively with the general education teachers to identify, intervene, and refer the case of learners who are at risk of manifesting disruptive behaviour is necessary. The school should also use the team approach among the school, the family and community, and welfare officers so that a global approach can be adopted to prevent and eliminate behaviour problems at school. The Ministry of Health and the Ministry of Education should work on a training programme that would provide educators, parents, and school superintendents with the necessary information and preventative tools on sex education, drug addiction, violence act, parental guidance in monitoring closely the age-appropriate screen times on mobile phones, TV, and video games. Belle (2017) adds that the school must not control or attempt to modify the learner behaviour by means of reactive or punitive disciplinary strategies but by means of proactive strategies such as teaching of self-discipline.

Stadler (2017) suggests that teachers should be aware of any behavioural changes in learners and report any behavioural changes in a child to the nearest social service office or departmental social worker as early as possible. Stadler (2017), further suggested that teachers should make use of parent-teacher conferences to individually address the behavioural problems of learners. This platform can also be used to discuss the possible referral or needs of the parents in terms of the child's behaviour to assist in the accessibility of services to parents. Classroom behaviour strategies are those actions performed by the teacher to achieve the solution of a problematic behaviour intended to result in learner's learning. It is fundamental to consider strategies at an individual and class-wide level; in all cases, there must be strategies and useful tools that can reduce learners' disruptive behaviour.

Increasing predictability, praising learners when they engage in appropriate behaviour, assigning work according to the learners' language level or modifying its complexity, giving them opportunities to respond actively to academic material or requests, delivering effective instructions and commands. Strategies to correct learners' disruptive behaviour are useful not only for promoting a safe environment for learners and teachers but also for enhancing scenarios where learning can take place. Such strategies should be part of teachers' classroom management abilities, which include seeking to improve their daily teaching practice and reconsidering or adapting their teaching methods to solve a problem. Establishing classroom rules or procedures for learners is an important part of teaching as teachers share their expectations towards their learners' behaviour so that learners become aware and assimilate these rules, leading to improvement in the learning and teaching process (Mukaromah, Kurnia & Hamzah, 2021).

Although this strategy may have an immediate effect on modifying the learners' behaviour, it does not always have a long-lasting effect, which requires the teacher to constantly review classroom rules. The classroom rules socialised and eventually presented visually to learners were listening to others, raising your hands before speaking, respecting others, not walking around the classroom and not eating in class to help the teacher make learners realise quickly and directly about their misbehaviour.

2.7. CHAPTER SUMMARY

The section focuses on applying B.F. Skinner's behavioural theory, specifically his model of operant conditioning, to address disruptive behaviour in classrooms. Skinner's theory emphasises how reinforcement (positive and negative) and punishment shape behaviour. Positive reinforcement involves rewarding desired behaviour, while negative reinforcement removes undesirable stimuli to encourage good behaviour. Punishment introduces negative consequences to discourage undesirable actions, though it may only suppress behaviour temporarily.

This chapter gave clear details of what the scholarly literature says about the types, causes, and effects of learners' disruptive behaviour in the Intermediate Phase classrooms on teaching and learning interrogating it from a global, regional, and local perspective. Strategies to manage disruptive learner behaviour focus on both individual and class-wide approaches. Teachers must implement proactive strategies, such as establishing clear classroom rules, maintaining positive relationships with learners, and engaging parents. Effective strategies to correct learners' disruptive behaviour include increasing predictability, praising appropriate behaviour, adapting work to learners' language levels, and providing clear instructions. These strategies help create a safe learning environment and are integral to classroom management.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter gives an overview of the methods and materials used for data collection and allows the reader to critically evaluate the study's overall validity and reliability. The chapter is laid out as follows: Research paradigm, research paradigms for the study, research design, qualitative research design, research methodology, sampling, population, sampling procedures, sample, data collection strategy, data analysis, measures of quality control, significance, delimitation, and outline of the study.

3.2 RESEARCH PARADIGM

Research paradigms are fundamental frameworks that shape the way researchers perceive reality, understand knowledge, and approach methodologies in their studies (Haigh & Withell, 2020). According to Nirwana, Soetjipto, Winarno, Hermawan and Sukaton (2023), research paradigms such as positivism, interpretivism, and critical realism play a crucial role in guiding research methodologies and approaches.

Positivism is a methodology rooted in the natural sciences, where proponents advocate for the use of methods from these sciences to investigate various phenomena, including those related to society. The early advocates of positivism held the belief that scientific inquiry could illuminate human understanding and contribute to improving the world (Augustyn, 2014). According to Augustyn (2014), positivists assert that only knowledge validated through sensory experience qualifies as genuine knowledge, emphasizing that such knowledge emerges from empirical observation. They maintain a distinct division between scientific inquiry and non-scientific pursuits, highlighting the researcher's responsibility to uncover the laws that govern the nature of reality. Critical realism entails a responsibility on the part of the researcher to act in ways consistent with their findings (Spash, 2024). Critical realist ethnography has the potential to offer privileged insights into the lived experience of globalisation and

address significant questions facing the critical researcher (Sharpe, 2018). According to Brönnimann (2021), critical realists favour qualitative forms of interviewing for data collection due to their ability to provide rich, detailed insights. The primary objective is to unveil misconceptions in order to change society, liberate individuals from various types of oppression, and enable them to create a more favorable world for themselves (Augustyn, 2014).

3.3 RESEARCH PARADIGM FOR THE STUDY

According to Kamau (2022), anti-positivist or interpretivism paradigm developed as a reaction to the shortcomings and limitations of positivism and therefore ended what was referred to as 'Paradigm Wars'. The main idea in this paradigm is that people are fundamentally different from objects. Human beings cannot be studied in the same way as objects in the natural sciences because, unlike objects, human beings change all the time and the environment in which they find themselves constantly influences them (Augustyn, 2014). Augustyn (2014) further points out that interpretivists assert that in social science, researchers should study and describe meaningful social action.

Kroeze (2012) defines interpretivism as an alternative research philosophy with its own ontological and epistemological assumptions. It focuses on reality as a human construct which can only be understood subjectively. According to O'Gieblyn (2023), interpretivism holds that knowledge lies not in concepts themselves but in the relationships that constitute them, which can be discovered by artificial networks that lack any true knowledge of what they are uncovering. Interpretivism refers to the approaches which emphasise the meaningful nature of people's character and participation in both social and cultural life. It denotes that the methods of the research adopt the position that people's knowledge of reality is a social construction by human actors, and so it distinctively rules out the methods of natural science. (Chowdhury, 2014). Interpretivism is different from positivism as it aims to include richness in the insights gathered rather than attempting to provide definite and universal laws that can be generalised and applicable to everyone regardless of some key variables and factors (Alharahsheh & Pius, 2020). The interpretivist paradigm and qualitative methods would enable researchers to gain further depth by seeking experiences and perceptions of a particular social context.

The anti-positivist or interpretivist paradigm was utilised in this study due to its focus on comprehending human behavior and its narrative quality. This paradigm also elucidates and interprets the ways in which individuals within a specific context navigate their everyday lives (Augustyn, 2014). Furthermore, Augustyn (2014) notes that interpretivist research is characterised by its thorough descriptions and the inclusion of direct quotations from participants. In this approach, individuals are not merely subjects to be observed and analysed; rather, they actively engage in the research process, often initiating and deriving benefits from it. Augustyn (2014) further points out that interpretivists want to understand human behaviour. Thus, the interpretivism paradigm was relevant to the study because the researcher wanted to understand disruptive behavioural patterns among the Intermediate Phase learners.

3.4 RESEARCH DESIGN

Research design is the blueprint or logic behind a study is to be conducted. It outlines how all the major parts of the research, from underlying philosophical assumptions to data collection and analysis, will work collectively to address the research questions (Thomas & Hodges, 2010). A research design aids in the identification of problems that arise in research, such as when, what, how and where. Creswell (2016) says a research design is a methodical plan to explore a scientific subject.

A research design outlines the processes involved in carrying out a study, detailing aspects such as the timing, the sources of data, and the conditions under which the data will be collected. It serves as a blueprint for the research, specifying how the study is organized, the treatment of participants, and the techniques employed for data collection. According to McMillan and Schumacher (2010), a research design delineates a strategy for producing empirical evidence that will address the research questions. They categorise research designs into four distinct types: quantitative, qualitative, mixed methods, and analytic. Quantitative research involves the systematic empirical investigation of observable phenomena through the application of statistical, mathematical, or computational techniques (Leopardas & Rosil, 2024). The utilisation of quantitative techniques allows researchers to gather quantifiable

data, analyse relationships between variables, and test formulated hypotheses (Bumjaid & Malik, 2019).

According to Schoonenboom and Johnson (2017) mixed methods research combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration. A mixed methods approach combines quantitative and qualitative research methods to understand a research problem (Mujasi & Nkosi, 2019). This method is not relevant for this study because only qualitative method was employed.

Analytic approach requires a rigorous theory construction by constantly questioning the gathered data, analysing the data inductively, systematically generating meaning, creating potential theories, evaluating assumptions and developing a hypothesis (Muchira, 2023). According to Wilson, Sampson, Barrowman and Doja (2021), this approach uses computerised analytic techniques with the individual publication as the unit of analysis, drawing data from sources such as MEDLINE, Google Scholar, or Journal Citation Reports. This study did not use the mixed method.

3.4.1 Qualitative Research Design

Qualitative research aims to discover the meanings and experiences attributed by individuals or groups to social or individual problems (Merriam, 2018). According to Polit and Beck (2017), the qualitative research approach provides a comprehensive understanding of the phenomenon being examined and facilitates the articulation of a wide array of beliefs, emotions, and behaviours. De Vos, Strydom, and Fouche (2011) emphasise that qualitative research is more of a discovery process than a method of validation, and this exploratory journey can open up new directions and possibilities for inquiry.

For the study, qualitative research method was used because it aims to understand people's subjective experiences, thoughts, and feelings through observation, open-ended interviews, and other non-numerical data collection methods (Yunmar, Sabat, Prasetyo & Putranto 2024). It involves collecting and analysing non-numerical data to comprehend human experiences conveyed by the expression of opinions, behaviours,

concepts, beliefs, attitudes, and interactions with other humans (Hernandez-Nino, Thomas, Alexander, Ott, & Kline, 2021). The methods and activities for data collection in qualitative research are flexible, and the analysis is aligned with the theoretical and philosophical assumptions underlying the research (Alhazmi & Kaufmann, 2022). Employed techniques reveal perceptions and events realistically and holistically in the natural environment. Teacher's interviews, Classroom setting observations, and school documents analysis was used.

3.5 RESEARCH METHODOLOGY

Antwi and Hamza (2015) state that a research methodology is the method used in an investigation. Lincoln and Guba (2013) argue that the fundamental question related to methodology is: 'How does one go about acquiring knowledge?'. Methodology is the systematic and theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Methodology is a set of techniques used in research which guide the research and specify how it is conducted. Rajasekar, Philominathan, and Chinnathambi (2013) are of the view that research methodology is a structured approach to addressing a problem and constitutes the science of examining how research should be conducted. Similarly, MacMillan and Schumacher (2010) define research methodology as encompassing the design strategies and investigative traditions or research methods employed to explore a particular issue.

The study employed the qualitative methodology. Qualitative research often plays a supportive role in explaining unexpected results, generating hypotheses for quantitative epidemiological research, and aiding in the development of measures of social phenomena (Bannister-Tyrrell & Meiqari, 2020). In qualitative research, data are usually descriptive, such as interview notes, observation records, and documents, and the data are analysed inductively (Mohajan, 2018). Polit and Beck (2017) suggest that the qualitative research approach provides a comprehensive perspective on the phenomenon being investigated and enables the articulation of a wide spectrum of beliefs, emotions, and behaviours.

The qualitative methodology facilitates direct, in-person conversations with participants in their natural environments. In this study, face-to-face interviews incorporating a series of open-ended questions were employed to investigate themes and responses in depth. Intermediate Phase teachers who directly encountered learners whose behaviours are disruptive were asked to provide information about the challenges that interfere with teaching and learning in their classrooms.

3.6 SAMPLING

Sampling refers to the process of selecting a subset of individuals, items, or events from a larger population to represent that population in a study. Since it is often impractical to study an entire population, sampling allows researchers to gather data from a smaller group, making the research more manageable, cost-effective, and time-efficient. The goal of sampling is to obtain a representative sample that accurately reflects the characteristics of the larger population, ensuring that the findings can be generalised (Fricker, 2008).

3.6.1 Population

Wild and Diggines (2013) define population as the collection of individuals or entities (social artifacts) from whom information is sought. Augustyn (2014) explains that the parameters of a study's population pertain to its nature, size, and distinctive characteristics. A population consists of a set of elements or cases, which may include individuals, objects, or events, that meet specific criteria established by the researcher for the purpose of generating research findings. This group is often referred to as the target population or universe as it includes subjects who are targeted for the study (McMillan & Schumacher, 2010).

Sudershan, Kumar and Mahajan (2021), define population as the entire pool of people or events from which a fraction or percentage of a group is drawn to represent the statistical sample. Sudershan, Kumar and Mahajan (2021) add that population is a large and dynamic structure with significant variability, attempting to understand the behaviour of the entire population by using the entire population as a sample is

uncertain due to limitations in time, ethics and financial resources. The population in this study consisted of all Intermediate Phase schools in Vhembe East District and all teachers teaching Intermediate Phase classrooms, and learners in the intermediate phase in Vhembe East District of Limpopo Province.

3.6.2 Sampling Procedures

De Vos, Strydom, and Fouche (2011) explain that sampling involves selecting a segment of a population to serve as a representative sample of that entire population. Sampling is a technique used to rationalise the collection of information to choose the appropriate way to have control over the set of objects, persons, or events from which the actual information is collected. Sampling involves techniques used to select participants from a wider population for the study. Augustyn (2014) identifies two categories of sampling, probability sampling and non-probability sampling.

Probability sampling: is sampling in which the probability of selection of each respondent is known. Probability sampling refers to whether each unit in the population has the opportunity to be part of the sample. Systematic random sampling and simple random sampling, cluster random sampling, multistage sampling, and stratified sampling are examples of probability sampling (Augustyn 2014), which are outlined below.

Nonprobability sampling: is a method where the probability of selection is unknown, and it does not provide all individuals in a population with equal chances of being chosen (Zhang, Li & Tang, 2018). This type of sampling is commonly utilised in qualitative research and exploratory studies to gather data efficiently without the need for complex planning or extensive resources (Miller, White & Johnson 2020).

Convenience sampling: one of the main types of nonprobability sampling, where samples are taken from easily accessible groups of people. This method is particularly useful in exploratory research when quick and cost-effective data collection is required (Miller, White & Johnson, 2020). This method applies to the study but was not employed.

Quota sampling: is another form of nonprobability sampling where the population is divided into subgroups, and a predetermined number of individuals are selected from each subgroup to meet specific quotas. This technique aims to make the sample somewhat more representative of the population by reflecting certain characteristics (Miller et al., 2020). This method was not employed in this study.

Snowball sampling: involves existing study subjects recruiting future participants from their acquaintances, which is beneficial when studying hard-to-reach populations. This method allows researchers to gather detailed data despite challenges in accessing or identifying the target population (Miller et al., 2020). This method was not employed in this study.

Consecutive sampling: Miller, White and Johnson (2020) state that consecutive sampling, also known as systematic sampling, involves selecting every subject that meets the criteria until the desired sample size is achieved. This method is efficient, especially in clinical settings where data can be collected continuously over a period. This method is not used because the study is not clinical trials.

Self-selection sampling: is a technique where individuals choose to participate voluntarily in a study, which is common when direct access to the entire population is not feasible. However, this method has a high potential for self-selection bias, as participants may have unique motivations or characteristics (Miller et al., 2020). Self-selection method was not used to avoid biasness.

3.6.2.1 Purposive sampling procedure for the study

According to Bradshaw, Atkinson and Doody (2017), purposive sampling, a nonprobability sampling method, is particularly valuable in qualitative research, case studies, and exploratory studies where in-depth insights are prioritised over statistical representativeness. Researchers select participants based on specific criteria aligned with the study objectives to gain detailed insights from knowledgeable individuals. This approach aims to provide specific and deep insights rather than broad generalisations. This approach aims to provide specific and deep insights rather than broad generalisations (Bradshaw, Atkinson & Doody, 2017). Participants are chosen

based on criteria relevant to the research question, guided by the researcher's judgement to ensure a representative sample. This method ensures that the sample is relevant and informative for the study objectives (Miller et al., 2020). The goal of qualitative sampling is to recruit enough participants and/or observations that provide rich, in-depth data to understand the phenomenon studied (Gill, 2020).

McMillan and Schumacher (2010) suggest that it is essential for the researcher to choose individuals who are likely to provide the most valuable insights regarding the subject being studied. Thus, only schools that always report the most cases related to disruptive behaviours among learners were selected from the district. Then, experienced teachers most affected by the disruptive behaviours of learners in the Intermediate Phase were selected from each school, because they had information and experienced the issues that the study sought to investigate.

3.6.3 The Study Sample

Sample in research is a fundamental concept that involves selecting a subset of a population for measurement, observation, or questioning to draw conclusions about the entire population. This process allows researchers to make inferences about broader groups based on the characteristics and behaviours of the selected sample (Simons, Goldsmith & Smith, 2017).

Brink (2016) emphasizes that a sample consists of individuals from the population chosen to take part in a study, representing a subset of the whole population selected for a research project. Augustyn (2014) adds that a sample is a segment of a population that accurately reflects the accessible population. Sampling is the procedure of choosing a portion of the population to serve as a representation of the entire population. A sample is a subset of the population and includes groups of people, events, behaviours, or elements on which to conduct a study. Researchers usually work with samples rather than with the total population because it is more economical and practical to do so, and it is possible to obtain reasonably good information from a sample (Burns & Grove, 2009; Polit & Beck, 2017).

In the study, the sample was the three most affected schools in Vhembe East District. The selection of the schools was based on anecdotal accounts of the prevalence of

disruptive behaviour. Four experienced teachers most affected by disruptive learners' behaviour were selected from each school since they yielded most information about learners' disruptive behaviours in the Intermediate Phase classrooms. The four informant teachers from each school made a total of 12 teachers who were interviewed about the effects of disruptive behavioural patterns on teaching and learning of Intermediate Phase learners. Three learners identified as disruptive, were selected from each school for observation and document analysis purpose. The total sample was, therefore, three schools and 12 teachers and nine learners.

3.7 DATA COLLECTION STRATEGY AND INSTRUMENTS

According to Rashid, Rashid, Warraich, Sabir and Waseem (2019), the categorisation of data collection methods in qualitative research includes participation in the setting, direct observation, in-depth interviews, and document analysis, emphasising the use of case study methodology for in-depth exploration within specific contexts, aligning with the in-depth interview approach.

Developing a robust data collection strategy is a multifaceted process that necessitates meticulous planning and consideration to ensure the data acquired is pertinent, precise, and valuable for its intended purpose. One crucial aspect of this process involves identifying and tracking implementation strategies used in research and practice, which can guide their description and specification (Bunger, Powell, Robertson, MacDowell, Birken & Shea, 2017). Bunger et al. (2017) further state that this approach typically involves utilising activity logs completed by project personnel to facilitate the recognition of discrete strategies employed during implementation efforts. By systematically documenting these strategies, researchers can gain insights into their effectiveness and impact on outcomes.

Paradis, O'Brien, Nimmon, Bandiera and Martimianakis (2016) postulates that data collection is intended to produce information that helps to answer research questions, capture the phenomenon of interest, and account for context and the rich texture of the human experience. The data collection methods commonly used in qualitative research include document study, participant observations, semi-structured interviews, and focus groups (Busetto, Wick & Gumbinger, 2020). The process of data

collection, including the use of documents, observations, and in-depth interviews, ensuring credibility the research conducting thorough data analysis (Rashid, Hodgson & Luig, 2019). Similarly, Siregar, Budiwirman, Ardipal and Syeilendra (2023) state that observational methods, in-depth interviews, and visual documentation are also significant contributors to research data collection. These methods provide valuable insights and perspectives that enrich the qualitative analysis process. For this study, primary data was collected using a semi-structured interview guide, observation schedule, and document analysis.

Semi-structured interview guide: Open-ended questions was used by the researcher for each interview (Refer to Appendix 1 Interview Guide for Teachers). Researcher asked for permission from the participants to also use a voice recorder during interviews. Each participant was interviewed separately to uphold confidentiality. During the interview, further questions, prompts, and probes were done to explore the effects of disruptive behaviour on teaching and learning. Participants were asked to express themselves about the notion of disruptive behaviour, identify some disruptive behaviours that they encounter in their classes, and come up with possible causes for such behaviours. The participants were further asked to describe the effects of disruptive behaviours exhibited by learners based on their experience and how they coped with those challenges.

Observation schedule: Bunger Powell, Robertson, MacDowell, Birken and Shea (2017) define direct observation as a method that does not suffer from selective recall and is considered the "gold standard" for assessing behaviour in natural settings. In the study, an observation schedule was used to direct the researcher to pay attention to certain behaviours and situational features when carrying out an observational study. The researcher visited the classroom that has the most disruptive learners to observe how teaching and learning flow and see how those learners labelled as disrupters behave (Appendix 2 Observation schedule on class disruptions). Observation helped the researcher to understand and capture the context within the classroom characterised by disruptive learners.

Documents analysis: Document analysis as a systematic procedure for reviewing or evaluating documents, both printed and electronic material (Wang & Shih, 2023). This was supported by Wang (2022) who states that document analysis is 'a systematic procedure for reviewing or evaluating documents-both printed and electronic. For this study, the researcher asked for school documents in each school on learners who were disruptive. The researcher analysed mark schedules for Term 1 and attendance registers, of learners labelled as class-disrupters to understand the whole issue of disruptive behaviour in teaching and learning under investigation.

3.8 DATA ANALYSIS

De Vos, Strydom, and Fouche (2011) describe data analysis as the method of organizing, structuring, and interpreting the large volume of data that has been gathered. Bernard (2013) characterizes data analysis as the endeavor to identify patterns within the data and to uncover concepts that elucidate the reasons behind the existence of those patterns. According to Creswell (2008), the process of qualitative data analysis starts with coding the data, which involves breaking down the text into phrases, sentences, and paragraphs, and then assigning a label to each segment. Creswell (2008) also says that the researcher first transcribes the raw data from field notes before analysing qualitative data.

This process is essential for understanding, interpreting, and conceptualising information to provide accurate and comprehensive descriptions that aid in understanding specific phenomena (Backman, Hertzberg & Nyman, 2021). Backman, Hertzberg and Nyman (2021) further add that through qualitative content analysis, researchers engage in the subjective interpretation of text data by systematically classifying, coding, and identifying themes or patterns within the data.

In the study, transcription of collected data from interview-guides, voice-recorder and observation was done, and voice recorded data was transcribed to text. Transcription was read several times, and the content was coded, themes, cutting them into smaller units. Data was evaluated for words, descriptions, phrases, and social processes in the respondents' answers. The researcher offered the data in a comprehensible and interpretable style so that textual representations of qualitative findings were

presented to uncover trends, patterns, and linkages. The researcher studied records of school attendance and performance of disrupters to have a deeper understanding of the effects of disruptive behavioural patterns on teaching and learning in the Intermediate Phase. In the study, data gathered via interviews and observations was analysed through qualitative content analysis. Qualitative content analysis is chosen for its ability to provide phenomenological descriptions of both manifest, concrete content, and hermeneutic interpretations of latent abstracted messages within participants' experiences (Backman, Hertzberg & Nyman, 2021).

3.9 MEASURES OF QUALITY CONTROL

Measures of quality control are strategies and processes designed to ensure that the research is conducted systematically, accurately, and ethically, and that the data generated is valid, reliable, and free from bias.

3.9.1 Trustworthiness of the Qualitative Study

Lietz and Zayas (2010) assert that a study can be considered trustworthy when appropriate measures are implemented in the research process to guarantee that the viewpoints of the participants are genuinely collected and faithfully reflected in the results. The study outlines four interconnected criteria that collectively contribute to establishing trustworthiness in qualitative research were addressed: credibility, transferability, dependability and confirmability.

3.9.2 Credibility

McMillan and Schumacher (2010) suggest that credibility refers to how closely the results align with reality and are assessed as accurate and justifiable. Similarly, Korstjens and Moser (2018) highlight that credibility determines if the research findings accurately reflect believable information derived from the participants' initial data and whether the interpretation of the participants' original perspectives is correct. Polit and Beck (2012) concur, saying that credibility refers to the truth of the data or the participant's views and the interpretation and representation of them by the researcher.

Lietz and Zayas (2010) advise that qualitative interpretations must be authentic and accurate about the descriptions of the primary participants and that to achieve this, qualitative research must manage the risk of research reactivity and bias. Therefore, in this study, the credibility of this data was realised, as explained above.

3.9.3 Transferability

Transferability pertains to the extent to which research findings can be relevantly applied to different contexts or populations (Houghton, Casey, Shaw & Murphy, 2013). It also describes the level to which the outcomes of a study can be utilized in analogous situations involving various participants (Diane, 2014). The findings of this study can be transferred to other settings for future research.

3.9.4 Dependability (Auditability)

According to Polit and Beck (2012), dependability pertains to the stability and trustworthiness of the research results, as well as the extent to which the research methods are thoroughly recorded. This documentation enables external parties to trace, review, and assess the research process. Additionally, Korstjens and Moser (2018) highlight that dependability encompasses the assessment of the findings, interpretations, and suggestions of the study by the participants, ensuring that all aspects are substantiated by the data as perceived by those involved in the study.

The findings of the study were explicit and repeatable as much as possible so that future researchers can follow the procedure if they wish to. The consistency and reliability of the research findings and the degree to which research procedures were documented were ensured. The audit trail may then be examined by peer researchers' advisors or colleagues in the field of education.

3.9.5 Confirmability

Confirmability refers to the extent to which the results of a research study can be validated by other researchers. Korstjens and Moser (2018) assert that confirmability

focuses on demonstrating that the data and interpretations of the findings are not mere products of the researcher's imagination but are clearly grounded in the data itself. Polit and Beck (2012) further clarify that confirmability guarantees the absence of bias in the research methods, ensuring that both the data and the interpretations accurately reflect what has been studied. In a similar vein, Merriam (2018) states that confirmability ensures that the findings genuinely represent the perspectives, views, or meanings of the respondents, rather than being influenced by the researcher's own interpretations or understandings. In the study, the findings were scrutinised and analysed, and self-critical accounts were considered. Data was recorded, interpreted, and presented correctly, and then the researchers' own perspectives and positions were used.

3.10 SIGNIFICANCE OF THE STUDY

Kazak and Koyuncu (2021) state that education aims to improve positive behaviours as well as to correct negative behaviours, so the acquisition of desired behaviours, prevention, or reduction of undesired behaviours is crucial to ensure the efficiency and effectiveness of education. Thompson (2016) indicates that throughout history, education has had two primary goals, namely, to educate people intellectually and teach them to be morally good. Marais and Meier (2021) note that teachers have been experiencing the misbehaving of learners and disciplinary problems as a disproportionate and intractable part of learning. Schools have become highly volatile and unpredictable places and violence has become part of everyday life in some schools.

Kazak and Koyuncu (2021) state that teachers' knowledge of undesired learners' behaviours and their effects can help to reduce problematic classroom behaviours and contribute to teachers' development of coping mechanisms. Finding out the forms, causes, and effects of this phenomenon in classrooms is essential to improve the focus of teaching and learning. Disruptive behaviour has a detrimental impact on learners' ability to learn in the classroom and teachers' ability to deliver.

Ramakulukusha, Babalola and Mashau (2021) observe that violent behaviour in youth is a significant public health problem associated with severe physical and

psychological consequences. Johnson, Goldman and Claus (2019) note that learners' undesired behaviours are part of learning environments, and teachers should take all preventive and responsive measures to manage them before they disrupt learners' learning outcomes.

It is against this backdrop that this study sought to explore the effects of learners' disruptive behaviour on educational activities in the Intermediate Phase.

3.11 DELIMITATION OF THE STUDY

Pagani, Kovaleski and Resende (2015) define delimitations as the boundaries of research based on the researchers' decision of what to include and what to exclude in the study. Tandi and Kumbhar (2020) state that delimitations of the study are factors and variables not to be included in the investigation. In other words, they are the boundaries the researcher sets in terms of study duration, population size, and type of participants.

The study was carried out in Limpopo Province in Vhembe East District in schools with the Intermediate Phase. Only 3 schools, 12 teachers and nine learners were selected to participate in the study. This was due to limited time and resources.

3.12 ETHICAL CONSIDERATIONS

Ethics are the guidelines that govern researchers during the course of their investigations. Important ethical considerations include obtaining permission to conduct research, ensuring anonymity, securing informed consent, and maintaining privacy and confidentiality. De Vos, Strydom, and Fouche (2011) describe ethics as a collection of moral principles or guidelines proposed by individuals or groups, which are then broadly accepted as standards for appropriate behavior towards experimental subjects or respondents. According to Bless (2006), the primary aim of ethics is to safeguard the well-being of study participants. Gray (2009) further explains that ethics involves the examination of standards of conduct and values, as well as their effects

on both the researcher and the research subjects. McMillan and Schumacher (2010) contend that ethics pertain to the distinction between right and wrong actions. A credible research design encompasses not only the selection of informants and effective research methodologies but also strict adherence to ethical standards. Researchers must also prepare for how they will address ethical challenges that may arise during interactive data collection. McMillan and Schumacher (2010) note that many qualitative researchers develop roles that foster cooperation, trust, openness, and acceptance among participants. In the study, all participants were given assurances that the researcher would be professionally observed. Furthermore, the researcher explained optional involvement this study had and that they can freely drop out anytime they wanted. As for data collection, Tshivenda and English were used to interpret and translate questions to the participants.

3.12.1 Informed Consent

According to Budin-Ljøsne, Teare, Kaye, Beck, Bentzen, Caenazzo and Mascalzoni (2017), informed consent is a fundamental aspect of research ethics, ensuring that individuals have a comprehensive understanding of the research they are participating in and its potential implications. It involves obtaining explicit agreement from subjects comprehension and potential of the research (Budin-Ljøsne et al., 2017). The main aim of the informed consent process is to ensure that research participants have a comprehensive understanding of the study's goals and potential risks, allowing them to voluntarily participate in the research with this knowledge. Terre Blanche and Durrheim (2006) describe informed consent as the procedure of obtaining the clear agreement of the participant to take part in the research, grounded in their complete comprehension of the procedures and their anticipated consequences.

The researcher provided an explanation to the participants regarding the study's objectives, its significance, and the processes involved. This clarification enabled participants to grasp what was required of them, as well as the nature of the study and its implications for both themselves and the researcher. Informed consent was secured through a consent form, which each participant received from the researcher detailing the study's purpose. The consent form also specified how data would be collected,

along with the methods and procedures that would be employed. It made clear to participants that their information would solely be utilised for the purposes of the study. Furthermore, the consent form outlined the measures that would be taken to ensure the confidentiality of the information provided. At the conclusion of the consent form, participants were requested to sign, thereby indicating their agreement to participate in the study.

By signing, respondents confirmed their comprehension of what they were consenting to, ensuring that their agreement was made freely and without any coercion, based on a clear understanding of the information provided. McMillan and Schumacher (2010) noted that when obtaining informed consent, many researchers offer participants guarantees of confidentiality and anonymity while also explaining how the data will be utilised. This was done with all the participants of this study to give their consent to participate.

3.12.2 Confidentiality and Anonymity

Confidentiality refers to the researcher's commitment to safeguarding the anonymity of study participants. Terre Blanche and Durrheim (2006) and Bless and Higson-Smith (2006) advise that any information obtained from participants should be secured and not disclosed to anyone other than the researcher. In this study, participants were guaranteed that their information would not be accessible to others, as the researcher has a responsibility to honor the rights and values of the respondents. The consent form specified that only the researcher would have access to the information provided. Participants were also assured that the questionnaires used to gather data would be destroyed after the information was recorded. To further ensure confidentiality, the researcher omitted any fields for names on the questions, thereby keeping participants' identities confidential.

3.12.3 Privacy and Empowerment

Bless and Higson-Smith (2006) highlight that voluntary participation means that individuals have the freedom to engage in the study without any expectation of financial gain. The consent form made it clear to participants that their involvement in

the study was entirely voluntary and that they had the option to decline participation. Participants were informed that they could withdraw from the study at any time if they chose to do so. This was intended to ensure that participants fully understood that their involvement would not be linked to any rewards or benefits.

Fieldworkers negotiate with participants so that they understand their power in the research process (McMillan & Schumacher, 2010). This power and the mutual power that results from it may be an exchange for the privacy lost by participating in a study (McMillan & Schumacher, 2010). In the study, the researcher made certain that the questionnaires did not include any sections for identifying information, allowing participants to express their opinions freely and securely.

3.12.4 Caring and Fairness

While physical harm to participants is rarely a concern in qualitative research, some individuals may experience feelings of humiliation and a breakdown of trust (McMillan & Schumacher, 2010). It is essential for the researcher to incorporate a sense of care and fairness into their thoughts, actions, and ethical principles. Engaging in open discussions and negotiations typically fosters fairness for both the participants and the research process (McMillan & Schumacher, 2010). In this study, the researcher ensured that all participants were treated with equality and fairness, affording them the respect they rightfully deserved. The researcher upheld the trust established with the participants by consistently prioritising their needs during interactions

3.13 CHAPTER SUMMARY

This chapter outlined the research design and methodology used to investigate innovative strategies for mitigating learner disruptive behaviour in intermediate phase classrooms in the Vhembe East District, Limpopo Province. The focus is on explaining the approach, data collection methods, sampling techniques, and ethical considerations that underpin the research. A qualitative case study approach, which incorporated content analysis, was utilised for this research. The next chapter will focus on the presentation and analysis of the collected data.

CHAPTER FOUR

RESULTS AND FINDINGS

4.1 INTRODUCTION

Findings derived from data collected through interviews, observations, and document analysis. The findings are presented and discussed in relation to the study's objectives. The data collected were presented as follows (i) Demographic profile of participants (ii) Emerging themes and sub-themes (iii) Types of learners' disruptive behaviour (iv) Causes of learners' disruptive behaviour among the Intermediate Phase learners (v) Effects of learners' disruptive behaviour on teaching and learning (vi) Recommendations on dealing with learners' disruptive behaviour.

4.2 DEMOGRAPHIC PROFILE OF PARTICIPANTS

Table 4.1: Demographic Profile of Sampled teachers

Characteristics	Value	Frequency	%
Sex	Female	7	58
	Male	5	42
Age group	20-39 years	3	25
	40 to 49 years	5	42
	50 years and above	4	33
Qualification	Diploma	5	42
	Degree	4	33
	Postgraduate	3	25
Teaching experiences	0-5 years	0	0
	6-10 years	2	17
	11-15 years	6	50
	16 and above	4	33
	1 grade	2	17
Workload	2 grades	6	50
	3 grades	4	33

Table 4.1 above presents the demographic profile of participants of the study. The findings of the study reveal that a total of twelve teachers participated in the study. Teachers who participated in the study were five males (42%) and seven females (58%). Three participants (25%) were aged between 20 and 39 years, as five (42%) of the participants were aged between 40 and 49 years, while four participants (33%) were aged 50 years and above. Regarding the qualifications of the participants, five (42%) of the participants had diplomas, four (33%) of the participants had degrees, and three (25%) of the participants had postgraduate qualifications. About the teaching experience, no one (0%) was 0 to 5 years of experience, two (17%) of the participants had between 6- and 10 years of experience, six (50%) of the participants had between 11 to 15 years of experience and four (33%) of the participants had 16 and above years of experience. The teaching responsibilities of the participants indicated that two (17%) of the participants were teaching only 1 grade, six (50%) of the participants taught 2 grades, and four (33%) of the participants taught 3 grades. The sample therefore had sound experience for the study.

4.3 EMERGING THEMES AND SUB-THEMES

Data obtained from interviews with teachers were presented, analysed, and interpreted through qualitative methods, as detailed in Chapter Three. Based on the data analysis procedure, the researcher found that learners' disruptive behaviour in teaching and learning in the Intermediate Phase can be divided into four themes: types of learners' disruptive behaviour, factors causing learners' disruptive behaviour, effects of learners' disruptive behaviour on teaching and learning and strategies used to control learners' disruptive behaviour among Intermediate Phase learners. The themes were further subdivided into sub-themes to present and analyse the findings. Table 4.2 summarises the themes and sub-themes that emerged from gathered data upon which the presentation of data was organised.

Table 4.2: Emerging Themes and Sub-themes

Themes	Sub-themes
4.3.1 Types of learners' disruptive behaviour	4.3.1.1 Defining disruptive behaviour
	4.3.1.2 Common types of disruptive behaviour
	4.3.1.3 How to handle disruptive learner
	4.3.1.4 Involving other teachers
4.3.2 Causes of disruptive behaviour	4.3.2.1 Common causes of disruptive behaviour
4.3.3 Effects of disruptive behaviour	4.3.3.1 Effects of disruptive learners on teachers
	4.3.3.2 Coping with disruptive behaviour
	4.3.3.3 Gender most affected by disruptive Learner behaviour
	4.3.3.4 Effects of disruptive behaviour on performance
	4.3.3.5 Is the class conducive to teaching and learning?
4.3.4 Intervention strategies	4.3.4.1 Intervention strategies in place
	4.3.4.2 Suggestion to new and inexperienced teachers
	4.3.4.3 Recommended intervention strategies on Learners' disruptive behaviour

4.3.1 Types of Learners' Disruptive Behaviour

4.3.1.1 Participants' conceptualisation of learners' disruptive behaviour

Findings of this study revealed that participants defined disruptive behaviour as behaviour that learners can present in several ways, such as when a learner disturbs others, undisciplined actions, uncalled-for behaviour and behaviour that occurs when

a child has difficulty in controlling their actions. Participant 3A, a female teacher aged between 20 and 39 years responsible for Grades 4 and 5, claimed that:

“Actions by learners that hamper the smooth running of teaching and learning in schools, I can rather say naughty behaviour”. Participant 1C, a male Grades 4, 5 and 6 teacher of about 45 years, revealed that:

“This is uncalled for behaviour among school learners. This behaviour occurs when a child has difficulty in controlling their actions and undermining the teacher”.

Participant 3D, a male teacher aged over 50 years teaching Grades 4 and 6, added that: *“This behaviour shows the undisciplined character of the learner. It is very sad for us as teachers to have learners with bad behaviours”.*

The findings of the study reveal a consistent understanding among participants regarding the nature of disruptive behaviour in the classroom. Disruptive behaviour is broadly conceptualised as actions that interfere with the smooth operation of teaching and learning, characterised by disturbances, lack of discipline, and difficulty in self-regulation. Participants’ descriptions emphasised the negative impact of disruptive behaviour, with a focus on how it hampers the educational process and reflects underlying challenges in learner behaviour management.

4.3.1.2 Nature of learners’ disruptive behaviour

Participants highlighted that the most common disruptive behavioural patterns affecting teaching and learning in the Intermediate Phase were classified as learner making a noise, bullying, moving from one desk to the other, swearing, fighting, disrespect, whispering, seeking attention, late coming and verbal abuse. The list includes arguing with teachers, threats of violence, aggression towards other learners, always changing sitting positions, refusing to take instructions and always talking and laughing while the teacher is busy teaching. Participant 2B, a female teacher of 48 years old teaching Grades 4 and 5, echoed that:

It is truly hard to manage a learner showing disruptive behaviour, because nowadays most of the learners’ disrespect authority unlike in the past, present learners do not respect anyone even the school principal. It is very hard to manage them. Some years ago, we saw

Learners who do not only respected teachers but also school prefects and members of the School Governing Body. Disrespect towards teachers....., I mean like giving rude answers when spoken to, repeatedly ignoring teacher's instructions or requests is their daily bread..... being generally unco-operative....these learners don't have morals.

Participant 3C, a female teacher of age over 50 years, teaching Grade 4, indicated that:

I think learner misbehaviour is any form of negative behaviour which is not appropriate to the learner's age, violates school or classroom rules and norms, interferes with the maintenance of order of the classroom and the smooth process of teaching and learning in the classroom.

Participant 3B, a male educator of 42 years of age teaching Grades 4 and 6, asserted that: *"Disruptive behaviour is when a learner always fights with other learners in the classroom or bullies other learners or always makes a noise in the classroom."*

The findings regarding the nature of disruptive behaviour in the Intermediate Phase classrooms reveal a range of problematic behaviours that severely impact teaching and learning. Participants identified a spectrum of disruptive actions, from minor disturbances like noise-making and whispering to more serious offenses such as bullying, verbal abuse, and threats of violence. These behaviours not only disrupt the flow of lessons but also create an environment of disrespect and disorder, challenging the authority of teachers and the overall discipline within the classroom.

4.3.1.3 Handling learners' disruptive behaviour in the classroom

To handle a learner showing these types of behaviour, 50% of the participants believed that a learner should be isolated from other learners in the classroom, or the teacher should reprimand the learner, talk to the learner, always call the disrupters by their names or ignore them. The other measures raised include letting the disrupter sit in the front row, inviting the disrupter for individual attention and involving the disciplinary committee and the School Management Team (SMT). Participant 1B, a

male educator of age between 40 and 49 years, teaching Grades 4 and 6, affirmed that:

If a disrupter always wants to test my patience, ... I use direct talk and tell them what is expected of them . I can't waste time with learners who are not ready to learn. If the learner continues, I report the matter to the disciplinary committee and the School Management Team.

Participant 2A, female educator aged between 20 and 39 years teaching Grades 5 and 6, shared that:

In that case, I don't waste my time when a learner starts to show unacceptable behaviour.....I called him to come and sit in the front row. These learners don't like front row. They like hiding behind other learners.

The findings regarding strategies for handling disruptive behaviour in the classroom reveal a range of approaches employed by teachers, reflecting both immediate and more structured interventions. The methods highlighted by participants suggest a combination of reactive and proactive strategies aimed at minimising the impact of disruptive behaviour on the teaching and learning environment.

4.3.1.4 Involving other teachers

The participants highlighted that they share experiences with other teachers regarding challenges with learners showing disruptive behaviours. Participant 2A, a female educator aged between 20 and 39 years teaching Grades 5 and 6, alluded that:

I call the learner who is identified as a disrupter to the staffroom. With the help of other teachers, the learner will be interrogated and reprimanded, and teachers will try to find out what the cause of such behaviour is.

Participant 3B, a male educator of 42 years of age teaching Grades 4 and 6, opined that:

In this school, we work as a team. When a learner misbehaves during my period, I influence other teachers to show the learner that an injury to one is an injury to all.... (Laughs out loudly). These learners need one to be very strict and serious.

Participant 3D, a male teacher aged over 50 years teaching Grade 6, stated that:

When a learner starts to misbehave in my class, I send him outside and tell him to come to the staffroom after the lesson. I first address my fellow teachers about what happened in the class, then the learner will be accountable for his behaviour in front of every teacher...don't forget learners don't want to be exposed before every teacher.

The findings highlight the collaborative approach adopted by educators when dealing with learners who exhibit disruptive behaviours. Involving other teachers in addressing these challenges emphasises the importance of a unity, and collective response within the school community. This strategy not only reinforces consistent disciplinary measures but also helps in understanding and addressing the underlying causes of such behaviours.

4.3.2 Participants' Version of Learners' Disruptive Behaviour in the Intermediate Phase

4.3.2.1 Common causes of learners' disruptive behaviour

The study participants revealed various causes of disruptive behavioural patterns among the Intermediate Phase learners. The findings of the study show that poverty, family, social media, drugs and alcohol, developmental stage, seeking attention, retention history, delayed progression, anxiety, depression, peer pressure, and medical conditions were the causes of disruptive behavioural patterns among the Intermediate Phase learners.

Pointing to socio-economic factor, Participant 1A, a male teacher aged 50 and above teaching Grades 4,5 and 6, said that:

This community is characterised by serious poverty. Most learners are from families where both parents are unemployed, depending on monthly government child grants and no other source of income. That situation can affect the learner and cause them to react by being disruptive here at school.

Most participants revealed the family settings as another cause of disruptive behaviour. Participants shared that parents who do not give educational support to their children, poor family upbringing, broken families, unhealthy family situations, and child-headed families can result in child disruptive behaviour. Participant 2A, a female teacher aged between 20 and 39 teaching Grades 5 and 6, responded that:

Family background highly influences learners' behaviour; a learner who does not receive sufficient attention, love and care from home tends to misbehave more in the school, especially learners who are not living with parents or living with a divorced or problematic family environment are easily involved in problematic behaviours. If, as teachers, we give ourselves time to check the background of the disrupter, we can always find that something is not right, ... really not right at home.

In addition, The majority of participants emphasised that many parents of misbehaving learners do not attend the school's parent meetings. Anxiety and depression were mentioned as some of the causes of learner disruptive behaviour in the Intermediate Phase classrooms. Participant 2C, a female teacher aged between 20 and 39 years with 6 years of teaching experience teaching Grades 4,5 and 6, argued that:

Anxiety and depression among these learners due to many challenges they are faced with, especially at home. Some learners are from families where there is nothing, especially those from child-headed families. They sometimes come to school hungry and wearing dirty school uniforms. Anxiety and sometimes depression are driving these kids to be disruptive in school.

Participants revealed that learners engage in most of their problematic behaviour through social media, the internet, television, and mobile phones. Learners observe aggressive, violent behaviour and other age-irrelevant matters on the internet, social media, teledrama, movies and cartoons. In addition, participant 3A, a female teacher between 20- and 39 years old teaching Grades 4 and 5, stressed that: *"Present society is not safe for learners, and they are always in huge danger due to social media."*

Two participants explained that they had found some learners consuming and distributing drugs even on the school premises, especially in the toilets. Participant

3A, a female teacher between 20 and 39 years teaching Grades 4 and 5, revealed that:

Drugs and alcohol are the main problems for learners in this school. Before break time, it is easy to manage the class. Some boys always change their behaviour after break due to drugs that they take during breaks. Disrupters use juice bottles to bring alcohol to the classroom. You will just wonder... why the learner is drunk.

Participant 3D, a male teacher aged over 50 years teaching Grade 6 revealed that:

In this community, drinking is their hobby. In every corner, there is a tavern or bottle store, that is why these learners start drinking alcohol at their early ages. They don't see anything wrong because their parents and relatives are always drunk.

Delayed progression or retention history was revealed as another common drive to disruptive behaviour. Participant 2A, a female teacher aged between 20 and 39 teaching Grades 5 and 6, highlighted that:

Delayed progression is a problem; some learners are very old for the grade in which they are in, so they have this thing... this thing of anxiety or depression because of not proceeding to next grade and being embarrassed by attending class with small kids; they even bully the younger ones ... they are disruptive always.

Participant 2B, a female of 48 years teaching Grades 4 and 5, revealed that:

Failing or repeating the same grade several times causes some of the learners to be disruptive. In my class, Grade 5, there is a boy who turned 16 years old last month. Yooooo...the boy is frustrating me. He is a bully of the class.

Child abuse was also mentioned. Participant 3D, a male teacher aged over 50 years teaching Grade 6, confirmed that:

Some learners are facing different types of abuses from home or communities, especially girls. They are facing sexual abuse, either by family members or community members.

Participant 1D, a female teacher aged between 40 and 49 years, with 12 years of experience teaching Grades 4,5 and 6, asserted that:

The era we are living in is no longer safe for children. In Grade 4, there was a learner labelled as a disrupter, only to find that she was a rape victim. She was always aggressive and an attention seeker until it was discovered that she was facing sexual abuse from one of the family members.

Participant 2D, a female teacher aged between 20 and 39 years, with 5 years of teaching experience teaching Grades 4 and 5, revealed that:

This thing of step-parents is a challenge to children. Some learners are abused by their step-fathers or mothers. Most of the disrupters I know are not staying with their biological parents. This is a challenge to young ones, and that is why they turn out to be disrupters at school. The way they are handled at home makes them very wild and uncontrollable.

The findings reveal a many factors contributing to disruptive behaviour among Intermediate Phase learners, pointing to complex socio-economic, family, psychological, and environmental influences. The participants' insights illustrate how these causes interact to create a challenging classroom environment, where many learners struggle with issues beyond their control, leading to disruptive behaviours as a form of coping or acting out.

4.3.3 Effects of Learners' Disruptive Behaviour

4.3.3.1 Effects of learners' disruptive behaviour on teachers

The findings of the study show that disruptive behaviour is a problem that is affecting teachers to perform their duties effectively. Teaching and learning time is wasted, as most of them are unable to complete the annual teaching plan. They are failing to close the content gaps, always depressed, losing interest and disturbed by delays in progression in teaching and learning. Participant 2A revealed that:

This thing of disruptive behaviours delays progress in teaching and learning. I always struggle to complete the annual teaching plan or the

syllabus, and closing the content gap...yoooo... is a problem. I also use Saturdays to catch up for the sake of other learners.

Some teachers are demoralised by this type of behaviour exhibited by some Intermediate Phase learners. Depression is also affecting the teachers. Participant 2B, a female of 48 years teaching Grades 4 and 5, shared that:

I started working 24 years ago, and I'm 48 years old ...guess what? I'm planning to quit the profession. I am losing interest every day...I am always depressed. These kids are a problem. I think it is better to pack my stuff before sitting in a wheelchair.

Participant 1A, a male teacher above 50 years teaching Grades 4, 5 and 6, advised that: *"Working with learners characterised by disruptive behaviour is like working in hell. It makes me feel tired and hopeless."*

4.3.3.2 Coping with disruptive learners' behaviour

The findings of the study show that coping in an environment characterised by disruptive learners is difficult. Ignoring the disrupters is not easy. Also, they raised the issue of incapacitation. Participant 2B, a female teacher of 48 years, revealed that:

I am not coping because I am not capacitated to deal with this increasing problem of misbehaviour amongst the Intermediate Phase learners. I chose to teach in primary school because I knew that the young ones are innocent, I will have no stress... (He laughs, scratching his head).

Participant 1A, a male teacher above 50 years teaching Grades 4, 5 and 6, admitted that:

It is not easy teaching in the classroom characterised by disruptive behaviours. Sometimes I ignore them for the sake of other learners not to miss what they are in the classroom for, but it is very difficult, I'm telling you.

Participant 3B, a male teacher and the Head of Department exclaimed that:

Is a challenge, but I keep on reminding the learners the core business of teaching and learning, in other words, why they are in school and the progress report that they are waiting for at the end of the year. This helps to minimise disruptive behaviours, and it is working for me. Although some learners are stubborn, the strategy is helpful.

The findings regarding the effects of disruptive behaviour on teachers reveal the significant toll that such behaviour takes on teachers, both professionally and emotionally. Learner disruptive behaviour does not only affect the teaching and learning process but also contribute to teacher burnout, stress, and feelings of hopelessness.

4.3.3.3 Gender and disruptive learner behaviour

Findings revealed boys are the more affected by disruptive behavioural problems than girls since boys are the more exposed to drugs and alcohol. Boys are naughty than girls. Participant 2B, 48 years old, teaching Grades 4 and 5, revealed that: *“Boys are mostly affected by disruptive behaviour because they are naughty than girls”*.

Participant 3A stated that:

Both boys and girls are likely to be disruptive. When it comes to drugs, boys and girls are the same, actually...nowadays, kids are the same regardless of gender. Another thing is that these kids are busy discovering themselves. Boys are developing deep voices, and girls' breasts and curves are starting to show, so they are troublesome these people.

Participant 3B hinted that:

Boys are more affected, but even a few girls can be disruptive, but very few of them. Some girls lack morals at home, and they cannot change their behaviour here at school. Most girls here have started this thing of dating...young as they are, they know everything about sex. We have a Grade 5 learner who is pregnant, as I'm speaking, so when a girl starts these things, it is difficult for us to control her.

The findings on gender and disruptive behaviour suggest a complex relationship between gender, behaviour, and societal influences. While there is a general consensus among participants that boys are more prone to disruptive behaviour than girls. Some participants highlight that girls are also affected, in different ways.

4.3.3.4 Effects of disruptive behaviour on learners' performance

The study findings revealed that disrupters' performance is poor; they always struggle with learning simple activities. Participant 2A explained that: *"Disrupters always struggle to do and complete learning activities"*.

Participant 3A hinted that: *"Disrupters always underperform; they mostly get low marks and sometimes submit incomplete tasks"*.

Participant 2B, a male teacher teaching Grades 4 and 6, had a different view and exposed that:

Is not every disrupter who always gets low marks. Some learners are disrupters but very smart when it comes to activities. I once witnessed that in my class... the boy was very naughty but doing well in class, especially in my history class.

The findings on the effects of disruptive behaviour on learner performance reveal a strong link between misbehaviour and academic underachievement, though some nuances exist. Most participants agree that disruptive learners often struggle with completing learning activities, underperform academically, and sometimes submit incomplete work.

4.3.3.5 Conduciveness of the class characterised by learners' disruptive behaviour

The findings of the study show that a classroom environment marked by disruptive behaviour is not conducive to effective teaching and learning. Participant 1B explained that:

It is difficult to work in such a classroom because when the class is not disciplined, teaching and learning is almost impossible. It is also difficult for other learners to pay attention when the classroom is quiet.

Participant 3A echoed that:

No... disruptive learners overstep the rights of other learners to learn. Teaching and learning cannot be effective while learners are unable to pay attention due to disrupters some learners try also to reprimand them but it always causes conflict.

Participant 3B revealed that:

Teaching in a class characterised by disrupters, to me, is not a problem. Every learner knows that I don't have time to play with them. When I enter the class, they keep quiet and pay attention. They know if they don't comply, they will be in trouble ...there is no more corporal punishment, I know...I detain disruptive learners and punish them by teaching them even on weekends because I know disrupters don't like schooling without spectators...(laughs).

The findings highlight the significant challenges posed by disruptive behaviour in creating a conducive learning environment, though teacher responses show differing levels of success in managing these challenges.

4.3.4 Intervention Strategies to Learners' Disruptive Behaviour

4.3.4.1 Intervention strategies in school

The findings of the study show that most schools have a code of conduct, social workers in place, parents meetings, disciplinary committees, and class prefects.

Participant 2B stated that:

Parents are involved in drawing the code of conduct of learners, but parents are sometimes not hands-on when it comes to meetings. Class prefects are used to monitor disrupters during teaching and learning and a disciplinary committee is in place for disciplinary actions.

Participant 3B explained that:

We also use prefects to manage disrupters in class to make sure disrupters don't interrupt the teaching and learning processes. Eish... but using these prefects (she laughs), they are no longer trustworthy. Nowadays prefects are not like those of some few years back who were loyal to teachers.

The findings highlight that schools have established formal mechanisms like codes of conduct, prefects, and disciplinary committees, the effectiveness of these strategies depends on consistent implementation, stronger parent involvement, and a review of the roles and reliability of class prefects.

4.3.4.2 Suggestions to new and inexperienced teachers

The findings of the study show that inexperienced teachers should know and understand the learners by calling out their, establish classroom rules, not lose their temper, seek advice from other educators, assist learners, and know the background of disrupters. Participant 1A advised that: *“New teachers should not act with anger. They must be calm, not easily lose temper, and should set limits so that learners do not take them for granted”*.

Participant 1B that:

The year started working, I nearly resigned because of another learner by then..., who used to call me names. Until I decide to give him attention by giving him the task of cleaning the board and collecting chalk before every lesson, that worked for me.... He changed his negative behaviour, and we started to be very close... what I can say to new teachers is that they must not decide to quit the profession, know and understand that it will be fine as time goes on.

Participant 3A shared that: *“New teachers should always seek advice from other teachers when experiencing challenges in the classroom.”*

Participant 3B echoed that:

“New teachers must assist learners than disciplining them, give disrupters an ear but be firm when dealing with them and understand the disrupters’ background can be of good help.”

The findings stress that new teachers should approach classroom management with patience, seek guidance from experienced colleagues, and employ strategies that balance discipline with empathy and understanding. By doing so, they can create a more supportive and effective learning environment for all learners.

4.3.4.3 Recommended intervention strategies

The findings of the study show that participants suggested that nothing can be done, motivation for teachers, social workers and psychologists should be done to help manage the disruptive behaviour, educators to develop classroom policies, disrupters must sit in the front row, workshops for parents and teachers, parents meetings, educator must know the background of the disrupter, parents involvement in addressing disruptive behavioural challenges, include learners in drawing code of conduct. Participant 3A hinted that:

Parents should be workshopped about this challenge of disruptive behaviour amongst the Intermediate Phase learners because they don’t know what is really going on here at school and what we teachers are coming across every day. They still have that notion that their children are still young and innocent.

Participant 1B further suggested that: *“Social workers and psychologists should be available to help both teachers and learners about disruptive behaviour and to manage it”.*

Teachers must develop classroom policies, and the policy should be made known to every learner like permanent sitting or personalising sitting positions or desks is not allowed. Participant 2D revealed that:

I always change the sitting positions of learners so that they must not hide behind other learners. Disrupters don’t like sitting in the front row, and that is one thing they hate most. When they are occupying the front seats, it is impossible for them to make noise.

Learners should be included in the formulation of the school's code of conduct.

Participant 3A advised that:

Learners should form part of the code of conduct formulation team. It will help them because they cannot bend or break the laws that they formulated themselves. Parents should also sign the code of conduct at the beginning of every school year, for them to be aware of the consequences, and they can help in moulding good and acceptable behaviours amongst their children.

Participant 2B shared that: *“Teachers should know the background of disrupters for positive interactions and help”.*

Participant 1A differed from other participants hence:

Nothing can be done up to so far; we all know that things have changed. Nowadays children are not like in our time, they have changed.... nothing can be done ... natural changes... just like global warming what can we do?

Participant 3C stated that:

Principal and School Management Team (SMT) must address learner disruptive behaviours. This must be done always during school assembly time. In other words, learners must be reminded every time about this ghost that is trying to devour our young ones.

Most participants highlighted that the involvement of parents when dealing with cases of disruptive behaviour. Participant 3A bemoaned that:

Parents should be encouraged to teach their children morals and help teachers in dealing with the problem of disruptive behaviour in school. Good morals can combat disruptive behaviours among these learners.

Prefects must be utilised to manage drugs and alcohol problems. Participant 1B described that: *“Prefects must be utilised to monitor substance abuses in toilets, especially during break times.”*

The School Governing Bodies should come up with a policy to govern drugs and cell phones. Participant 3B, a female teacher and a class teacher of Grade 5, explained that:

Drugs and cell phones must be prevented by all costs from entering the school premises. These learners are very naughty; they hide their cell phones in places where the security guards cannot even think of, so

there should be two security guards, a male and a female, to search them thoroughly.

Study findings recommended intervention strategies that emphasise a multi-faceted approach, involving professional support, parental and teacher engagement, clear policies, learner involvement, and active monitoring.

4.4 CLASSROOM OBSERVATION

The table below presents the observation schedule conducted by the researcher in classrooms characterised by learners' disruptive behavioural patterns in the Intermediate Phase.

Table 4.3: Classroom Observation

	School A	School B	School C
Gender mostly affected	Boys	Boys and Girls	Boys and few Girls
Displayed disruptive behaviour	Late coming Making a noise Disrespect	Changing seats Laughing Swearing	Unruly
Interaction with teachers other learners	Always chatting with friends. Disrespect	Always distract others' attention Disrespect	Bullying others Disrespect

Table 4.3 presents the findings of the observation schedule conducted by the researcher in three schools and classrooms identified as mostly characterised by disrupters. It emerged from the observations conducted that disruptive behaviour in classrooms can be grouped into gender, displayed behaviour, and interaction with teachers and other learners.

- **Gender mostly affected by learners' disruptive behaviour**

In School A, most disruptive learners were boys. In School B, disrupters were both boys and girls. In School C, disrupters were boys and few girls.

- **Displayed learners' disruptive behaviours observed**

Late coming, making noise, disrespect, changing seats, unruly behaviour. In school A, a learner came late to the classroom, entered the classroom without greeting and after sitting down, started talking with friends while ignoring the teacher. When asked to keep quiet, he continued talking. In school B, a learner was always moving from his seat to the next and attracting his friends' attention by laughing. Learner in school C uses 'rough' language. The behaviour of all disruptive learners in school B was unacceptable. Likewise, in school C, all the disrupters' behaviour was unacceptable as they were constantly unruly and tend to show off in class.

- **Interaction with teachers other learners**

In school A, disrupters were always chatting with friends and undermining the authority of the teacher in the classroom. In school B, disrupters always distract other learners' attention and ignoring the teacher. In school C, the overall relationship of disrupters and educators was uncalled for. The disruptive learners were bullying other learners. Disruptive learners' behaviours affected teaching and learning in all three schools observed.

4.5 ANALYSIS FOR DISRUPTIVE LEARNERS

Table 4.4: Sampled Disruptive Learners's Achievement in English, Maths and Social Sciences.

Key: School A learner's codes = 1A, 1B and 1C

School B learner's codes= 2A, 2B and 2C

School C learner's codes= 3A, 3B, and 3C

Leaner's Code	Subject	Marks	Total
1A	English	38	100
	Maths	16	100
	Social Sciences	40	100
1B	English	-	100
	Maths	-	100
	Social Sciences	16	100
1C	English	40	100
	Maths	22	100
	Social Sciences	18	100
2A	English	32	100
	Maths	16	100
	Social Sciences	24	100
2B	English	32	100
	Maths	30	100
	Social Sciences	32	100
2C	English	26	100
	Maths	22	100
	Social Sciences	-	100
3A	English	38	100
	Maths	40	100
	Social Sciences	36	100
3B	English	46	100
	Maths	34	100
	Social Sciences	30	100
3C	English	15	100
	Maths	08	100
	Social Science	20	100

In School A, learner 1A got 38 marks in English, 16 marks in Maths and 40 marks in Social Sciences. Learner 1B missed English and Maths tasks, and got 16 marks in Social Sciences. Learner 1C got 40 marks in English, 22 marks in Maths, and 18 marks in Social Sciences. In School B, learner 2A got 32 marks in English, 16 marks in Maths and 16 marks in Social Sciences. Learners 2B got 32 marks in English, 30 marks in Maths and 32 marks in Social Sciences. Learner 2C got 26 marks in English, 22 marks in Maths and missed Social Sciences task. In School C ,learner 3A got 38 marks in English, 40 marks in Maths and 36 marks in Social Sciences. Learner 3B got 46 marks in English, 34 marks in Maths and 30 marks in Social Sciences. Learner 3C got 15 marks in English, eight marks in Maths and 20 marks in Social Sciences.

The data indicated a correlation between disruptive behaviour and poor academic performance. Learners engaged in disruptive actions often fall behind academically. Overall performance of is not good in all three schools. Data reflected that some disruptive learners misses tasks and activities. From reviewed literature on learner disruptive behaviour and performance, it was observed that most learners who disturb classes were underperforming at school. Ayllon and Roberts (2017), documented a direct relationship between academic performance and disruptive behaviour, noting that learners who exhibited higher levels of disruption also demonstrated lower academic achievement. Their study involved systematic observations that revealed a clear pattern, as learners' academic performance improved through targeted interventions, their disruptive behaviours significantly decreased. Learner-centered approaches, which emphasise active learning and learner engagement, can lead to better academic outcomes and reduced disruptive behaviours (Wang, Ren & Liu, 2022). This means if learners are given adequate attention or challenging work, they can stop misbehaving and achieve in school.

Table 4.5 Disruptive Learners' Attendance Register for 4 Weeks

Key: p = Present

a = Absent

Code	Week 1					Week 2					Week 3					Week 4					Total
1A	a	a	a	a	p	p	p	a	a	a	p	p	a	a	a	a	a	a	p	p	13
1B	a	a	a	a	a	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	05
1C	p	p	p	p	p	a	a	a	p	p	p	p	p	p	p	p	p	p	p	p	03
2A	p	a	a	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	02
2B	a	a	a	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	03
2C	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	-
3A	a	a	a	a	a	p	p	p	p	p	p	p	a	a	p	p	p	p	p	p	07
3B	p	p	p	p	p	p	p	p	p	p	a	a	a	p	p	p	a	a	a	a	07
3C	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	-

The data indicated that in school A , disruptive learner 1A was absent from school for 13 days, learner 1B for five days , and learner 1C for three days in a period of four weeks. In school B, disruptive learner 2A was absent from school for two days, learner 2B for three days, and learner 2C recorded no absentism in a period of four weeks. In School C, disruptive learner 3A recorded seven absentism days, learner 3B was absent from school for seven days, and learner 3C was present every day for four weeks.

The data indicated that disruptive learners sometimes absent themselves from school, although two out of nine were attending school every day for the period of four weeks. Which means disruptive behaviour results does not always results to poor attendance. This is supported by previous literature by Bektiningsih, Fauzati, Prastiwi and Rahmawati (2023), highlighting that disruptive behaviour in the classroom can stem from challenging lessons, which may compel learners to seek attention through misbehaviour rather than disengagement from school altogether. This indicates that

the educational context and teaching methods can significantly influence whether disruptive learners choose to attend school or not.

4.6 CHAPTER SUMMARY

In this chapter, the demographic profile of participants was explained. The qualitative data analysis revealed four main themes and subthemes regarding disruptive behaviours of learners in the Intermediate Phase. The study findings revealed the multifaceted nature of disruptive behaviours in the Intermediate Phase, influenced by a range of socioeconomic factors such as poverty, family, social media, peer pressure, and medical conditions. Effective management requires comprehensive strategies involving teachers, parents, and the broader school community.

The data revealed a high frequency of disruptive behaviours, including talking out of turn, inattentiveness, and physical disturbances, which significantly affect the learning process. Teachers reported that these behaviours distract other learners, reduce instructional time, and make classroom management challenging. Disruptive behaviour leads to decreased teacher effectiveness. Educators spend a considerable amount of time managing behavioural issues rather than delivering lessons. The data reflected the psychological toll on teachers, who experience high levels of stress and frustration due to managing learners' class disruptions. These observations are found in literature by Ayllon and Roberts (2017), which indicate that when teachers are confronted with disruptive behaviours, they often feel overwhelmed, which can lead to increased stress levels and become demotivated.

The data indicated that existing behaviour management strategies were inadequate and often ineffective in preventing or addressing disruptions in the classroom. The data pointed to underlying causes of learner disruptive behavior, including socio-economic challenges, such as poverty, unstable home environments, and a lack of parental involvement. Another issue that emerged is that some learners become disruptive due to a lack of interest in the curriculum. Teacher's ability to effectively supervise and control classroom dynamics is crucial for maintaining a conducive

learning environment and deal with disruptive learners (Dessus, Cosnefroy & Luengo, 2016).

Disruptive classroom observations revealed that disruptive behaviours were more prominent among boys than girls though girls also exhibited some disruptive tendencies. Learner disruptive behaviour and achievement affect each other. Each school had varying degrees of disruptive behaviours. The data presented in the research on learner disruptive behaviour in the intermediate phase classrooms of Vhembe East District highlighted several key issues. These issues collectively point to the need for holistic solutions that address both classroom management and the external factors influencing learner behaviour.

CHAPTER FIVE

SUMMARY OF RESEARCH FINDINGS, DISCUSSIONS AND RECOMMENDATIONS FROM THE STUDY

5.1 INTRODUCTION

In this chapter, the application and discussion of the theoretical framework that underpinned the study are outlined, as the research findings, as well as the literature from related studies in relation to the themes that emerged from data gathered. The data helped to understand the study participants' responses to learner disruptive behaviour among learners in the Intermediate Phase by comparing it to existing knowledge. The conclusions of study and recommendations are made in the chapter. The limitations experienced during the research were also highlighted, followed by suggestions for future research. The chapter wraps up with a conclusion, which summarises the research findings.

5.2 SKINNER'S BEHAVIOURAL THEORY AS A MIRROR TO FINDINGS OF THE STUDY

Since the study was premised on Skinner's theory, the themes and subthemes from the study are examined in relation to the theory. Skinner's behavioural model is used to shape desired behaviour and seeks to restructure the environment to eliminate undesired behaviour. Behaviour modification uses the principle of reinforcement, whereby re-enforcers are stimulus events that may be used to increase the likelihood of the display of desired behaviour. In the realm of education, teachers play a crucial role in shaping learner behaviour. Al-Khresheh (2022) discusses how learning, a form of behavioural modification, can be conditioned using positive or negative reinforcement measures such as rewards or punishments. This highlights the importance of educators understanding and applying behaviour modification techniques such as positive reinforcement, negative reinforcement, punishment,

shaping, extinction, token economic, behaviour contract, and time-out to create conducive learning environments (Al-khresheh, 2022).

This study adopted the behavioural learning theory which Arif (2022) emphasises the fact that behaviours are learnt through interaction with the environment. Behaviourism is positive reinforcement, and without it, learners will quickly abandon their responses to stimulate because they do not appear to be working. For example, if learners are supposed to get a sticker every time they get good marks, if the teacher stops giving them, they may stop doing well in class. According to Senyametor, Nkrumah and Donkor (2020), by applying reinforcement theory as a behaviour modification tool, teachers and administrators can effectively address behavioural challenges among learners. Behaviour modification has a role in shaping behaviour and improving learning outcomes. By understanding and leveraging behaviour modification principles, individuals and professionals can effectively promote positive behaviour.

Learners are passive participants in behavioural learning – teachers give them information as an element of stimulus-response. Teachers use behaviourism to show learners how they should react and respond to certain stimuli. This needs to be done repetitively to regularly remind learners about the behaviour a teacher would be looking for. Behaviourism is important for teachers because it impacts how learners react and behave in the classroom and suggests that teachers can directly influence how their learners behave. It also helps teachers understand environmental and lifestyle impacts on learners' behaviour and helps them see how they can improve.

5.3 KEY RESEARCH FINDINGS

This study was conducted to establish the effects of learners' disruptive behaviour on teaching and learning in the Intermediate Phase of schooling, based on a case study of three schools in Vhembe East District of Limpopo Province. The main objective was, to explore the effects of learner disruptive behaviour on educational activities in the Intermediate Phase. This main objective was supported by four sub-objectives: to identify the types of disruptive behaviours affecting teaching and learning in the Intermediate Phase classrooms, to examine causes of disruptive behaviour among Intermediate Phase learners, to explore the effects of learner disruptive behaviour in

the Intermediate Phase classrooms, and to identify intervention strategies that can be used. Therefore, the conclusions presented in this closing chapter are guided by these research objectives and based on the data presented in the previous chapter.

5.3.1 Types of Learners' Disruptive Behaviour Affecting Teaching and Learning in Intermediate Phase

5.3.1.1 Teachers' perspective on learners' disruptive behaviour

From the interviewed Participants findings revealed that almost all participants agreed on the disruptive behaviour definition, which refers to the learners' negative behaviour, ill-discipline actions, and naughty behaviour that occur in the classroom, which affect the classroom process of learning, including the teacher and other learners. Unacceptable or undesired behaviour by learners hampers the smooth running of teaching and learning in the classrooms. This is supported by previous study by Mardiyah (2019), which outlines that undesired behaviour is any learner behaviour that systematically disrupts educational activities, undermining the habitual development of the task carried out in the classroom and causing the teacher to invest a significant amount of time in dealing with it.

5.3.1.2 Most common types of learners' disruptive behaviour

From this study it was revealed that several disruptive behaviours occur in the Intermediate Phase classrooms. Disrespect, threats of violence, bullying, attention seeking, late coming, making a noise, swearing, disturbing others, fighting, moving from one desk to the other, aggression unacceptable behaviour and refusing to take instructions from the teachers are all examples of disruptive behaviour. In addition, these types of disruptive behaviour found in the Intermediate Phase classrooms revealed almost the same issues in a previous study by Octaviani, (2023) that states that behaviours like leaving seats or rooms without permission, playing with objects, sleeping during lessons, and using rough language can create challenges for teachers in maintaining a conducive learning environment.

5.3.1.3 Handling disruptive learners

The study findings revealed that teachers isolate the learners who show unacceptable or disturbing behaviour. Sometimes, they reprimand them, which is not easy because

some disrupters are difficult to handle. If the learners persist, the teacher involves other teachers so they can share experiences on how to handle the disruptive behaviour as well as strategies on how to manage them. Otherwise, they are all reported to the SMT committee. This is supported by Groves and Austin (2018), who propose that in addressing disruptive behaviour in the classroom, teachers need to collaborate and share experiences with their peers to manage such challenges effectively.

Interviewed teachers revealed that if the learner persists, they are all reported to the SMT committee. Parents of disrupters and social workers are engaged in helping to handle the problem. This is supported by Belle (2017), who are of the view that the school should use the team approach among the school, family and community and welfare officers so that a holistic approach is adopted to prevent te behavioural problems in school.

5.3.1.4 Involvement of other educators

From the interviews it was revealed that class teachers must always be involved when dealing with learners who show disruptive behaviour. It was also revealed that teachers work as a team when they encounter challenges of disruptive behaviour in classrooms. The teacher who involves other teachers to share experiences on how to handle disruptive behaviour as well as the strategies on how to manage them could cope with the problem of disruptive leaners. This is supported by Groves and Austin (2018), who suggest that by involving other teachers in discussions on handling disruptive behaviour and sharing strategies for managing it, educators can benefit from collective wisdom and diverse perspectives. Strategies like interdependent and independent group contingencies are effective in managing classroom behaviour. Interdependent group contingencies involve a system where the consequences of a group's behavior are shared among its members(Maggin, Brown & Kumm,2021).

5.4 CAUSES OF LEARNERS' DISRUPTIVE BEHAVIOUR

Findings revealed that factors causing learners' disruptive behaviour are various. The researcher divided the causes of learners' disruptive behaviour into two aspects:

internal factors and external factors. This division was supported by a by Behera (2024), who claimed that disruptive behaviour in teaching and learning includes several internal and external elements.

5.4.1 Internal Causes of Learners' Disruptive Behaviour

Findings revealed that there are some factors where a learner is not influenced by their surroundings. There are factors within the learner himself. Internal factors are the causes of disruptive behaviour that come from the learners' internal aspects, such as seeking attention, depression, developmental stage, retention history, medical conditions, delayed progression and anxiety. When a learner seeks for attention, they display disruptive behaviour because of many issues troubling them inside. It could be the child is growing up without a father or mother figure at home. If the teacher pushes them away, they may become aggressive and display unacceptable behaviour.

Many learners who have issues could misbehave because they want attention. Some learners are depressed due to life and educational challenges, and others want to be reassured that they are worthy like all other learners. The need for belonging can drive learners to engage in undesirable behaviour in the classroom. This study findings are supported by previous studies by Khasinah (2017) states that young children feel good when they are recognised and when teachers ignore them this could lead to the learners disrespecting their teachers. Khasinah (2017), further adds that a learner's desire to get attention in the classroom can hinder teaching and learning.

Findings revealed that learners with medical conditions such as weak memory or hyperactivity can be disruptive and disturb the smooth running of teaching and learning activities. Some learners with mental disorders, are uncontrollable, and they are sometimes superactive in such a way that teaching and learning is affected. Medical conditions can affect learners' listening skills and tend to be disruptive. This is supported by Hansen, McGarry and Johnson (2021), who state that learners with ADHD medical conditions usually appear to be disrespectful, impolite, immature and disorganised. They also seem unable to pay attention and have poor communication or conversation skills. Learners with mental disorders may exhibit disruptive behaviours that can impede the smooth running of educational activities. These

individuals might display uncontrollable behaviour, hyperactivity, and difficulties conforming to societal expectations and educational requirements (Hansen, McGarry & Johnson, 2021). Learners with medical conditions may present themselves as disrespectful, impolite, immature, and disorganised, showing signs of poor attention, communication skills, and an inability to effectively engage in classroom activities (Medic, Wille & Hemels, 2017). Medic, Wille and Hemels (2017) add that hypertension, cardiovascular disease and metabolic syndrome can exacerbate behavioural challenges in individuals. Learners with medical problems can be disruptive and disturb the smooth running of teaching and learning activities. Learners can also misbehave due to emotional and mental problems (Khasinah, 2017). Both literature and study findings show that learners with medical problems can be disruptive and disturb the smooth running of teaching and learning.

5.4.2 External Causes of Learners' Disruptive Behaviour

Findings from the current study revealed that the external factors that influence learner disruptive behaviour are their surroundings, which include poverty, family, social media, drugs and alcohol, peer pressure, child abuse, and child-headed families. This has been supported by previous studies that state that poverty, family environment, exposure to social media, substance abuse, including drugs and alcohol, peer pressure, instances of child abuse, and situations where children head families all contribute to the complex web of external factors that impact learners (Shiningayamwe, 2023).

Findings highlighted that peer pressure is one of the external factors that results in disruptive behaviour among Intermediate Phase learners. Peer pressure is the influence exerted by other people of the same age group on others to act in a certain way. Peer pressure is a genuine issue that affects many learners and results in disruptive behaviour in classrooms. This is supported by previous studies by Dhull and Beniwal (2017), which state that peer pressure is among the causes of disruptive behaviour in teaching and learning. Through interaction with significant others, adolescents create their identity and build self-concept.

Intermediate Phase learners are about to be teenagers or are pre-teenagers. They want to be accepted by their peers. They may abandon their norms, values, attitudes and behaviours that they originally had, and start to be disruptive. Peer pressure is one of the most common factors that lead to drug and alcohol abuse, bullying and other unacceptable behaviours that learners find themselves busy with to please their friends. The findings of the study by Esri (2016), who notes that with peer pressure, learners may take drugs, alcohol, tobacco and weapons to bully other learners who are not part of the group or who do not fit in their group.

Peer pressure is a social force that significantly impacts adolescents, influencing their behaviours and decisions, often leading them to engage in risky behaviours such as substance use, unprotected sex, and delinquency (Silva, Raat, Reitz, Plat, Deković & Bongardt, 2019). Adolescents may feel compelled to conform to peer pressure due to perceived social benefits like social acceptance and increased popularity when they conform or social losses such as social rejection when they do not conform. Peer pressure is an effect that can drive learners to misbehave to please their friends. When a learner acts under the influence of peer pressure, disruptive behaviour may occur, and this may affect teaching and learning activities.

The current study findings revealed that the media also influences disruptive behaviour among Intermediate Phase learners. Intermediate Phase learners are young children, but technology and social media have opened their minds and made them think and behave strangely, not according to their age due to what they see and hear from the social media. They act like they are in the adolescent stage. This finding is supported by Anderson and Bushman (2018), who claimed that exposure to media violence can lead to immediate short-term effects on aggressive behaviour, as well as enduring long-term effects, highlighting the complex psychological processes underlying media-related aggression. According to Neill, Blair, Best, McGlinchey and Armour (2021), frequent media exposure is related to a higher prevalence of mental health problems, especially anxiety and depression. Social media play a vital role in the behaviour change of learners, it has both positive and negative impacts on learners playing video games, which is associated with increased aggressive behaviour (Belle, 2017).

The findings revealed that social media is a problem for learners; televisions show extreme violence, sex, and negative aspects, and all these have a negative impact on the minds of a young child. This was supported by previous studies by Tamal, Antora, Karim, Abdul and Miah (2019) that state that excessive use of Social Networking Sites (SNS) can have adverse effects on learners' academic performance and mental well-being. The overwhelming use of internet and social media amongst the youth in may lead to negative effects. Learners highly observe aggressive, violent behaviour and other age-irrelevant matters through the internet, social media, teledrama, movies and cartoons.

This study revealed that communities where the learners are from can influence their behaviour. Some learners are from communities characterised by alcohol abuse, and this can have a negative influence on learners because they are still at the age of copying everything around them. Learners tend to use alcohol and drugs even in school. This is supported by Belle (2017), who advised that learner indiscipline in schools reflects signs of disorders in the community which surrounds the school and society at large.

The most mentioned external factor by most participants was family. Child neglect and abuse by family members, exposure of the child to parental criminal activities, behaviour, and acts of violence, the availability and use of dangerous weapons and drugs at home, divorce and re-marriage of both parents, child-headed families, poverty, and unemployed parents are some of the family situations that impact on child's behaviour. Parental attachment affects the behaviour of the learner at school. This is supported by previous studies of Moffett and Morrison (2020), who state that the occurrence of disruptive behaviour in the classroom can often be attributed to challenging home situations, as learners tend to reflect their family backgrounds.

Children coming from violent or broken families may exhibit unacceptable behaviour in school, mirroring the negative dynamics they experience at home. Moffett and Morrison (2020) add that the attitudes towards learning and teachers within the home or family environment can significantly influence learners to display disruptive behaviours in the classroom. Many learners who demonstrate behavioural difficulties come from home environments that lack positive parenting, support, and modelling.

The findings from researched literature revealed that unless the foundation laid by the home is sound and solid, the school has nothing to build upon. This is expressed by Ulloque, Villalba, Foscarini, Quinteros, Calzadilla-Núñez, Reyes-Reyes and Díaz-Narváez, (2023) add that the learner who comes from a balanced family shows a medium level of indirect physical violence and shows a low level of social exclusion while learners from extreme families tend to show physical aggression in class and through social exclusion.

The findings revealed that if the family is multifunctional of all institutions in society; a family can have a great impact on learners' bad behaviour. Research indicated that learners from dysfunctional or broken families display behavioural problems due to the lack of supportive family structures (Bektiningsih, Fauzati, Prastiwi & Rahmawati 2023). This is supported by Octaviani (2023), that states that the more positive the family experiences, the more likely the learners are to have a positive attitude and believe that they can control their lives.

5.5 THE EFFECTS OF LEARNERS' DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING

5.5.1 Effects on Teachers and other Learners

The study participants who were interviewed revealed that disruptive behaviour among the Intermediate Phase learners is one of the most stressful challenges in teaching and learning environments. It has also been revealed that disruptive behaviour is a problem that affects teachers and learners' ability to perform their duties well and effectively in the classrooms. Teachers said they are suffering from depression due to misbehaving learners. Interviewed participants revealed that teaching and learning time is wasted by managing disruptive behaviours. As a result, most teachers are unable to complete the annual teaching plan. In a class with disruptive behaviour, attention by learners is certain, as they must deal with their interruptive classmates. This is supported by previous studies by Rubow, Vollmer and Joslyn (2018) that state

that disruptive behaviours in the classroom present a significant challenge to the educational process, leading to a waste of teaching and learning time, hindering teachers from completing their annual teaching plans, and impacting the academic achievements of learners.

The study findings revealed that disruptive behaviour among learners makes the teachers wait a long time for learners to be quiet and then proceed with the lesson. This is supported by Kazak and Konyuncu (2021), who explain that undesired learner behaviours negatively affect the teachers' job satisfaction and teaching process and classroom management. Teachers experience different emotional problems due to disruptive behaviour and health-related issues (Muna, 2019).

Findings revealed that disruptive behaviour in the classroom may also prevent the learners from learning the necessary material and prevent them from better achievements. Thus, when disruptive behaviour occurs in the classroom, it can be confirmed that the teaching and learning process will be affected. This is supported by Nanyele, Kuranchie and Owusu-Addo (2018), who observe that disruptive behaviours interfere with a positive learning environment, obstruct learning, influence retention, affect learner gratification and performance, influence teacher effectiveness, and affect teachers' job satisfaction, stress levels, and turnover rate. From the findings, the researcher concludes that there is a correlation between disruptive behaviour and learners' engagement in the classroom.

5.5.2 Teachers' Coping Strategies on Disruptive Behaviour

The study reveals that teachers are finding it difficult to cope with working with disrupters in their classroom. Some teachers are demoralised and think of leaving the profession before retirement. The study revealed that teachers are incapacitated to deal with disruptive behaviour among the Intermediate Phase learners because of incapacity and inadequate training. This is supported by Muna (2019), who highlights that the impact of lack of discipline by learners on educator morale includes anger, irritability, tiredness, loss of control and expressing the wish to live the teaching profession. Teachers often feel anger towards undisciplined learners, which can stem from repeated disruptions and the feeling of being disrespected or ineffective in

maintaining order. The constant need to manage misbehaviour can make educators more irritable, affecting their interactions not only with the troublesome learners but also with the entire class and their colleagues. Dealing with disciplinary issues is exhausting, both physically and mentally. It can lead to burnout, reducing the energy educators have for teaching and other professional responsibilities. Persistent disciplinary problems can make teachers feel they are losing control of their classroom environment, which is essential for effective teaching and learning. The cumulative effect of these negative experiences can lead educators to consider leaving the teaching profession altogether, as the stress and dissatisfaction outweigh their passion for teaching (Muna, 2019).

5.5.3 The Gender Most Affected by Disruptive Behaviour

The study reveals that boys are the most affected by disruptive behavioural problems than girls since boys are the most exposed to drugs and alcohol. Interestingly, another participant revealed that even girls are affected by disruptive behaviour. Girls are mostly disruptive when they start to develop breasts and, have matured figures and start dating. It is also revealed that some young girls are falling pregnant while still in the Intermediate Phase of schooling. This is supported by Mayeza and Bhana (2017), who stated that primary school teachers recognise violent masculinity and gender power imbalances as taking a peak, boys being the cause. Disruptive behaviour has been associated with low levels of intrinsic motivation, high levels of amotivation, and misbehaviour, particularly among male learners (Gallegos Gómez-López, Extremera and Martínez-Molina, 2019). Similarly, Menikdiwela (2020) emphasises that boys show more physical aggression than girls in the classroom.

5.5.4 Performance of Disruptive Learners

Research findings from the study revealed that disrupters' performance is poor. Disrupters always underperform and are not interested in doing activities. They always get low levels in class activities and sometimes do not finish the tasks. Still, one of the participants gave a different view that disrupters' performance can be good, especially when they like the subject. It was also revealed that the changing mood of learners always interferes with the comfort of studying, and getting lazy to study. Generally, the

performance of disrupters is not good as indicated by records of nine learner participants whose progress records were studied and analysed. This is supported by previous studies by Gage, MacSuga-Gage and Crews (2017) state that learners who exhibit disruptive behaviours are more likely to have academic deficits and end up receiving less instruction than their non-disruptive peers. This means that when a learner displays unacceptable behaviour, his or her academic performance is also affected.

5.5.5 Conduciveness of Class Characterised by Disrupters

The findings of the study revealed that it is difficult for teaching and learning to take place in a classroom characterised by disrupters. It is not easy for teachers to teach in a disruptive classroom, when learners are not settled, whispering or talking to friends, moving from one desk to the next and not taking instructions. Participants revealed that several types of disruptive behaviour impact on their teaching process and the peacefulness of the classroom. This is supported by Moffett and Morrison (2020), who indicate that strong behavioural self-regulation has been linked to better academic achievement for children in school. Similarly, the findings from this study revealed that a classroom with a minimum existence of learners' disruptive behaviour is a positive and productive learning environment.

5.6 RECOMMENDATIONS FROM THE STUDY

From the findings of the study, the following suggestions are made as interfering to learner disruptive behaviour at intermediate phase classrooms.

5.6.1 Support for New and Inexperienced Teachers

Studies revealed that inexperienced teachers should be calm, not react fast and call learners by their names because when learners notice that the teacher is unable to identify them, they misbehave. New and inexperienced teachers must establish classroom rules to govern the class, and learners must know how they should behave. This is supported by Alter and Haydon (2017), who advise that establishing classroom

rules is a fundamental aspect of effective classroom management. Displaying rules publicly in writing serves as a visual prompt for teaching and reminding learners. Classroom management encompasses various actions crucial for creating an organised learning atmosphere, such as setting plans, preparing teaching materials, organising classrooms, and establishing and enforcing procedures and rules (Muhammed & Ahmed, 2023). Teachers are expected to establish classroom rules to create an effective learning environment and maintain classroom instruction (Badamas, 2021).

It was suggested that new teachers must give disrupters ear, give good remarks for something well done, praise learners when they engage in an appropriate behaviour, and assist when necessary but firm when dealing with them to prevent disrespect by learners. This is supported by Floress, Jenkins and Reinke (2017), who state that praising learners is another valuable strategy that can aid in classroom management.

The findings of the study revealed that novice teachers should understand the disrupters' background for support, not act with anger or easily lose temper, set limits, focus, assist than discipline and seek advice from other more experienced teachers. This is supported by Sezer (2017), who states that novice teachers should focus on setting clear limits, prioritising assistance over discipline, and seeking guidance from more experienced colleagues. Sezer (2017) added that novice teachers should adopt conciliatory attitudes, such as trying to understand the root of the problem, establishing classroom rules, seeking support from experienced teachers, engaging with disruptive learners, and seeking advice from various sources to manage learners' disruptive behaviours in the classroom effectively.

5.6.2 Recommended Intervention Strategies for Principals, School Management and Teachers

School's code of conduct: The findings of the study recommended that principals and school management teams should make sure that the school code of conduct is in place, and learners should form part in formulating the school's code of conduct. Parents should be familiar with the contents of the code of conduct by signing it at the beginning of the year. The findings are supported by Anastasiou and Papagianni

(2020), who explained that involving learners in the formulation of the school's code of conduct can foster a sense of ownership and responsibility among learners

Workshops on staff development: School management teams should plan workshops for teachers and parents on managing disruptive behaviours to be conducted by experts in dealing with the human mind or psychologists. Principals and school management teams should invite motivational speakers to address parents and learners about the challenges of disruptive behaviours. It has also been revealed that there should be social workers in place to provide counselling and support to teachers and all learners affected by disruptive behaviours. The study is supported by Anastasiou and Papagianni (2020), state that organising meetings between school leaders, teachers, and parents can help bridge communication gaps and enhance parental involvement in school management. Principals should consider strategies to reduce barriers and misconceptions that may hinder effective communication between the school and parents, leading to positive outcomes for both school management and learner success (Anastasiou & Papagianni, 2020). Belle (2017) states that it is recommended that the Department of Education sets up a school-based unit for educational psychologists, social workers, public health officers and special educators who may work collaboratively with general education educators to identify, intervene, and refer the case of learners who are at risk of manifesting disruptive behaviour.

Strong Parental - School Partnerships: Findings recommended that principals empower the disciplinary committee and class prefects to control and manage learners' disruptive behaviours. Drugs and cell phones must not be allowed on school premises. Parents should be encouraged to teach their children morals; good morals can combat disruptive behaviour in children. The principal should make parents aware of disruptive behaviour among the Intermediate Phase learners and the implications to teaching and learning. This is supported by previous studies by Simpson, (2022) that states that specialised training should be provided to school personnel to equip them with effective techniques for dealing with disruptive behaviour in the classroom. This training can enhance the ability of teachers to address disruptive behavior in teaching and learning environment. Addressing disruptive behaviour requires a multifaceted approach involving teachers, parents, and learners themselves. This is also supported by Caldarella, Larsen, Williams, Wills and Wehby (2021) state that seminars for parents, teachers, and learners should be arranged to address disruptive

behaviour by highlighting the impact, remedies, and repercussions of learners' disruptive behaviour. Addressing disruptive behaviour requires a multifaceted approach involving teachers, parents, and learners themselves.

It was suggested that teachers should note that sound parents and teachers' relationship is vital to mould the desired behaviour amongst learners. This is supported by Zhang, Jiang, Ming, Ren, Wang and Huang (2020), stating that parental academic involvement plays a mediating role in the relationship between family socioeconomic status and children's academic achievement, indicating the critical influence parents have on their children's educational outcomes. Suswandari (2022) emphasises the substantial contribution parents make to their children's education, especially in times of crisis, further highlighting the essential nature of parental involvement in supporting learning outcomes. Okello (2023) suggests that parental roles in education are pivotal for children's overall development and preparation for independent life. Moreover, Wijayanti (2023) adds that parents serve as guides, educators, and role models for children, shaping their adherence to health protocols and overall behaviour, indicating the multifaceted influence parents have on their children's development.

Classroom Rules and Environment: Findings recommended that teachers formulate and implement classroom policies, which must be made known to each learner. This is the first step that the class teacher should consider so that the learners know what is expected of them in the classroom situation. The study revealed that teachers must always change the sitting positions of learners so that they do not hide behind other learners in the classroom. Permanent sitting or personalising sitting positions or desks must not be allowed, and the teacher must always reshuffle the learners' sitting positions. This is supported by Pichierri and Guido (2016), who noted that classroom seating arrangement is a crucial factor that can have a significant influence on learners' academic performance. Learners sitting in front of the class significantly outperform the learners sitting in the back rows. In general, previous research seems to support the idea that seating arrangements can have a positive effect on teaching and learning.

Findings suggested that it is important for teachers to know about factors triggering learner disruptive behaviour so that they will be able to manage the classroom better. The purpose of studying learners' disruptive behaviour is to provide a comprehensive point of view about the appearance of the behaviour so that appropriate decisions or treatments can be made in a way to reduce it. This is supported by previous studies by Tian, Zhang, Mao and Gurr (2022) state that it is crucial for teachers to adopt strategies that focus on understanding each learner's character and providing warnings that offer choices to deter negative behaviour.

5.6.3 Suggested Strategies for the School Systems and Department of Education

The findings revealed that all teachers need to be educated in identifying, addressing, and regulating severe behavioural issues in the Intermediate Phase classrooms. It is important to understand that teachers are untrained to handle learner disruptive behaviour in the Intermediate Phase. Many universities and colleges do not offer dual certification in both Special Education and Early Childhood Education. Hence, it would be advantageous for schools, school districts, and the Department of Education to offer training in these areas so that all teachers have a strong understanding of how to determine, attend to, and adjust to the problem of behavioural issues among learners in the Intermediate Phase. This is supported by previous studies by Ghunio, (2023) that emphasises the significance of teacher's professional development in enhancing teachers' teaching approaches and maintaining professional standards, and the importance of ongoing professional development for teachers. Ongoing professional development for teachers to enhance their digital competencies, can positively impact academic motivation and performance among learners (Montilla, Rodriguez, Aliazas & Gimpaya, 2023).

The findings revealed that teachers cannot do better unless they know better. This means that for teachers to manage classrooms better and more effectively, professional development opportunities must be provided to assist their professional growth and understanding. This is also supported by Al-Mahdi (2020), who shared the view that new approaches to professional development, such as professional learning communities, go beyond mere acquisition of knowledge and skills, encouraging

teachers to reflect deeply on their practices and innovate pedagogy to improve Learner outcomes. The significance of providing professional development opportunities for educators to effectively identify, address, and manage problem or at-risk behavioural issues in educational settings enhances classroom management and promotes learner learning (Nitz, Hagen, Krull, Verbeck, Eiben, Hanisch, & Hennemann, 2023). Having teachers understand how to implement strategies such as those outlined in this study will not only assist their methodology of teaching, but will also foster better relationships between and among learners within the classroom. Positive relationships with teachers and peers in school have been shown to build children's self-esteem and social competence and to confer protection for children at risk for behavioural or learning issues.

5.7 LIMITATIONS OF THE STUDY

Although the quality of the study was not compromised due to strong methods of data collection and analysis, this study had few limitations. A larger sample size could not be chosen because of constraints related to time and resources. Consequently, the perspectives of the respondents may not fully reflect the views of all Intermediate Phase teachers in schools within the Vhembe East District. One limitation of this study is that the research sample does not provide a representative overview. Since this research was conducted in only three Intermediate Phase schools in Vhembe East District, and among twelve teachers teaching Intermediate Phase, one could argue that the results are not generalisable. However, most common behavioural issues that were uncovered are present in most Intermediate Phase classrooms and the research findings will help to design intervention measures that may help to address the challenge of learner disruptive behaviour based on recommendations provided. However, the said limitations did not compromise the results or findings as the process of conducting research was followed.

5.8 SUGGESTIONS FOR FUTURE RESEARCH

Teaching and learning in Intermediate Phase classrooms is impacted by numerous factors that have negative effects on the academic performance and life goals of

learners. For future research, it is suggested that the applicability of these findings to other areas in the country be examined and acquire an in-depth understanding of the learners' disruptive behaviours in the Intermediate Phase of schooling. It would be useful to carry out a quantitative research study covering the whole country. In addition, it would be worthwhile to conduct research studies with learners and parents as participants to identify their perceptions of learner disruptive behaviours. The research proposes for future research to focus mainly on the factors that cause learner disruptive behaviours other than the ones identified in this study.

5.9 CONCLUSION

On the press media of 2nd October 2023, The then Minister of Basic Education in South Africa, Angie Motshega, said that:

The department is concerned about the learners' behaviours in schools that have escalated into terrible violence that sometimes led to suicide. Strange things are happening in our schools every day. In most provinces, more than 3000 schools reported misbehaviour in schools that need to be investigated. The special team will be appointed to further investigate this issue.

Learners' disruptive behaviour is complex and challenging, it impacts on the societal framework and has profound implications on the education of learners. The data gathered depicts real experiences, frustrations, stress, and demotivation among both learners and teachers, leading to a negative cycle where academic performance declines. This is particularly pronounced in the intermediate phase, a critical period where learners develop foundational skills for future education. It can be concluded that learners' disruptive behaviour in the Intermediate Phase of schooling has a negative impact on teaching and learning. Findings of the study highlights the significant negative impact that learners' disruptive behaviours have on the educational environment. Learners' disruptive behaviours hinder both the academic progress of learners and the overall teaching efficiency of teachers. Teachers often spend valuable instructional time managing classroom disturbances, which reduces the time available for meaningful engagement with the curriculum. The findings

emphasise the need for comprehensive intervention strategies, including teacher training on behaviour management, parental involvement, and school-wide policies that promote a positive and disciplined learning environment. The role of psychosocial support systems is also crucial in addressing the underlying causes of disruptive behaviour, such as socio-economic challenges, emotional distress, and lack of engagement in the curriculum.

By implementing comprehensive intervention strategies, schools in the Vhembe East District can create a more conducive learning environment that supports both teaching and academic achievement, ultimately fostering a culture of discipline and mutual respect in the intermediate phase classrooms.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR TEACHERS



University of Venda

TOPIC: “EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING IN INTERMEDIATE PHASE SCHOOLS IN VHEMBE EAST DISTRICT, LIMPOPO PROVINCE.”

INTERVIEW GUIDE FOR EDUCATORS

CODE NUMBER:

Study objectives:

- Identify the types of disruptive behaviour affecting teaching and learning in the Intermediate Phase.
- Investigate the causes of disruptive behaviour amongst the Intermediate Phase learners.
- Examine the negative effects of disruptive behaviour of Intermediate Phase learners in teaching and learning.
- Recommend intervention strategies for teachers affected by disruptive behaviour.

Name of school:

Name of District:

Name of circuit:

	Name	signature	Date
Researcher			
Supervisor			
Data captured			

Interview will centre on the themes listed below:

Section A: Demographic profile of respondents

1. Gender (please tick)

Male ☐

Female ☐

2. Age Between (please tick)

20 and 39 years ☐

40 and 49 ☐

50 and above ☐

3. Qualifications (please tick)

Diploma ☐

Degree ☐

Post-graduate ☐

4. Intermediate Phase teaching experience (please tick)

0 – 5 years ☐

6 – 10 years ☐

11 – 15 years ☐

16 years and above ☐

5. How many grades do you teach? (Please tick)

1 2 3 4 5 6 7 8

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Section B: Types of disruptive behaviour affecting teaching and learning in the Intermediate Phase

- What do you understand by disruptive behaviour?
- Can you give some of the most common types of disruptive behaviour you usually come across in the classroom situation?
- How do you handle a learner showing disruptive behaviour in the classroom?
- How do you involve other educators if you come across similar cases in the classroom?

Section C: Causes of disruptive behaviour amongst the Intermediate Phase learners

- What do you think are the causes of disruptive behaviour amongst Intermediate Phase learners?
- According to your experience, which are the most common causes that you think have resulted in disruptive behaviour amongst these young learners?
- What do you think principals and school management bodies should do to combat or deal with the causes of disruptive behaviour in these schools?

Section D: Effects of disruptive behaviour of Intermediate Phase learners in teaching and learning

- How are you affected by the disruptive behaviour?
- How do you cope in such an environment?
- Which gender is most affected by disruptive behavioural patterns in your classroom?
- How is the performance of the disrupters in class activities?
- Is the class characterised by disrupters conducive to teaching and learning?

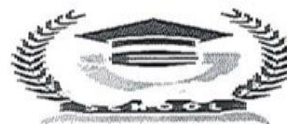
Section E: Intervention strategies for teachers affected by disruptive behaviour amongst intermediate phase learners

- What intervention strategies are in place to control disruptive behaviour that is hindering teaching and learning in this school?
- Based on your experience, what suggestions can you give to new and inexperienced educators to handle disruptive behaviour?
- Recommend intervention strategies that can help teachers and affected learners deal with disruptive behaviour in class.

APPENDIX 2: SCHOOL DOCUMENT ANALYSIS

Markschedules

Performance: School A



SCHOOL. **A**
MARK SCHEDULE
GRADE 4

No	Learner name	Gender	MATHS	ENGLISH	TSHIVEN DA	NATURAL SCIENCES	LIFE SKILLS	SOCIAL SCIENCES	CREATIVE ARTS	TECHNOLOGY	EMS	TOTAL	%	LEVEL
1		F	46	32	28	40	56	54	48	36	42	382	42	3
2		M	52	40	42	32	50	50	46	40	30	382	42	3
3		M	30	40	50	30	44	50	-	-	34	278	31	2
4		M	-	36	42	26	44	46	46	30	36	306	34	2
5		F	20	34	40	28	40	38	50	30	40	320	36	2
6		F	18	36	38	30	36	26	44	34	22	284	32	2
7		F	24	38	44	36	42	30	44	40	24	322	36	2
8		M	32	40	42	48	40	36	52	38	24	352	39	2
9		F	34	42	40	36	38	40	46	40	32	348	39	2
10		M	-	-	52	24	52	46	42	32	48	296	33	2
11	1A	M	16	38	-	36	50	40	38	26	44	288	32	2
12		M	14	38	32	30	42	32	24	30	42	284	32	2
13		F	24	40	50	28	44	22	30	34	40	312	35	2
14		M	12	42	44	30	34	26	34	36	46	304	34	2
15		F	10	44	54	32	54	38	30	22	40	324	36	2
16		F	13	50	52	24	58	44	40	30	36	347	39	2
17	1B	M	-	-	-	20	-	16	38	32	30	120	13	1
18		F	18	28	52	32	44	38	-	26	22	260	29	1
19		F	22	26	48	26	46	26	40	30	32	296	33	2
20		F	28	30	46	28	48	20	22	20	24	266	30	2
21		M	30	32	40	20	34	32	40	40	36	304	34	2
22		F	24	44	40	18	40	43	30	38	30	307	34	2
23		M	12	36	36	44	38	37	42	40	42	327	36	2
24		M	17	52	26	26	22	40	20	40	24	267	30	2
25		F	-	42	40	32	50	52	44	30	40	330	37	2



SCHOOL A
MARK SCHEDULE
GRADE 4

26		M	30	24	34	30	42	33	30	40	34	297	33	2
27		F	32	26	50	40	30	34	36	38	40	326	36	2
28		F	20	22	28	34	24	30	22	26	25	231	26	1
29		M	-	-	-	22	30	18	20	24	26	140	16	1
30		F	23	40	32	30	22	28	18	20	24	245	27	1
31		F	30	36	50	32	38	40	34	30	36	338	38	2
32		F	32	40	42	34	41	24	42	28	36	339	38	2
33	<u>AC</u>	M	40	30	32	38	-	18	20	22	20	242	27	1
34		F	22	38	30	26	20	34	40	38	20	294	33	2
35		M	-	-	30	22	24	26	20	23	28	183	20	1
36		F	26	24	20	25	28	32	34	20	30	269	30	2
37		M	24	26	34	40	42	23	30	32	36	307	34	2
38		F	20	22	30	33	18	24	34	40	32	271	30	2
39		-	18	-	22	28	20	30	32	26	20	196	22	1
40		F	32	26	30	22	34	20	32	30	24	273	30	2
41		F	33	30	26	20	26	30	24	30	32	271	30	2
42		M	22	20	28	32	28	22	34	22	20	244	27	1
43		F	24	36	32	31	22	34	32	30	20	273	30	2
44		M	16	30	24	33	28	30	23	32	26	256	28	1
45		F	25	30	22	24	31	22	24	30	25	255	28	1

NO. Wrote: 45

NO. Pass: 34

No. Fail: 11

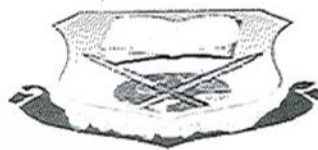
Class Teacher Signature:.....

Performance: School B



SCHOOL B
MARK SCHEDULE
GRADE 5

No	Learner name	Gender	MATHS	ENGLISH	TSHIVEN DA	NATURAL SCIENCE S	LIFE SKILLS	SOCIAL SCIENCE S	CREATIV E ARTS	TECHNO LOGY	EMS	TOTAL	%	LEVEL
1		M	30	36	42	32	40	32	44	30	26	312	35	2
2		M	12	30	36	-	30	21	38	22	30	219	24	1
3		F	20	32	40	30	32	38	34	22	25	273	30	2
4		M	-	-	-	-	20	22	-	30	-	72	8	1
5		F	30	36	50	30	32	30	34	20	32	294	33	2
6		F	32	40	52	34	32	36	30	22	30	308	34	2
7		M	28	30	34	22	30	26	30	18	20	238	26	1
8		F	20	32	40	16	30	22	28	16	20	224	25	1
9		F	30	40	42	32	28	34	36	30	32	304	34	2
10		F	32	42	40	30	32	31	34	32	30	303	34	2
11		F	26	30	38	20	26	32	30	28	26	256	28	1
12	2A	F	16	32	30	12	20	24	32	18	22	206	23	1
13		M	-	44	56	-	36	32	34	20	24	246	27	1
14		F	24	42	50	18	44	32	40	22	20	292	32	2
15		F	10	36	30	16	20	22	16	24	22	196	22	1
16		F	14	32	34	20	28	18	30	32	24	232	26	1
17		M	11	24	28	11	18	20	22	20	22	176	20	1
18		F	20	40	44	24	22	23	26	24	18	241	27	1
19		M	16	32	40	30	12	20	30	22	30	232	26	1
20		M	18	32	42	16	20	22	26	28	30	234	26	1
21		F	22	42	50	20	18	26	24	30	22	232	26	1
22		F	20	38	40	22	24	26	30	26	30	256	28	1
23		M	12	36	42	18	18	30	34	22	24	236	26	1
24		F	14	32	50	23	16	32	30	20	32	249	28	1
25		M	-	30	36	-	20	24	22	24	20	176	20	1

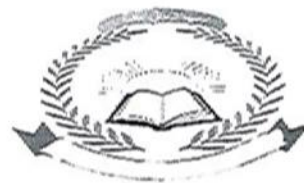


SCHOOL **B**
 MARK SCHEDULE
 GRADE 5

26	28	M	30	32	50	36	26	32	36	30	34	306	34	2
27		M	22	30	32	28	24	30	34	34	24	258	29	1
28		M	-	22	30	10	12	-	30	18	20	142	16	1
29		F	23	26	30	24	14	20	26	28	30	221	25	1
30		M	14	-	38	08	16	26	24	30	25	181	20	1
31		F	24	36	42	26	28	22	26	24	20	248	28	1
32		F	10	24	28	18	16	22	25	30	28	201	22	1
33		M	13	20	30	16	12	28	24	26	22	191	21	1
34		F	30	22	32	28	28	30	22	24	30	246	27	1
35		M	08	30	34	24	20	22	24	18	20	200	22	1
36		F	26	24	30	30	16	24	30	20	18	218	24	1
37		F	17	26	30	25	22	26	24	26	32	228	25	1
38		M	20	34	40	26	23	22	30	31	30	256	28	1
39		F	26	30	42	30	32	26	32	30	28	276	31	2
40		F	22	36	40	32	30	24	26	28	22	260	29	1
41		M	25	40	44	20	24	26	30	32	30	271	30	2
42		M	32	44	50	32	22	34	32	30	32	308	34	2
43		F	15	32	32	18	20	30	32	26	24	229	25	1
44		F	13	24	30	20	16	26	30	24	30	213	24	1
45	2C	M	22	26	44	20	-	-	24	22	30	188	21	1
46		M	21	34	42	25	18	28	34	34	26	262	29	1
47		F	20	30	32	30	16	32	30	-	-	190	21	1
48		F	17	26	32	24	22	30	27	32	22	232	26	1
49		M	21	32	38	22	20	32	34	28	30	257	29	1
50		F	24	30	32	28	18	28	24	36	32	252	28	1
51		F	-	24	30	16	12	22	18	20	22	164	18	1
52		M	16	20	28	22	22	30	26	30	32	226	25	1

NO. Wrote: 52 NO. Pass: 11 NO. Fail: 41 Class Teacher Signature: _____

Performance: School C



SCHOOL C
MARKSCHEDULE
GRADE 6

No	Learner name	Gender	MATHS	ENGLISH	TSHIVEN DA	NATURAL SCIENCES	LIFE SKILLS	SOCIAL SCIENCES	CREATIVE ARTS	TECHNOLOGY	EMS	TOTAL	%	LEVEL
1		M	08	32	40	14	30	20	42	22	18	226	25	1
2		M	14	40	44	12	42	30	32	-	24	238	26	1
3		F	20	44	50	38	40	46	30	18	30	316	35	2
4		F	31	46	34	30	34	32	20	22	20	269	29	1
5		M	34	56	60	32	40	42	50	36	30	380	42	3
6		F	22	30	31	40	34	40	22	30	26	275	31	2
7		M	30	-	32	30	44	32	40	-	28	236	26	1
8		M	12	-	40	-	36	-	36	24	20	168	19	1
9		F	18	22	56	34	40	34	36	30	32	302	34	2
10		F	36	40	54	-	20	32	28	26	30	266	30	2
11	3A	M	40	38	50	42	40	36	44	34	36	360	40	3
12		M	-	20	44	22	26	20	28	-	22	182	20	1
13		F	42	32	40	30	34	36	28	33	30	305	34	2
14		F	06	38	50	26	48	40	30	12	20	270	30	2
15		M	30	44	32	20	16	22	24	20	18	226	25	1
16		F	36	40	36	42	38	44	32	34	30	332	37	2
17		M	-	24	30	-	34	42	40	22	34	226	25	1
18		F	34	38	36	40	22	34	30	36	38	308	34	2
19		M	20	50	42	30	44	42	40	34	36	338	38	2
20	3B	M	34	46	40	-	-	30	20	32	34	236	26	1
21		M	30	34	40	32	40	33	42	44	32	327	36	2
22		F	32	40	-	20	32	22	36	34	-	216	24	1
23		F	26	32	34	22	30	32	30	20	22	248	28	1
24		F	22	38	30	16	20	22	-	24	26	198	22	1



SCHOOL C
MARK SCHEDULE
GRADE 6

25		M	30	42	34	30	22	31	28	20	24	261	29	1
26		F	16	31	22	20	22	26	-	-	-	122	14	1
27	30	M	-	10	20	26	32	34	22	30	18	192	21	1
28		M	20	30	26	40	34	44	32	16	30	272	30	2
29		F	34	36	36	38	42	40	30	36	30	322	36	2
30		M	26	32	38	30	26	-	24	30	26	184	20	1
31		F	20	30	30	32	28	34	28	32	22	288	32	2
32		M	18	34	34	30	32	30	30	26	30	304	33	2
33		M	12	36	26	32	34	32	36	30	24	302	33	2
34		M	10	40	24	26	34	26	34	26	28	318	35	2
35		M	12	44	28	22	22	32	32	34	22	256	28	1
36		M	20	46	30	28	40	26	36	24	25	275	30	2
37		M	14	45	32	30	30	32	28	30	24	304	33	2
38		F	20	40	32	34	34	26	30	34	28	308	34	2
39		M	22	32	30	30	20	24	-	24	20	224	24	1
40		M	16	42	34	36	22	30	32	26	30	298	33	2

NO. Wrote: 40

NO. Pass: 22

Class Teacher Signature...

NO. Fail: 18

Attendance Registers

- Attendance: School A



SCHOOL A

LEARNER ATTENDANCE REGISTER
GRADE 4

	Learner Name	Date of Registration	Gender	WEEK 1					WEEK 2					WEEK 3					WEEK 4					Total
				1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1		2018/01/10	M											a	a	a	a							4
2		2018/01/10	M																					
3		2018/01/10	M																					
4		2018/01/10	M	a	a			a																3
5		2018/01/10	M																					
6		2017/01/12	M																					
7		2018/01/10	M																					
8	IA	2016/01/14	M	a	a	a	a			a	a	a			a	a	a			a	a	a		13
9		2016/01/14	M																					
10		2017/01/12	M												a	a								2
11		2016/01/19	M	a	a	a																		3
12		2017/01/12	M																					
13	IC	2018/01/22	M							a	a	a												3
14		2018/01/10	M																					
15		2017/01/12	M																					
16		2015/01/12	M																	a	a	a		3
17		2017/01/12	M																					
18	IB	2015/01/12	M	a	a	a	a	a																5
19		2018/01/10	M																					
20		2017/01/12	M												a	a	a							3
21		2015/01/12	F																					
22		2016/01/14	F																					

LEARNER ATTENDANCE REGISTER
GRADE 4

				WEEK1				WEEK2				WEEK3				WEEK4									
23		2018/01/10	F																						
24		2018/01/10	F																						
25		2018/01/10	F																						
26		2015/01/12	F																						
27		2016/01/14	F			a	a						a			a	4								
28		2018/01/10	F																						
29		2018/01/10	F					a	a	a							3								
30		2016/01/12	F																						
31		2017/01/12	F																						
32		2016/01/14	F																						
33		2018/01/10	F	a	a		a							a			4								
34		2018/01/10	F																						
35		2016/01/14	F																						
36		2016/01/14	F																						
37		2018/01/10	F									a				a	3								
38		2016/01/14	F							a	a						2								
39		2018/01/10	F																						
40		2018/01/10	F	a	a											a	4								
41		2015/01/12	F																						
42		2015/01/12	F																						
43		2018/01/10	F																						
44		2018/01/10	F	a		a	a	a								a	6								
45		2018/01/10	F																						
					7	6	4	4	5		2	2	4	2	1		3	3	5	2	2		4	6	3

137

Attendance: School B



SCHOOL B
LEARNER ATTENDANCE REGISTER

GRADE 5			WEEK 1					WEEK 2					WEEK 3					WEEK 4					To	
	Learner Name	Date of Registration	Gen der	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	ta l
1		2018/01/10	M																					
2		2017/01/16	M												a									
3		2021/01/11	M																					
4		2018/01/10	M																					
5		2018/01/10	M																					
6		2018/01/10	M																					
7		2016/01/14	M																					
8		2B 2018/01/10	M	a	a	a																		3
9		2018/01/10	M																					
10		2016/01/14	M																					
11		2018/01/10	M																					
12		2018/01/10	M																					
13		2018/01/10	M																					
14		2015/01/12	M																					
15		2018/01/10	M																					
16		2020/03/12	M																					
17		2C 2018/01/10	M																					
18		2018/01/10	M										a											1
19		2018/01/10	M																					
20		2018/01/10	M																					
21		2018/01/10	M																					
22		2018/01/10	M																					
23		2018/01/10	M																					
24		2015/01/14	F																	a	a			2
25		2021/01/10	F																					
26		2018/01/10	F																					
27		2018/01/10	F																					



SCHOOL B
 LEARNER ATTENDANCE REGISTER

GRADE 5				WEEK 1					WEEK 2					WEEK 3					WEEK 4				
28		2818/01/10	F																				
29		2018/01/10	F																a			1	
30		2018/01/10	F																				
31		2018/01/10	F																				
32		2018/01/10	F																				
33		2018/01/10	F																				
34		2017/01/11	F																				
35		2018/01/10	F																				
36		2018/01/10	F																				
37		2018/01/10	F																				
38	ZA	2018/01/10	F	a	a																	2	
39		2016/01/16	F																				
40		2020/02/22	F																				
41		2018/01/10	F																				
42		2017/01/11	F																				
43		2018/01/10	F																				
44		2018/01/10	F																				
45		2018/01/10	F																				
46		2017/01/11	F																				
47		2018/01/10	F																				
48		2023/01/19	F																				
49		2018/01/10	F																				
50		2018/01/10	F																				
51		2017/01/12	F																a	a		2	
52		2018/01/10	F	1	2	2			1					1					2	2	1		

TOTAL = 12

Attendance : School C



SCHOOL C

LEARNER ATTENDANCE REGISTER

			WEEK 1					WEEK 2					WEEK 3					WEEK 4							
	Learner Name	Date of Registration	Gender	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	Total	
1		2017/01/16	M																						
2		2018/01/10	M																a	a				2	
3		2016/01/14	M	a							a													2	
4		2018/01/10	M																						
⑤	3A	2015/01/12	M	a	a	a	a	a									a	a						7	
6		2016/01/14	M																						
7		2018/01/10	M																						
8		2018/01/10	M				a																	1	
9		2018/01/10	M																						
10		2018/01/10	M																						
11		2018/01/10	M																						
12		2017/01/16	M																						
13		2018/01/10	M	a		a																		2	
14		2018/01/10	M																						
15		2018/01/10	M																						
16		2018/01/10	M																						
⑦	3B	2018/01/10	M													a	a	a			a	a	a	a	7
18		2018/01/10	M																						
19		2017/01/16	M																						
20		2018/01/10	M																						
21		2018/01/10	M													a	a	a						3	
22		2018/01/10	M																						
23		2016/01/14	M																						
②	3C	2018/01/10	M																						

LEARNER ATTENDANCE REGISTER

		WEEK 1	WEEK 2	WEEK 3	WEEK 4
25	2020/02/23	F			
26	2018/01/10	F	a a a		a a
27	2017/01/16	F			
28	2018/01/10	F			
29	2018/01/10	F			a a a
30	2018/01/10	F			
31	2016/01/14	F	a a		
32	2019/01/22	F			
33	2018/01/10	F			
34	2017/01/16	F			
35	2023/01/12	F			
36	2020/01/14	F			
37	2018/01/10	F			
38	2018/01/10	F			
39	2017/01/16	F	a a a		
40	2018/01/10	F			

TOTAL = 37

APPENDIX 3: INFORMATION AND CONSENT FORMS FOR STUDY PARTICIPANTS

RE: “EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING IN INTERMEDIATE PHASE SCHOOLS IN VHEMBE EAST DISTRICT, LIMPOPO PROVINCE”

The above matter refers:

1. Researcher: I, **Tendani Zsazsa Nesengani** am a master's Learner at the University of Venda. I am presently engaged in a study on the effects of learner disruptive behaviour on teaching and learning in Intermediate Phase schools in Vhembe East District, Limpopo Province.
2. This study is conducted under the supervision of Prof. T. Runhare, School of Education at the University of Venda.

The study seeks to examine types of disruptive behaviour by Intermediate Phase learners and their negative effects on educational activities and outcomes. The objectives of this study are to:

- Identify the types of disruptive behaviour affecting teaching and learning in the Intermediate Phase.
- Investigate the causes of disruptive behaviour amongst the Intermediate Phase learners.
- Examine the effects of disruptive behaviour of Intermediate Phase learners on teaching and learning.
- Recommend intervention strategies for teachers affected by disruptive behaviour amongst Intermediate Phase learners.

I invite you to participate in this study. You are, of course, under no obligation to participate, but if you do so, you have the right to withdraw at any given moment during any stage of the research.

In view of the above, you are hereby requested to participate in this research.

2. Participant.....give my consent to be interviewed by Tendani Zsazsa Nesengani.

It has been explained to me that my name and dignity as a participant is preserved by me through observing the following ethical standards throughout the research process:

- Voluntary participation and freedom to withdraw without a penalty.
- Making the decision based on thorough information given to me.
- My name and my school will not be mentioned during discussions.
- Raw materials are kept under lock and key to ensure confidentiality.
- Information related to the interviews will only be accessible to my supervisors and the independent coder.
- Field notes are destroyed and erased as soon as possible, and
- A summary of the research study is made available to me if I wish.

Participant's signature: Date:

Researcher's signature:..... Date:

Thank you for your time!!!

APPENDIX 4: DECLARATION BY PARTICIPANT

I..... (Full names of participant) hereby confirm that I understand the contents of this document (Appendix D) and have the liberty to withdraw from the project at any time should I desire.

Signature of participant/guardian: Date:

Signature of researcher: Date:

Do you give me (the researcher) permission to record the interview?

☐ YES OR ☐ NO

Signature of participant: Date:

Signature of witness: Date:

APPENDIX 5: PERMISSION LETTER TO THE PRINCIPAL

ENQUIRIES: Nesengani TZ

CELL: 076 422 0815

E. MAIL: 22021111@mvula.univen.ac.za

LETTER TO REQUEST PERMISSION TO CONDUCT INTERVIEW

RE: “EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING IN INTERMEDIATE PHASE SCHOOLS IN VHEMBE EAST DISTRICT, LIMPOPO PROVINCE”

The above matter refers:

Researcher: I, **Tendani Zsazsa Nesengani** am a master’s Learner at the University of Venda. I am presently engaged in a study on” effects of disruptive behaviour on teaching and learning in Intermediate Phase schools in Vhembe East District, Limpopo Province.”

This study is conducted under the supervision of Prof. T. Runhare, School of Education at the University of Venda.

The study seeks to examine types of disruptive behaviour by Intermediate Phase learners and their negative effects on educational activities and outcomes. The objectives of this study are to:

- Identify the types of disruptive behaviour affecting teaching and learning in the Intermediate Phase.
- Investigate the causes of disruptive behaviour amongst the Intermediate Phase learners.
- Examine the effects of disruptive behaviour of Intermediate Phase learners in teaching and learning.
- Recommend intervention strategies for teachers affected by disruptive behaviour amongst Intermediate Phase learners.

To achieve the above purpose and objectives, I should conduct interviews with three teachers from your school teaching intermediate classes regarding their experiences while working with learners. The interviews will be transcribed verbatim and verified. The information related to the interviews will only be accessible to me and the supervisors. No data will be linked to your school.

I hope you will find everything in order.

Yours Faithfully

Nesengani Tendani

Researcher's signature:Date:

APPENDIX 6: PERMISSION LETTER THE CIRCUIT MANAGER

ENQUIRIES: Nesengani TZ

CELL: 076 422 0815

E. MAIL: 22021111@mvula.univen.ac.za

LETTER TO REQUEST PERMISSION TO CONDUCT INTERVIEW

RE: “EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING IN INTERMEDIATE PHASE SCHOOLS IN VHEMBE EAST DISTRICT, LIMPOPO PROVINCE”

The above matter refers:

Researcher: I, **Tendani Zsazsa Nesengani** am a master’s Learner at the University of Venda. I am presently engaged in a study on” effects of disruptive behaviour on teaching and learning in Intermediate Phase schools in Vhembe East District, Limpopo Province.”

This study is conducted under the supervision of Prof. T. Runhare, School of Education at the University of Venda.

The study seeks to examine types of disruptive behaviour by Intermediate Phase learners and their negative effects on educational activities and outcomes. The objectives of this study are to:

- Identify the types of disruptive behaviour affecting teaching and learning in the Intermediate Phase.
- Investigate the causes of disruptive behaviour amongst the Intermediate Phase learners.
- Examine the effects of disruptive behaviour of Intermediate Phase learners in teaching and learning.
- Recommend intervention strategies for teachers affected by disruptive behaviour amongst Intermediate Phase learners.

To achieve the above purpose and objectives, I should conduct interviews with educators in schools falling under your circuit regarding their experiences while working with learners. The interviews will be transcribed verbatim and verified. The information related to the interviews will only be accessible to me and the supervisors. No data will be linked to your circuit.

I hope you will find everything in order.

Yours Faithfully

Nesengani Tendani

Researcher's signature:Date:

APPENDIX 7: PERMISSION LETTER THE DISTRICT MANAGER

ENQUIRIES: Nesengani TZ

CELL: 076 422 0815

E. MAIL: 22021111@mvula.univen.ac.za

LETTER TO REQUEST PERMISSION TO CONDUCT INTERVIEW

RE: “EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING IN INTERMEDIATE PHASE SCHOOLS IN VHEMBE EAST DISTRICT, LIMPOPO PROVINCE”

The above matter refers:

Researcher: I, **Tendani Zsazsa Nesengani** am a master’s Learner at the University of Venda. I am presently engaged in a study on” effects of disruptive behaviour on teaching and learning in Intermediate Phase schools in Vhembe East District, Limpopo Province.”

This study is conducted under the supervision of Prof. T. Runhare, School of Education at the University of Venda.

The study seeks to examine types of disruptive behaviour by Intermediate Phase learners and their negative effects on educational activities and outcomes. The objectives of this study are to:

- Identify the types of disruptive behaviour affecting teaching and learning in the Intermediate Phase.
- Investigate the causes of disruptive behaviour amongst the Intermediate Phase learners.
- Examine the effects of disruptive behaviour of Intermediate Phase learners in teaching and learning.

- Recommend intervention strategies for teachers affected by disruptive behaviour amongst Intermediate Phase learners.

To achieve the above purpose and objectives, I should conduct interviews with educators in schools falling under your district regarding their experiences while working with learners. The interviews will be transcribed verbatim and verified. The information related to the interviews will only be accessible to me and the supervisors. No data will be linked to your district.

I hope you will find everything in order.

Yours Faithfully

Nesengani Tendani

Researcher's signature:Date:

APPENDIX 8: PERMISSION TO CONDUCT RESEARCH LDE



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448E-mail:

MakolaMC@edu.limpopo.gov.za

Nesengani TZ

Vuwani House no.512 0952 nesenganitz@gmail.com

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING IN INTERMEDIATE PHASE SCHOOLS IN VHEMBE EAST DISTRICT LIMPOPO PROVINCE."
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the District or Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programmes at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to, in particular, the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : NESENGANI TZ page

1



Mr. MolopNM

04/07/2024
Date

cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489,
Polokwane, 0700 Tel:015 290 7600/ 7702 Fax 086 218 0560

-
- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the re search.
- 5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Makola MC (Ph.D)

Director: Integrated Planning, Research & Reporting

ACTING DOG: CORPORATE SERVICES

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : NESENGANI TZ Page

2

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489,
Polokwane, 0700 Tel:015 290 7600/ 7702 Fax 086 218 0560

APPENDIX 9: UNIVERSITY ETHICAL LETTER

RESEARCH AND INNOVATION

ETHICS APPROVAL CERTIFICATE

OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR: Mrs TZ Nesengani

LEARNER NO: 22021111

PROJECT TITLE: Effects of learner disruptive behaviour on teaching and learning in the Intermediate Phase schools in Vhembe East District. Limpopo Province.

ETHICAL CLEARANCE NO: FHSSE/24/CSEM/01 /2503

SUPERVISORS/ co-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION a DEPARTMENT	ROLE
Prof T Runhare		Su
Mrs TZ	UNIVEN. Educational Studies	Co — Learner
Nesengani	UNVEN, Educational Studies	

Type: Masters Research

Risk: Minimal risk to humans, animals. or environment (Category 2)

Approval period: March 2024 — March 2025

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project.
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project.
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected.
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
 - The required annual report and reporting of adverse events was not done timely and accurately.
 - New institutional rules, national legislation or international conventions A it necessary

ISSUED BY:

UNIVERSITY OF VENDA. RESEARCH ETHICS COMMITTEE Date Considered: March 2024

Signature.....


Name Of the RESSC CT person Of the
Committee person M. **Mwaile-Manjoro**

UNIVERSITY OF VENDA
OFFICE DIRECTOR RESEARCH AND INNOVATION 2021-03- 25
Private Bag X9050 Thohoyandou 0950

APPENDIX 10: LETTER OF APPROVAL UHDC



University of Venda

OFFICE OF THE DVC: RESEARCH AND POSTGRADUATE STUDIES

: MR/MS TZ NESENGANI

FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION

FROM: PROF. N.N FEZA

DVC: RESEARCH AND POSTGRADUATE STUDIES

DATE ..

30 JULY 2024

DECISIONS TAKEN BY UHDC OF 30TH JULY 2024

Application for approval of Masters Proposal Evaluation Report in the Faculty of Humanities, Social Sciences and Education: T.Z Nesengani (220221111)

Topic: "Effects of learner disruptive behaviour on teaching and learning in intermediate phase schools in Vhembe East district, Limpopo Province."

Supervisor UNIVEN Prof. T. Runhare

UHDC approved the Masters Proposal



PROF. N.N FEZA

DVC: RESEARCH AND POSTGRADUATE STUDIES

FHSSE/24/CSEM/01

APPENDIX 11: LANGUAGE CERTIFICATE

Registered with the South African Translators' Institute (SATI)

Reference number 163760817

22 August 2024

***EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING IN THE INTERMEDIATE PHASE
SCHOOLS IN VHEMBE EAST DISTRICT, LIMPOPO PROVINCE***

This confirms that I edited substantively the above document, including a Reference list. The document was returned to the author with various tracked changes to correct errors and clarify meaning. It was the author's responsibility to attend to these changes.

Yours faithfully



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APPENDIX 12: TURNITIN REPORT

EFFECTS OF LEARNER DISRUPTIVE BEHAVIOUR ON TEACHING AND LEARNING IN THE INTERMEDIATE PHASE

ORIGINALITY REPORT

19%

SIMILARITY INDEX

14%

INTERNET SOURCES

4%

PUBLICATIONS

13%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

< 1%

★ Submitted to Marist College

Student Paper

Exclude quotes On

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