LEARNERS' INDISCIPLINE: CONSTRUCTING MODEL OF SOCIAL CONTROL AMONG PRINCIPALS IN SECONDARY SCHOOLS

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Abstract: This study was conducted in Johannesburg secondary schools and focused on misconducts of students and management approach mitigating misconducts. This study is an extension of ongoing literature covering school discipline and enforcement moral conduct. The problem of learner's misconducts has assumed panic mode globally and there is now scholarly attention to mitigate the phenomenon. The study is hinged on Skinner's Operant Condition also known as Reinforcement Theory. Survey qualitative design was used and five schools in Johannesburg district of Central Gauteng were purposively selected using Principals as contact sample. Data were collected and analyzed qualitatively using in-depth interviews and thematic content analysis. Thematic Constructs were classified. On incidents of misconducts, it was evident that Johannesburg schools were deeply affected by learners' misconducts, occurrence was uniformed in the five schools and offenders were both male and females. Misconducts were perpetrated as collective sub group or gangs which strongly reinforced intention among offenders. Construct of management or principal's approach showed that the schools had structured discipline system which endured as preventive or punitive method. Despite the rigid structure, learner's misconducts were rampant and defiled management approach in Johannesburg schools. Principals attested to surging incidents of misconducts despite instrument of check and balance. Misconducts of learners in Johannesburg schools were mainly drug ingestions, violence, vandalism, absenteeism and bullying. School Offenders perpetrated misconducts when they operated as cluster group or gangs. Although cases of lone offenders were reported in the schools, sub group offenders were more severe and engaged brutal offending behaviors. There was consensus showing that learners' misconducts were rampant and brutal when it occurred as sub group offenders. Members of sub groups also gained status identity as hard guy, bad boy and scorpion. This is a dangerous trend in Johannesburg schools like similar case in global society. The study recommended that severe shaming and stigmatization method which extend label beyond school environment should be adopted to block opportunities for misconducts in Johannesburg schools as may be the case for others.
Keywords: Negative reinforcement, behavioral consequence, misconducts, adolescents' pupils, stigmatization

Introduction

Transition to school is a continuous socialization process which every adolescent pass in the stage of life. The post primary education is preparatory to higher tertiary education which not only engage formal curriculum in pedagogical learning, but also informal curriculum (Aslami, 2013). Formal curriculum dictates learning according to written rules, regulation and components of structured learning which lean towards test, examination and assessment. There is intense strictness and rigidity associated with formal learning. This describes intentional academic rigors and expectations which schools impose to nurture learners and achieve best outcome possible. Similarly, informal curriculum dictates moral discipline and expectations which form part of learning, although such morals are not rigid, or formally structured. Overall, there is learning discipline which exists as property of

schools and it is universal expectation which students are required to comply and internalize as a way of school life. Learning discipline frowns at disposition that undermines school rules which translate to success. The background knowledge is that rules are sacrosanct, well thought out and layout instructions unambiguous and clearly conceived by students. School offers every opportunity for learners to inculcate value of success and meritocracy which endure and translate to competitive success in the ever-expanding space of global competition. Significantly, secondary education provides direction and principled behavior which help smooth transition to tertiary education. This implies that abnormal behavioral disposition in secondary school poses major threat to meritocratic value and inculcation of moral behavior.

Indiscipline is undesirable and expression of gross moral deficit when it is emplaced among young adolescents in secondary schools. It is notable to state that South Africa is faced with many misdemeanors and crimes of different types ranging from violent crime to nonviolent subtle crimes which threaten social tranquility of the society (Atieno, 2014). Unfortunately, misdemeanors are common place in secondary schools and this is inseparable evidence in Johannesburg secondary schools (Bayaga & Jaysveree, 2011; Bechuke & Debeila, 2012). Students display non confirming behavior, disobey school rules, engage in hooliganism, sexual harassment, rape, violent attack against unsuspecting students and unruly behaviors in schools (Black, 2002). It is known evidence that secondary school students now engage cultism and secret society membership (Bray, 2005). The rate of indiscipline among students in secondary has reached new high and estimated at two to five ratio in every case, which mean for every five counts of students in Johannesburg secondary school, there are two cases of students involved in indiscipline (Du Plessis, 2015). Scholars are prominently concerned about rampant misdemeanors in secondary schools, cases of teenage pregnancy on the rise, school dropouts, amoral relationship between male teacher and female students reported cases and several unwholesome behaviors have triggered both national and global partnership in South Africa and international partners towards drawing sustainable agenda for change and enforcing discipline (Grobler, 2019). Interestingly, this study is built on ongoing agenda for change and global partnership which draw attention to enforcing discipline and building management approach to secondary education and pupils therein.

Statement of the Problem

Studies have shown that there is continuous falling moral standard in secondary schools due to globalization consequences (Gutuza & Mapolisa, 2015). School environment is multi-dimensional in terms of actors and gladiators that prong outlook of secondary schools. Ideally, school pupils are ringed into normative expectations of learning which stand taller and impose restraining behavior for every pupil. The gladiators are rules makers and enforcers of the rule which consist of government, school management and teachers (Idu & Olugbade, 2011). These are actors laden with instrumental control and enforcers which are external to students and social control of behavior (Jinot, 2018). Teachers are next to God in rule obedience and conformity, due to fact that there is formal relationship which imposes enormous fear in the sight of students and unbridled tendency to obey school rules (Kourkoutas & Wolhuter, 2013). However, globalization of culture introduced hybrid school life which neutralize the once rigid structure especially the international submit that recognize rights and obligation of actors in school environment (Le Roux &

Kemp, 2015). There is now shift towards rights and obligations of teachers, students and school management and promotion of equality and equity to protect every actor in school environment (United Nations Education, Science and Cultural Organization (UNESCO), 2019). Unfortunately, law of equity or right obligation is misinterpreted and the plural actors fall apart in conspicuous manifestation of behavioral disposition inimical to school rules and moral standards. Students exhibit sense of freedom and engagement in anti-school rules, gangs, cults, misdemeanors, violence attracts against school mate, teachers, absenteeism and dispositions strange to moral compass of schools.

Scholars are increasingly concerned about the rampage of school behavior and global consequences. Literature of school management recognized the significant role of school managers especially the place of teachers enforcing school rules (Magidi, Schenk & Erasmus, 2016). Studies in Chicago identified exacerbating moral standard in American schools, gun run and mass killing by American adolescent's gun handlers and dilapidating moral standards which attenuate public confidence in school handlers (Masitsa, 2007; McMillan & Schumacher, 2010). According to Mestry and Khumalo's (2012) Mutemeri & Gudyanga's, (2008) study, there is worsening moral standard in Zimbabwe schools due to amoral behaviors, cultism in secondary schools, teenage pregnancy and sexual relationship between teacher and female pupils in secondary school. Nigerian scholars have shown similar cases of moral decadents in violent behavior of secondary school pupils, cultism, gang rape, blackmail of teachers, internet frauds and ritual incidents (Oloyede & Adesina, 2013). Several other scholars have offered evidences which proved young adolescents secondary school students a moral burden in global society and serious consequences to quality education and youth population (Russo, Oosthuizen, & Wolhuter, 2014; Quick, 2013). This study is an extension of ongoing literature which relied on evidence from Johannesburg secondary schools. The study is triggered by increasing reported cases of misdemeanors in secondary schools and the researcher's intention to build useful model which contribute to knowledge in the ongoing literature.

Study Objective
Against the backdrop of the preceding discourse, the study main goal is to examine outlook of misdemeanors in secondary schools especially providing evidence from Johannesburg secondary schools. However, the specific objectives are to:
Identify moral decadents exhibited among students in Johannesburg secondary schools.
Explore school management approach adopted to mitigate learner indiscipline in Johannesburg secondary schools.

Scope of the Study
This study covers spectrum of school rules and pupils in secondary school. The study mainly focused on pupils' disposition in learning and character which deliberately violate school rules. This is treated as indiscipline and response by school management.

Literature Review
Literature review in this study is classified into conceptual literature and theoretical literature. In the case of the former, the researcher reviewed concepts and conceptual framework which offer insights into pupils' indiscipline and forms in secondary schools

especially with reference Johannesburg schools. The latter covers theoretical framework which adopted Skinner's Behavioral Reinforcement Theory (BRT).

Learner indiscipline

Formal education is aimed at shaping desirable behavior among learners and phasing out unwanted ones. However, this function of "education has not been fully attained as students' behavior in school calls for great concern" (Yahaya, Ramli, Hashim, Ibrahim, Rahman & Yahaya, 2009). Student indiscipline around the world has become a threat that gives educational stakeholders great cause for concern. Any behavior contrary to the various definitions of discipline can be regarded as indiscipline. More specifically, behavior that makes learners and teachers feel unsafe, unsecure, disrespected and disrupts the teaching and learning process can be regarded as indiscipline (Mugaba & Maposa, 2013). Sekiwu and Botha (2013) argue that "indiscipline is an indication that there is a value vacuum in school and an indication of a fragile school process is bound to water down education". Zubaida (2009) defines indiscipline as the loss or lack of self-control and self-regulation. "Indiscipline is any act that deviates from the acceptable societal norms and values" (Ngwokabuenu, 2015). Edem (1982) defines indiscipline as the violation of school rules and regulations which can disrupt the smooth running of the school. Maphosa and Mammen (2011) also state that learners in the United Kingdom exhibit acts of indiscipline such as being noisy, rowdy, disrespectful to educators, bullying others, being involved in fights and drug usage. Okoson (2010) also points out that learners in Nigeria engage in acts of indiscipline such as "truancy, hooliganism, disrespect for school authority, cheating in examinations and drunkenness".

In South Africa, learner indiscipline includes various misdemeanors. Van Wyk (2001) states that learner indiscipline in South African schools range from late- coming, truancy, noisiness, physical abuse, violence, theft, threats, vandalism, gangsterism and sexual abuse. The learner discipline and school management framework categories learner indiscipline into four levels.

Level 1 misdemeanors include the following:

"Copying of homework, late arrival for class, talking (in class, lines, assemblies and during announcements), not following reasonable instructions, general untidiness, vandalism (including littering), misuse and unauthorized use of school equipment (fire extinguishers, taps, alarm system), leaving the school/classroom without permission, use of humiliating and suggestive language and signs, disrespectful actions towards educators, deliberate disruption of class, eating in class, playing with cell phones, absence without leave/truancy, inciting fighting, bullying behavior and misconduct on busses to and from school" (Goliath et al., 2007:4).

Level 2 misdemeanors include the following:

Repeated Level 1 misdemeanors, "disruption of class (repeated), racist, sexist and discriminatory comments and behavior, possession and distribution of pornographic, racist, sexist material; or viewing of and/or downloading of such on any computer or cell phone at school, fraud (falsification of documents, cheating in examinations), vandalism: (graffiti, writing on desks, breaking of windows), fighting and causing injuries, gambling, smoking cigarettes and possession of cigarettes, falsification of document with less serious consequences, serious disruption of class and refusal to submit to corrective measures" (Goliath et al., 2007:5).

Level 3 misdemeanors include the following:

Repeated level 2 misdemeanors, "repeated serious misconduct, under the influence of alcohol and drugs, theft of a serious nature/burglary, serious vandalism, sexual abuse (harassment of peer learners), sexual misconduct, physical assault of peer learners (fighting, throwing of objects, etc.), sexual misconduct in which learners are the perpetrators, threatening of peer learners or educators, involvement in gang-related activities, disruption of school programme through rebellion and demonstrating without permission, trespassing on school grounds while suspension is still in effect and making bomb threats" (Goliath et al., 2007:6).

Level 4 misdemeanors include the following:

Repeated Level 3 misdemeanors, "refusal to attend development-orientated programmes, dangerous weapons: bringing weapons onto school grounds, threatening people with weapon, deliberate assault of person with weapon, possession of drugs on school grounds, dealing in drugs on school grounds, serious assault, learner is found guilty in crime court (immediate expulsion), sexual assault (rape)" (Goliath et al., 2007:7).

Forms of learner indiscipline

Different forms of indiscipline can be found in secondary schools which hamper the teaching and learning process. Forms of indiscipline include absenteeism, bullying, stealing, sexual misconduct, substance abuse and vandalism.

Absenteeism

Absenteeism, in the context of learners being missing from school without a valid reason (Oxford English Dictionary, 2010), may be regarded as a form of indiscipline. A report by the Community Agency for Social Enquiry (CASE) defines absenteeism "as a situation where a learner is absent from school for an entire day without a valid reason" (CASE, 2007:8). Absenteeism affects the academic progress of the learner, affects the in-class planning of the teachers and demotivates both teachers and learners (Thornton, Darmody & McCoy, 2013). Ferrell, Nance, Torres and Torres (2014:205) argue that "absenteeism has a significant relationship with certain dangerous behaviors such as substance and alcohol abuse, violence, sexual misconduct and physical abuse". Many reasons can be attributed to the causes of absenteeism in South African schools, which are, poverty, transportation, illness, lack of parental involvement, HIV/AIDS and food insecurity (CASE, 2007:8).

Bullying

Bullying in school is an international problem, with a rate ranging from 9% to 54% occurrence in schools in diverse countries (Nansel, Craig, Overpeck, Saluja & Ruan, 2004). Bullying is "described as behavior which firstly, is repetitive – it takes place more than once and secondly, there is a power imbalance such that it is difficult for the victim to defend themselves" (Smith, 2016). Similarly, Olweus (1994) defines bullying "as exposure to the negative actions of one or more persons repeatedly and over time". The Centre for Justice and Crime Prevention (2012) asserts that bullying involves one or more people singling out and deliberately and repeatedly hurting and harming one another physically and mentally.

Bullying has three major components. Firstly, "it involves targeting a particular person or group repeatedly over a period". Secondly, "it involves the imbalance of power. Bullies are more powerful than the person or people being bullied. This power may come from differences in age, physical strength, status and popularity, amongst other sources".

Finally, "the goal is to harm the target by hurting them physically or mentally" (Centre for Justice and Crime Prevention, 2012:4). Bullying is either direct or indirect. Direct bullying includes "hitting, kicking, threatening and extortion while indirect includes spreading rumors, social exclusion and cyber bullying" (Wolke, Woods, Bloomfield & Karstadt, 2000:989). Bullying behavior is influenced by the actions and values of peer groups, schools, families, communities and societies.

Stealing

McPhail (2008) defines stealing as a covert activity that is not directly observed. Research has shown that stealing is a behavioral problem in schools (Ndambuki, Kikechi, Ngome & Munialo, 2016). Idu and Olugbade (2011:279) identify "various forms of antisocial behaviors among secondary school students in Nigeria inclusive of stealing problems, which contradict African cultural values and morality". Bayaga and Jaysveree (2011:729) in their study, also established that "stealing is highly significant, and a common offence committed among learners" in secondary schools. A survey of behavior among delinquents established that stealing is a typical delinquent behavior among Kenyan secondary school students in the study (Nyabongi, 2012). Stealing in secondary schools appears to be a common and continuous problem in societies.

Sexual misconduct

The South African government (2018) states that many of its schools have become a violent and unsafe environment for teaching and learning, especially for a girl-child. A Human Rights Watch study on sexual violence within South African schools, similarly "indicated that female learners were often the victims of sexual violence, abuse, rape, harassment and assault by teachers and male learners" (George, 2001). Smit and Du Plessis (2011) argue that schools are no longer the ivory towers of the past and that they have become a breeding ground for sexual misconduct and discrimination of female learners. Ncontsa and Shumba (2013) found in their study that sexual misconduct and harassment of female learners takes place in South African schools.

Alcohol and drug abuse

Drug abuse in South Africa is a serious issue, with drug usage reported as being twice that of the world norm (Takalani & Oni, 2016). Drug abuse in South African society is now reflected in its schools. Owo (2011:2) argues that the "use and abuse of alcohol and other drugs among South African youths and especially among high school learners have called for serious concern among educators and educational administrators". Studies have also shown that drug abuse amongst high school learners in various parts of the country is on the increase (Onya & Flisher, 2008). Manu and Maluleke (2017) point out that illicit drugs and other substances are easily available and cheap in South Africa to the extent that learners can afford it, contributing to the increase in drug usage by learners. Substance abuse contributes to the high rate of school dropouts, crime and violence in secondary school. A national school-based violence report (Owo, 2011) stated that the high level of alcohol consumption and drug abuse in secondary school contributes to the increase in violence and indiscipline in schools and that 34.5% of learners come to school either high on alcohol or drugs. Owo (2011) highlights that media reports point to "learners drinking and selling drugs even during school hours, teachers sharing alcohol containing beverages and drugs with their students and several incidents of rapes and vandalism following binges of alcohol and drugs".

Vandalism

School vandalism is not a new phenomenon, neither is it limited to South African schools (De Wet, 2004:6). Studies have shown that schools in Britain, the USA, Netherlands, France and Canada also experience school vandalism (Black, 2002). Keller (2011) states that In Australia, $6.3 million was spent in 2010 alone in the state of South Australia, to repair vandalized property. "Vandalism causes a feeling of powerlessness, uncertainty and fear among educators and learners, and this necessarily leads to the destruction of the basis of a learning community" (De Wet, 2004:206). Vandalism can cause "teaching and learning to collapse as school programmes must often be interrupted to repair vandalized structures" (De Wet, 2004:206; Perry, 2001:1).

Gangsterism

Gangsterism can best be described as an organization of three or more individuals who form an alliance for a common purpose which they identify with and claim territory in the community and engage individually or collectively in violence and other criminal activities (Egley, Howell & Major, 2006). Magidi, Schenk and Erasmus (2016) argue that South African communities are experiencing an increase in gang-related crime and illegal activities.

Violence

Prinsloo and Neser (2007:47) define school violence "as an intentional physical or non-physical (verbal) condition or act resulting in physical or non-physical pain being inflicted on the recipient of that act while the recipient is under the school's supervision". Crawage (2005:12) describes school violence as "the exercise of power over others in school related settings by some individual, agency, or social process". Ncontsa and Shumba (2013) state that there is increased violence in South African schools which have "become arenas for violence, not only between pupils but also between teachers and pupils, interschool rivalries, and gang conflict". Reports in the media in recent times show how serious violence in Gauteng secondary schools has become and this has made our schools unsafe for teaching and learning (Grobler, 2019).

Effects of learners' indiscipline in schools

The effects of learner indiscipline in secondary schools can be categorized into two main areas, namely, effects on education and work and effects on social behavior (Gutuza & Mapolisa, 2015:1164). Learner indiscipline has contributed to the problem of insecurity in schools and poor performance faced in the education sector in the country and the world in general (Hill & Hill, 1994:6; Joubert et al, 2004:79). Balt (2008:8) argues that stress and low levels of morale among school staff can be attributed to learner indiscipline, especially in relation to school violence. Wolhuter and Van Staden (2008:390) found that 85% percent of educators in their study reported that learner discipline problems cost them time, promoted job dissatisfaction and contributed to health problems. Learner indiscipline reduces quality time meant for teaching (Mtsweni, 2008:4). Ncontsa and Shumba (2013:1) posit that educators spend quality time meant for teaching and learning, focusing on addressing issues associated with indiscipline and violence in schools. Poor discipline in schools is one of the primary reasons why new teachers leave the profession and one of the reasons for high teacher attrition (Aslami, 2013:73).

Reinforcement Factors of learners' indiscipline
Scholars have carried out extensive research on the factors contributing or reinforcing learners' indiscipline in secondary schools. These factors can be classified into in-school factors and out-of-school factors.

In-school factors
Learner indiscipline results from deficiencies within the school and from how educators interact with learners. These factors might include learners' attitudes, educators' attitudes and peer pressure. Learners' attitudes affect their behavior. The advent of democracy, which places much emphasis on the rights and freedom of the individual, as well as the ban on corporal punishment, contributes to learners' poor behavior. Strauss (2006:20) argues that "learners often display an awareness of their rights and a readiness to challenge adults, but are contrastingly unaware of their responsibilities". Learners between the age of 11 and 17 years, in the pre-adolescent and adolescent phases, may experience an "identity crisis" resulting in poor behavior (Nealis, 2014). Jinot (2018) argues that secondary school learners are also more likely to engage in drug dealing and sexual activities out of curiosity and immaturity.

Educators' attitudes may contribute to learner indiscipline. Educators can sometimes be the cause of learner indiscipline due to their attitude or by being unprepared for class (Maphosa & Mammen, 2011). Simuforosa and Rosemary (2014) argue that teachers who are not confident and are ill-prepared for their classes, cannot deliver interesting lessons. Moreover, if they cannot stimulate the interest of the learners in the class, the chances of misbehavior occurring in the class are higher. Felix (2011) is of the view that the relationship between the educator and learners has a strong influence on the learners' behavior. Van Wyk (2006:46) states "that some teachers lack the competency to reflect on their emotions and control their impulses and consequently react to the provocation in manners that are inconsistent with their professional identity". Jinot (2018:41) found that educators do not model socially acceptable behavior to the learners they lead. Educators who are frequently absent from school also contribute to learner indiscipline (Donga, 1998:63). Mutemeri and Gudyana (2008) posit, that learners misbehave because educators lack the qualities needed to manage discipline in the classroom.

Peer relationships are crucial among learners in school and may have a positive or negative influence on learners' behavior. Mbatha (2008) argues that peer pressure influences learners' behavior and contributes to indiscipline in schools. Santor, Messervey and Kusumakar (2000) define peer pressure as a subjective feeling of being pushed, urged, ordered by others to do something, only because of the expectations of other people. Peer pressure contributes to the causes of indiscipline in South African schools.

Out-of-school factors
Out-of-school factors are those factors external to the school that contribute to learner indiscipline such as family matters, domestic violence and socio-economic contexts.

The family is the first institution that shapes the behavior of the learner, before school plays a significant role in shaping the behavior of the learner (Noun, 2015). Oloyede and Adesina (2013) argues that the root cause of learner indiscipline and misbehavior can be traced to the home. Atieno (2014) states that the home environment plays a huge role in influencing learner behavior. Singh and Steyn (2013:3) found that learners' family background, such as broken homes and poor parenting, contribute to the cause of learner indiscipline and violence in schools. The findings of their research indicate that most learners exhibiting

disruptive behavior are from a broken home or are living with a single parent (Singh & Steyn, 2013). Poor parenting contributes to disruptive anti-social behavior exhibited by learners in schools. Singh and Steyn (2013:3) found in their research, that parents who cannot "instill proper discipline in their children contribute to the disruptive behavior" exhibited by learners in schools. Felix (2011:77) argues that "single parents are likely to raise children with high emotional, psychological and behavioral problems". Simuforosa and Rosemary (2014:85) also state that learners from homes where parents are always busy or spend less time at home, often turn to behaving in unacceptable ways.

Domestic violence affects children socially, emotionally, mentally and behaviorally (Szyndrowski, 2005:10). Spillane-Grieco (2000:427) asserts that any child who has experienced domestic violence at home as a victim or witness is more likely to have negative feelings in the home and end up being aggressive or behaving in an unacceptable manner. Donga (1998:20) argues that children from families where parents use violence as a means of discipline, tend to be violent at school. This factor makes it challenging to provide a safe milieu for teaching and learning to take place. Felix (2011:76) states that children from disorganized and chaotic family lives can be aggressive and exhibit destructive behavior.

Social economic factors affect learner behavior in school. Poverty has been acknowledged as another factor that contributes to the causes of anti-social behavior among learners in secondary schools (Singh & Steyn, 2013:3). Furthermore, "due to high rates of HIV and AIDS in South African society, many children are growing up and living without biological parents" and adult guidance, so they lack role models and tend to behave in an unacceptable manner (Le Roux-Kemp, 2015:5). Learners from child-headed homes, as alluded to before, tend toward being more rebellious and non-compliant at school.

Management of learner discipline in schools
The code of conduct

"Section 8 of the South African Schools Act of 1996 bestows upon the SGBs the function to adopt a code of conduct for the enforcement and effective management of learner discipline in schools" (Mestry & Khumalo, 2012:97). A code of conduct is a "form of subordinate legislation that reflects the democratic principles of human dignity, equality and freedom as required by the South African Constitution" (1996a). The code of conduct comprises rules and regulations regarding learner conduct and the expected behavior from learners in a school and it states the disciplinary procedures to follow concerning misbehaviors by learners. The code of conduct "contains the disciplinary rules for learners and is therefore crucial to school discipline" (Bray, 2005:133). Rossouw (2007:82) points out that a code of conduct is a "consensus document, and the drafting process should involve the parents, learners, educators and non-educators of the school".

The school code of conduct is important in creating a safe school environment. The code of conduct aims at developing a self-disciplined learner, protecting the rights of all learners and maintaining a safe school environment. It further helps learners to distinguish between acceptable and unacceptable behaviors (Leefon, Jacobs, Le Roux & De Wet, 2013:5). Nthebe (2006:20) states that the code of conduct is meant to promote the respect of human dignity as enshrined by the South African constitution. The "effectiveness of the code of conduct lies in its enforcement" (Mestry & Khumalo, 2012:98). The SGB relinquishes the daily application of the code of conduct to the SMT and educators. The code of conduct

ought to contain the proper "disciplinary processes to be followed when learners violate the code of conduct" (Mestry & Khumalo, 2012:99).

Responsibility of the school principal

Mestry (2017:257) states that a "school principal's day is usually filled with diverse activities of administration and management – scheduling, reporting, handling relations with parents and the broader community, dealing with unexpected multiple learner and teacher crises, and extraordinary situations". Chaplain (2003:104) similarly, states that the principal is "charged with planning, including determining the direction of the school, as well as organizing the day-to-day running of the school". The primary responsibility of the school principal in managing learner discipline is to "ensure that the code of conduct is duly communicated to all educators, parents and learners and ensure that policy regarding disciplinary measures is implemented accordingly" (Goliath et al., 2007:4). The principal is responsible for the "application of discipline and the creation of a school culture of positive discipline". It is the responsibility of the principal to ensure that learner behavior and learner discipline issues are discussed frequently and to "ensure that record is kept of learner misbehavior" (Goliath et al, 2007:4).

Responsibility of the educator

Educators are required to "prepare well for classes so that lessons can run smoothly. Educators are expected to create a learner-centered classroom where learners can express and discuss in a focused and orderly manner" (Goliath et al, 2007:4). Educators are expected to "punish only in accordance with the school's code of conduct for learners and the classroom code of conduct". Educators are expected to seek support from SMTs, rather than allow disciplinary problems to develop.

Theoretical Framework

The literature review in the preceding section overviewed scholarly attention covering subject matter of learners' indiscipline in school especially the young adolescents' students. Literature texts recognize that young adolescents' students deployed mischiefs and behavioral disposition to undermine school rules, impose sub culture value inimical to learning environment. It is suitable to admit that indiscipline is a reinforced behavior and collective disposition by individuals that engage the acts. Against the backdrop of foregoing, this study relies on Frederick Skinner Reinforcement Theory of Behavior (RTB). The central assumption of RTB is that every behavioral disposition has consequential reward similar to operant condition (Atkin at al. 2002; BBrusnaha & Gatti, 2008). In the conditioning behavior, there is consequence for every action which either reinforces continuous performance or discontinue the behavior. Skinner identified four level reinforcement at positive reinforcement, negative reinforcement, punishment and extinction. Using the positive reinforcement, it is held that every positive behavior, in this case obedience to school rules is reward positively, recognized and appreciate which reinforce intention to continue the behavior. Negative reinforcement occurs when stressors which constrained positive behavior are removed, terminated or redundant (Sugai & Horner, 2002). In this case, absenteeism is stressor which constrain reward for diligence and morality highly valued by school. Deliberate intention for punctuality makes redundant the stressor, absenteeism. The consequence of punctuality is reward for moral compass, good student and prize. But absenteeism must be terminated from behavior to reinforce the reward. Punishment occurs when behavior such as absenteeism is rewarded by suspension

from school, termination of studentship or expulsion for periods of time. Punishment reinforces intention to transform behavior from negative to positive outlook especially when doer of the behavior is remorseful. Extinction occurs when individual terminates behavior consequent upon lack of compensation, recognition and reward. In this case, a punctual student terminates punctuality when there is obvious reason or evidence which discriminates against them or favor absentees.

The fundamental expectation of Skinner's model is to establish value system which reinforces positive behavior through compensation, reward and public recognition. The assumption is that when individual receives commendation for doing well in society especially meritocracy, morally upright, contribution to knowledge in science and technology, academic merits, and endeavors which contribute to societal survival, it reinforces intention to retain such behavior and also improve on it. Similarly, moral compass in South African schools depends on the reinforcement for positive behavior which retain intention to continue the behavior. Unfortunately, indiscipline among learners in South African school is multidimensional and there are sizeable students in the vicious cycle of violent behavior, drug application, sexual misconduct, vandalism, gang-stars, stealing and absenteeism (). Although disposition of learners' indiscipline is inimical to school environment and school managers like the principals are caught in the web of push factor to mitigate the social problems, it is not certain whether such acts are intentional or reinforced by school environment. This study is saddled to explore main forms of indiscipline and factors which reinforced the act among Johannesburg secondary school students.

Methodology

This study adopted survey qualitative design. The design was achieved in phases. In the first phase of the survey, the researcher identified secondary schools which had recurrent cases of learners' indiscipline especially drawing from national statistics. This phase was rigorously identified to ensure unbiased selection and valid verification of schools which fitted the study definition. Central Gauteng district in Johannesburg had the highest incident of learners' indiscipline and was selected purposive. The second phase identified schools which had principals who had minimum 10 years appointment as principal head of schools. Only five schools met the criterion definition and were selected. Besides, the school also had rampant cases learners' indiscipline. The third phase survey marked the schools as data collection area and identified study materials. Identification label defined inclusion criteria for study materials to include gender inclusiveness, principal status and physical fitness. Five principals from different secondary schools in Central Gauteng were selected for the study. A district official who worked as a cluster leader was approached to assist with the initial screening for suitable participants for this study.

Table 1: Biographical details of the sample

Participant	Gender	Years in position	Age range
One	Female	Six years	55 - 60
Two	Female	10 years	55 - 60
Three	Male	12 years	50 - 55
Four	Male	8 years	45 - 50
Five	Male	30 years	- 60

Method of data collection and analysis were qualitative. At the level of data collection, texts of conversation, school records and profiles of indiscipline learners formed components of data collection. Texts were generated through interview sessions which the research conducted with school principals. Each session of interview was flexible, broken into intermittent interaction and records of voice in electronic gadget. Interview was unstructured and components which related to forms of learner indiscipline and management approach formed main discussion. Instrument of data collection was mixed semi structured and unstructured in-depth interviews. Data were analyzed qualitatively. Texts from conversation were transcribed, labeled and coded to reflect themes. Structure of themes identified learner's indiscipline, gender differences, demographic variation, variance of indiscipline by school, school rules management approach to indiscipline and reinforcement attitude. Thematic content analysis was adopted as tool of data interpretation and discussion. Sampling method of the study was purposive having listed out criteria of study target. This study defined inclusion criteria for selection of sample which included schools with prime record of learners' indiscipline, school principals who had record of status position 10 years and above and schools which offer unhindered access.

Ethical consideration of study was treated sacrosanct having reckoned with need for consent form and anonymity of participants. The researcher got consent approval form prior to collection of data treatment. Every participant was informed about the objective of the study and identity was kept confidential. Data collected for this study were only useful for the purpose for which the study intended and nothing more.

Results and discussion
This section classifies discussion on learners' indiscipline and approach adopted by school management to mitigate the problem. There are thematic constructs developed to explain the study objectives. The constructs emerged from texts of interviews. Participant is labeled 'L' and each construct is thematically and contently analyzed.
Section A
State of indiscipline in secondary schools
The first theme that emerged from the data is the 'poor state of discipline in secondary schools. A list of sub-themes was identified.
Poor discipline in schools
Three of the five participants agreed that the current learner discipline in secondary schools was poor. Participant 2 stated: currently learners' behavior in the type of school that we have is quite hectic. To be honest we, and I, blame it on social situations from home and then learners are just misbehaving on a daily basis and I think that learners interest level at our school is quite low and that leads basically to learners misbehaving. You find learners that are not interested in school at all, you find learners that don't want to attend class. They to come to school but they don't want to attend class. You find learners that are on substance abuse and you find learners that are physically abusing other learners. Basically, in a nut shell, my experience (P2 149-156). In the case of participant 3, she stated: indiscipline is major problem to contend with. It's a challenge, discipline is a challenge. It cuts across all levels in the school. It is recurrent issue in the school when students no longer value school rules, form gangs, engage in anti-school norm and yet fill not remorseful for act of indiscipline. We have cases of serial offenders; students define which rule to obey in school (P3 287). Participant 4 concurred with participants 2 and 3 that

discipline was poor and elaborated that: you know what, from what we hear and what we see, it is very bad. Actually, it is getting out of hand, even now, I think the government must do something. Indiscipline is alarming among students. There is coordinated act among students to disobey school rules. Students do not act lonely to disobey school rules. Their motivation to disobey school when students act collectively (P4 495-496). Participant 4 further mentioned that: It is very, very bad. Especially where there are boys and girls, the discipline just went out of the window. That is what we feel as teachers when we talk to other teachers and what we see (P4 496-499). Although all participants recognized that indiscipline is universal in schools, participant 5 identified significant issue in the text. It is quite worrisome that female and male gender engage in misconducts. Females exhibited indiscipline when they act as homogeneous gender. Males also act as homogeneous gender in disposition to misconducts (P5 505-508)

It is evident from the principals that discipline in schools is out of control and this confirms existing studies in the literature (Owo, 2011; Quick, 2013). Maphosa (2011) found that the occurrence of disruptive behavior in South African schools is increasingly becoming a serious challenge for school stakeholders. Unfortunately, more than a decade of Mahosa's study, misconducts in schools have churned out multiple dimensions.

Deterioration of discipline
It emerged from the texts that learner discipline in secondary schools has deteriorated over the years especially the past decade. Participant 1 stated in the interview: it isn't as good as it used to be, but it's still not a hopeless situation. It is difficult to make generalizations because in some schools it is good, some schools it is excellent, some schools there are difficulties and then some schools it's just bad all around, so all in all, I think it has deteriorated over the last few years (L 4-7). Participant 2 concurred with participant 1, when he stated: well, I have been teaching for almost 30 years and then what I have realized is that it has changed in the past 30 years. School rules no longer deter offenders. May be since they act in group, offenders now have status to pride as hard guys (P2 138-149). Participant 5 also affirmed that learner discipline has worsened: over the years it has been deteriorating in general in the discipline because usually discipline starts at home and from my experience discipline at home is not what it used to be a few years ago (P5 663-665).

Du Plessis (2015) argues that discipline problems in South African schools and the world is getting worse and even out of hand. The discipline process currently in use at schools does not seem to be effective in managing learner behavior. Using the assertive discipline framework of Canter and Canter (1979) cited in Canter (1989), the use of a discipline plan with five consequences for misbehaviors, as well as rewards for good behavior, was proposed. Brinkerhoff (2019) states that the assertive discipline model helps students to know the acceptable and unacceptable behavior in a school. But there is concern that students have exploited the weak disposition global culture and law which protect rights and obligations of citizens, collective movement against violation of human rights and disposition which whittle down moral law.

Forms of misconducts in South African schools
The thematic construct of misconducts emerged in the texts and there was exposition of the theme. Participant 3 was emphatic on the issue of misconducts when he said: honestly, our students engaged misconduct act which undermined school morals. We have cases of

stealing. School properties are stolen by students. Burglary cases are committed students, vandalism is common. It is worrisome that our students don't fear rules and consequence of their behavior (P3 312-315)

A similar scenario was presented by P2: indiscipline is on increase in our school despite punishment meter to offenders. We have cases of teenage pregnancy where male students impregnate female students. Student also engages in homosexual. This is worrisome in our school. We have strict punishment for offenders, but cases of misconducts are on the rise (P2 271-273)

Summarizing the problem, misconducts in South African schools are classified into sub cultural offender and lone offender. Sub cultural consists of group of students who act as gang or gang-stars and acquire status for act of misconducts. Lone offender only consists of an individual either make or female in misconduct act. But the incident of sub group offenders was repeatedly emphasized in the study. This was the case in the study area.

Strategies in-use to manage discipline
Strategies which principals use to manage learner discipline in secondary schools emerged from the data and these formed the sub-themes. These strategies are 'positive discipline and prevention', 'discipline structures in the school, 'stakeholder involvement' and 'the code of conduct as a tool to manage discipline'. Each sub-theme is discussed below.

Positive discipline and prevention
The data revealed that principals use positive discipline to manage learner discipline in secondary school. Participant 3 stated that: I think reinforcing and highlighting a lot of what is good that they do. This is acceptable behavior, that is like what we value in you and me, emphasize our school values (L 384-386). Another example of positive discipline where principals show love and care and promote respect, is expressed by participant 1 as follows: Making sure that we show true interest in the welfare of our learners. If learners are happy, happy learners don't act up. So, if teachers are prepared to teach and plan interesting lessons, and the activities are centered around the learners enjoying what they are being taught, you generally don't have problems in the class. If you create an atmosphere in the school where learners are respected, they are not treated like rubbish or being abused, verbally abused etc. then your learners are generally happier. And, like I said, happy learners don't display negative behavior (L 73-79). Participant 3 further stressed the importance of speaking respectfully to learners with a view to understanding there are consequences for their actions in the following quote: "Speaking to them with respect, letting them understand this is the punishment, because of your action this will be the consequence" (L 377-379). Participant 3 concurred with participant 1 that learners must feel that they are respected and valued. The participant explained: I don't think they are different from any other child, but I think how you manage them, how you speak to children they must have a sense that you value them, I don't like what you're doing but I will still respect you. So that sort of almost like of a philosophy we like to try and inculcate in our school (L 424-427).

Principals use preventive measures such as being visible as a means to manage discipline. Participant 5 explained: I believe in visible management and that is how I manage my school, visible management you pick a problem very easily, prevent problem, you are proactive, and you know what is going on in you school (L 711-713).

Research has validated that punitive measures do not resolve issues of indiscipline and disruptive behavior exhibited by learners at school (National Association of School Psychologists, 2002). Therefore, Sonn (2002:25) argues that positive discipline is the best form of discipline that can address learner discipline as it focuses on positive aspects of behavior, reinforcing good behavior. The Canters' assertive discipline model (1979) posits that identifying and recognizing learners' good behavior and letting them know that you like it, reinforces the good behavior in them, Canter (1989:58) further stated that the consequences for misbehavior should not be punitive either psychologically or physically.

Discipline structures in the school
The data revealed that principals make use of different levels of management in managing learner discipline. Participant 1 stated: Well, in the first place we have a strong SMT team, who is prepared to step in there and take care of these problems. I have 2 deputies who are very good at managing problems, then we have a disciplinarian at our school, *Mrs. Musa. If you observed behavior that justifies a parent being called in straight away, you take them to *Mrs. Musa. She contacts the parent (L 62-66). Similarly, participant 4 explained that they make use of different levels of management to manage learner discipline. He commented: We have got levels of management like I told you, that actually, I am the last person. When everything else has failed, it will come to my desk. It starts in class – we got class teachers, we got grade heads, we got HODs and we've got a disciplinary committee. Then, if everything fails, unless it's something big where I must just go there immediately, that is how we manage. We escalate our disciplinary process depending on how big the issue is (L 558-563). Similarly, participant 5 asserted that they use different levels of management to manage learner discipline in secondary schools, when he stated that: "It is the responsibility of the school and the management of the school to enforce proper discipline, and also teach the discipline and respect as well" (L 667-668). Participant five further elaborated: We've got levels of management in the school. We've got the grade heads in the school where some problem learners are referred to the grade heads and they deal with the problems first. There are HODs. They also deal with the problems and it's only in the worst-case scenarios when these learners come to the Senior Management and the process of disciplinary hearings will continue (L 778-782). Participant 2 elaborated that schools use a disciplinary committee to manage learner discipline in school, when he explained: As a principal, we have a disciplinary committee which consists of parents who are on the governing body. And, what we do, is that when a learner misbehaves, we suspend the learner for five days. And then we call the parent in and we have a formal DC (disciplinary committee) hearing with the learner in front of the parent and punishment of punitive measures is determined by this DC (L 203-207). It emerged from the data that principals suspend learners in managing learners' discipline in secondary school. Participant 1 elaborated: If it comes to a point where a child is becoming a problem, or we observe behavior that is placing himself or the school at risk. We insist that a parent actually comes to school. It is non-negotiable. We go as far as suspending the learners until we've seen the parent, to force the issue of the parent coming to school (L 121-124).
Serakwane (2007) found in her study that schools usually utilize a discipline hierarchy in managing learner discipline. Canter & Canter (1979) proposed a discipline hierarchy that lists all corrective actions and the order in which they should be followed (Charles, 2005:43).

Discussion

There is abundant evidence to assert that indiscipline in Johannesburg schools is prominent and worrisome largely because offenders acted in group which reinforced the intention of the misconducts. Drawing from evidence of this study, it is asserted that sub cultural group strengthened predisposition to misconducts in schools. This is because there was preponderant for school offenders to perceive themselves as status group, hard boys or hard girls which must be seen as commanding attention. In the case of this study, offenders serially engaged in misconduct not because it was convenient to conceal the act, but there was motivation from peer group which propelled the intention. Skinner model of operant conditioning suitably assumes that the higher the consequence of behavior the better such behavior is likely to be repeated depending on the positive or negative consequence. Here, peer group misconduct offers some status disposition and label which offenders cherished among school mates. It was convenient to repeat misconducts when school mates hail criminal gangs and perceive the group as competitive to school rules. The consequence of misconducts behavior suited offenders that engaged it. Although the schools in the district where the study was conducted has structured discipline which enforced punishment and correction of learner misconducts, however the disposition of students to sub culture norms was emphatic and explicitly enforced. This was the case in which students hailed criminal gangs, were recruited into the gang, challenged the status quo of school rules and we're disgruntled through violent behavior, stealing of school property, bullying school mates and teachers and absenteeism. Unfortunately, consequence of misconducts was mixed of negative and positive outcome especially the latter was successful exploited to expand scope of misconducts in schools. Positive outcome was significant to offenders since this offers leverage of status identity.

Conclusion

Misconducts in Johannesburg schools have remained consistent, exacerbated in frequency of occurrence and defiled school discipline structure established to deter the act. Principals in the five schools were disposed to strict structure which intentionally deterred misconducts. However, the overriding posture of criminal sub groups in schools whistled down effectiveness of management approach to mitigate misconducts. There was apparent emergence of gang-stars and cults among students which wielded enormous influence to expand scope of misconducts. Unfortunately, the consequence of misconducts behavior was neutralized by offenders when it was possible to recruit more mates in the gangs, expand the scope of misconducts and gain status. This scenario was explored and exploited by students in Johannesburg schools. This study however listed some action response which can be usefully adopted to mitigate the problem.

It is recommended that school rules in Johannesburg should be flexible to respond to sub group culture which exacerbated misconducts among students. The rules must be reconfigured to identify and quarantine criminal sub groups in schools.

The study recommended that response to criminal misconducts should provide mechanism which impose coercive consequence on behavior to block opportunity for repeated behavior. Coercion must measure consequences capable to deter misconducts.

The study also recommended shame action plan which stigmatize criminal misconducts beyond school environment. It was found that school rules in Johannesburg were no longer capable to deter severe misconduct and offenders neutralized the consequences of

misconducts. Blocking repeated behavior requires severe stigmatization and shaming which make it difficult to shake off the stigma.

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