

**ASSESSING INTERVENTION MEASURES FOR ANTI-SOCIAL
BEHAVIOUR: A CASE STUDY OF A SECONDARY SCHOOL IN LOBATSE,
BOTSWANA**

BY

HEATHER MODIANE SECHELE

STUDENT NO: 18013090

**A MINI DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE MASTERS IN EDUCATION (EDUCATIONAL
PSYCHOLOGY) AT THE NORTHWEST UNIVERSITY (MAFIKENG CAMPUS)**

SUPERVISOR: Dr I.M LOATE

2012

619708385

LIBRARY MAFIKENG CAMPUS
Call No.: TH 371.93 2014 -07- 24 SEC
Acc. No.: 14/B349
NORTH-WEST UNIVERSITY



060043468V

North-West University
Mafikeng Campus Library

DECLARATION

"I, HEATHER MODIANE SECHELE declare that:

ASSESSING INTERVENTION MEASURES FOR ANTI-SOCIAL BEHAVIOUR: A CASE STUDY OF A
SECONDARY SCHOOL IN LOBATSE, BOTSWANA

Is my own work and that all sources used and quoted have been indicated and acknowledged by means of complete references and that this dissertation or research project was not previously submitted by me for a degree at this or another university."



Heather Modiane Sechele

19/12/013

Date

DEDICATION

To my beloved mother, Mrs Boithamako Sechelel, I sincerely admire your strength, courage and determination your encouragement even during difficult times. Thank you for the love and care you have always bestowed upon me, I will always value and cherish it.

In memory of my wonderful father, Mr Arron Mokaa Sechele. Thank you for believing in me and wanting the very best for me, your encouragement and support has seen me through a lot in life.

ABSTRACT

Intervention for students' antisocial behaviour is a challenging issue for teachers in secondary schools. Even though Government has implemented intervention measures in secondary schools to assist teachers in intervening in curbing antisocial behaviour by students, the problems of student misconduct still prevail.

The purpose of this study was to investigate intervention measures employed to curb antisocial behaviour by students in a secondary school in Lobatse Botswana. The researcher was interested in the types of intervention measures employed by teachers in the school and the effectiveness of those implemented by Government, which are the pastoral care and the guidance and counseling programmes. The researcher was interested in assessing the impact of these intervention measures in assisting teachers to curb antisocial behaviour by the students. To accomplish this aim seven teachers were purposively sampled as they were the relevant people affected by the area of study. The research was conducted in the form of a case study. It was based on the qualitative approach in research. Multi methods of collecting data, such as interviews, document analysis and observation were used in order to ensure validity and reliability.

Based on the responses from the empirical research, as well as personal observation, the results of the study revealed that, teachers mainly apply punitive measures to curb antisocial behaviour by students. The intervention measures of pastoral care and guidance and counseling experience challenges in implementing their interventions, teachers seem to rely more on the pastoral programme than on guidance and counseling to assist in issues of student's problem behaviour.

Teachers indicated dissatisfaction with the input by the guidance and counseling programme. They complained about the inactiveness of the guidance department in assisting them to curb students' antisocial behaviour.

The research recommends that, the guidance and counseling programmes be upgraded. Teachers require in-service training on the application of intervention measures that are more positive and have a long term impact on students' behaviour. Teachers need to withdraw from implementing punitive measures like punishment, to curb students' antisocial behaviour. Intervention measures such as punishment have been seen to have a negative impact on the students as punitive measures may cause the students to become rebellious and stubborn.

Positive intervention measures have a lasting impact on students' characters and behaviour. Positive interventions help to instill character traits such as responsibility and accountability in students'. So teachers need to adhere to such intervention measures when curbing students' antisocial behaviour.

TABLE OF CONTENTS

Declaration	i
Dedication	ii
Acknowledgements	iii
Abstract	iv
CHAPTER ONE	1
1.1 INTRODUCTION AND BACKGROUND	1
1.2 STATEMENT OF THE PROBLEM	2
1.3 RESEARCH QUESTIONS	2
1.4 AIM OF THE STUDY	3
1.4.1 Sub-goals of the study	3
1.5 SIGNIFICANCE OF THE STUDY	3
1.6 CONCEPT CLARIFICATION	4
1.6.1 Behaviour	4
1.6.2 Antisocial behaviour	4
1.6.3 Intervention measures	4
1.6.4 Junior secondary school	4
1.7 LIMITATIONS	4
1.8 DELIMITATIONS	4
1.9 CHAPTER ARRANGEMENT	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.1 INTRODUCTION	6
2.2 CAUSES OF STUDENTS ANTI-SOCIAL BEHAVIOUR	6
2.2.1 Student related factors	6
2.2.2 Teacher related factors	7
2.2.3 School related factors	7

2.2.4	Parent/family related factors	8
2.2.5	Society related factors	9
2.2.6	Violence in media	9
2.3	THE NATURE OF ANTI-SOCIAL BEHAVIOUR IN DIFFERENT COUNTRIES	10
2.3.1	United Kingdom	10
2.3.2	Australia	10
2.3.3	South Africa	11
2.3.4	Botswana	11
2.4	MEASURES OF INTERVENTION FOR ANTI-SOCIAL BEHAVIOUR IN SCHOOLS	11
2.4.1	BUILDING POSITIVE TEACHER –STUDENT RELATIONSHIPS	13
2.4.1.1	Showing care	13
2.4.1.2	Exercising authority	13
2.4.1.3	Communicating high expectations	13
2.4.2	CLASSROOM MANAGEMENT	14
2.4.2.1	Classroom rules	14
2.4.3	DEMOCRATIC TEACHING STYLE	15
2.4.4	INVOLVEMENT OF FAMILY AND OTHER STRUCTURES IN BEHAVIOUR MANAGEMENT EFFORT	16
2.4.5	TEACHER ATTEMPTS TO DEAL WITH STUDENTS ANTI-SOCIAL BEHAVIOUR	16
2.4.5.1	Social attention	17
2.4.5.2	Ignoring	17
2.4.5.3	Escalating prompts	17
2.5	CHARACTER DEVELOPMENT AND INCULCATION	18

	OF VALUES	
2.6	ANGER MANAGEMENT	18
2.7	CONFLICT MANAGEMENT AND PROBLEM SOLVING	18
2.8	SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT	19
2.9	MULTITIERED INTERVENTION SYSTEMS	20
2.10	INSTILLING VALUES	20
2.11	COMMUNICATING PROBLEM BEHAVIOURS	21
	2.11.1 Developing problem ownership	21
	2.11.2 Using descriptive language	21
	2.11.3 Showing assertiveness	21
2.12	BUILDING SELF-DISCIPLINE	22
	2.12.1 Positive classroom and school wide climate	22
	2.12.2 Student-student relationships	23
2.13	BEHAVIOURIST STRATEGIES TO ADDRESS ANTISOCIAL BEHAVIOUR	23
	2.13.1 Cognitive strategies	23
	2.13.2 Socio-cognitive strategies	24
2.14	ADDRESSING ANTISOCIAL BEHAVIOUR IN EMOTIONALLY LITERATE WAYS	24
2.15	PEER MEDIATION	25
2.16	POSITIVE REINFORCEMENT	25
2.17	REDEMPTIVE DISCIPLINE	26
2.18	CITIZENSHIP AND MORAL EDUCATION	26
2.19	THE CARING TEACHERS WAY OF INTERVENING TO CURB ANTISOCIAL	27
2.20	ECO-SYSTEMIC INTERVENTIONS	28
2.21	PUNISHMENT	29

3.5.3	DATA COLLECTION	39
3.5.3.1	Interview and interview schedule	40
3.5.3.2	Observation and observation schedule	43-44
3.5.3.3	Document analysis	44
3.6	VALADITY AND RELIABILITY	45
3.7	DATA ANALYSIS	45
3.8	ETHICAL CONSIDERATIONS	45
3.9	LIMITATIONS OF THE STUDY	46
3.10	CONCLUSION	46
CHAPTER 4		47
DATA ANALYSIS AND PRESENTATION		47
4.1	INTRODUCTION	47
4.1.1	DATA ANALYSIS	47
4.2	CLASS OBSERVATIONS	47
4.2.1	Class A	48
4.2.2	Class B	48
4.2.3	Class C	49
4.2.4	Class D	50
4.2.5	Class E	50
4.2.6	SUMMARY OF FINDINGS FOR CLASSROOM OBSERVATIONS	51
4.2.6.1	The nature and scope of intervention measures	51
4.2.6.2	How do the intervention measures assist teachers?	52
	-The pastoral care department	52
	-The guidance and counseling department	52
4.3	INTERVIEWEES RESPONSES TO THE INTERVIEW QUESTIONS	53

4.3.1	PARTICIPANT A	53
4.3.2	PARTICIPANT B	55
4.3.3	PARTICIPANT C	57
4.3.4	PARTICIPANT D	59
4.3.5	PARTICIPANT E	61
4.4	SENIOR TEACHER GUIDANCE AND COUNSELLING INTERVIEW	63
4.5	PASTORAL CARE DEPARTMENT INTERVIEW SCHEDULE	64
4.6	CATEGORISATION OF RESPONSES TO QUESTIONS	65
4.6.1	CATEGORISATION OF RESPONSES TO QUESTIONS FOR HOH AND SENIOR TEACHER 1 GUIDANCE AND COUNSELLING	76
4.7	SUMMARY OF FINDINGS FROM TEACHERS INTERVIEW SCHEDULE	80
4.7.1	What is the nature and scope of intervention measures	80
4.7.1.1	Guidance and counseling department	80
4.7.1.2	Pastoral care department	81
4.7.2	How do the intervention measures assist teachers?	81
4.7.2.1	Guidance and counseling department	81
4.7.2.2	Pastoral care department	82
4.7.3	How can the intervention measures be improved	82
4.7.3.1	The pastoral care department	82
4.7.3.2	The guidance and counseling department	83
4.8	SUMMARY OF FINDINGS FROM INTERVIEWS FOR THE HEAD OF HOUSE (PASTORAL CARE) AND SENIOR TEACHER GUIDANCE AND COUNSELLING	83
4.8.1	The nature and scope of intervention measures	83
4.8.1.1	Pastoral care department	83

4.8.1.2 Guidance and counseling	84
4.8.2. How can the intervention measures be improved	84
4.8.2.1 Pastoral care department	84
4.8.2.2 Guidance and counseling department	84
4.9 SUMMARY OF FINDINGS FROM DOCUMENT ANALYSIS	85
4.9.1 Records from pastoral care department	85
4.9.2 Records for the guidance and counseling department	85
4.10 TRIANGULATION OF FINDINGS	86
4.11 CONCLUSION	86
CHAPTER 5	87
SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS	87
5.1 INTRODUCTION	87
5.2 HOW THE CONCLUSION AND FINDINGS RELATE TO THE AIM AND GOALS	87
5.3 RESEARCH FINDINGS	89
5.3.1 Research question 1: What is the nature and scope of intervention measures	89
5.3.1.1 Interviews	89
5.3.1.1.1 Pastoral care department	90
5.3.1.1.2 Guidance and counseling	90
5.3.2 Research Question 2: How intervention measures assist teachers	91
5.3.2.1 The pastoral care department	91
5.3.2.2 The guidance and counseling department	91
5.3.3 Research Question 3: How can the intervention measures be improved	91
5.3.3.1 Guidance and counseling	91

5.3.3.2 Pastoral care department	92
5.4 Summary of findings for class observations	92
5.5 Summary of findings on documents	92
5.6 RECOMMENDATIONS	93
5.6.1 recommendation 1	93
5.6.2 recommendation 2	93
5.6.3 recommendation 3	93
5.7 CONCLUSION	94
REFERENCES	95

CHAPTER 1

PROBLEM ORIENTATION

1.1 INTRODUCTION AND BACKGROUND

Teachers are faced with many challenging issues in their profession, the most prominent of these challenges being issues of antisocial behaviour by students. Holmes (2005:65) states that "the persistent and consistent poor behaviour that many teachers find themselves dealing with is evidence of the disconnectedness of many students from the environment in which they find themselves". Holmes (2005:65) also indicates that the greatest obstacle to widespread well-being among teachers in schools is the behaviour of students in their classes.

According to Mungoo (2003:1), discipline standards in secondary schools in Botswana have deteriorated and yet, good behaviour is required for teaching and learning to take place and an outcome of education which parents and society expect. Due to the problematic issues of anti-social behaviour by students in schools, intervention measures to curb anti-social behaviour by students need to be put in place so the teaching and learning process can take place in a conducive environment.

Hulela and Matsolo (2011:47) state that in educational institutions, efforts have been made by different countries to address anti-social behaviour. In Botswana, part of the 1994 Revised National Policy on Education (RNPE) established intervention measures through the guidance and counseling department of the Botswana Ministry of Education and Skills Development and pastoral care units in secondary schools, to address anti-social behaviour.

Part of the rationale of the pastoral care policy is to empower and equip youth with skills that will promote accountability and responsibility. The main issue is said to be the involvement of students in school governance. The need to establish and implement realistic strategies that will address students' anti-social behaviour, for example, truancy, vandalism, substance abuse, and moral decadence in the schools, is perceived as a matter to be attended to urgently. Strategies have to be put in place to help students make the right choices and decisions (Department of Secondary Education, 2007:2).

The Junior Secondary School Guidance and Counseling curriculum guidelines state that guidance and counseling services are unique and essential to the educational programmer because they provide ways in which "self-discipline and a sense of personal responsibility can be facilitated, they provide a

means by which discipline can be secured in none punitive ways" (Department of Curriculum Development and Evaluation, 2008:1).

There are varied measures of intervention that are applied in schools in an attempt to curb anti-social behaviour by students. The intervention measures may have a negative or positive impact on the behaviour of students. Intervention measures for anti-social behaviour in school can either build learners' characters positively by instilling good values and morals, or they could have a negative effect on learners' characters and instead perpetuate the anti-social behaviours by instilling, for example, "rebelliousness and negativism which are behaviour that contribute to negative classroom interaction, disrupt the learning process and inhibit the development of responsibility in learners" (Lessing & Dreyer, 2009:141).

1.2 STATEMENT OF THE PROBLEM

Behavioural problems and issues of misconduct prevail in schools in Botswana. The Ministry of Education, with its responsibility of managing schools and the entire education system, expects students to have respect for others, specifically, the right to school and classroom environments that are conducive to learning (Department of Secondary Education, 2003:4).

Intervention measures have been set up by the Ministry of Education to address anti-social behaviour by students in secondary schools. The intervention measures are the pastoral care and the guidance and counseling departments established in secondary schools. Having worked in Botswana secondary schools, the researcher is concerned about the effectiveness of the intervention measures employed in the school. The main problems of this study are that the intervention measures established in the school succeeding in curbing anti-social behaviour. Secondly, it is questioned whether the intervention measures instill positive moral values in the learners.

1.3 RESEARCH QUESTIONS

The key research question for this study is:

What is the nature and scope of intervention measures in addressing student's anti-social behaviour in schools?

The key research question has prompted the researcher to ask the following questions:

- 1.3.1 How do the intervention measures assist teachers in dealing with student's anti-social behaviour?
- 1.3.2 How can the intervention measures be improved?

1.4 AIM OF THE STUDY

The main aim of the study is to assess and suggest improvements to intervention measures for anti-social behaviour in a secondary school in Lobatse, Botswana.

1.4.1 SUB-GOALS OF THE STUDY

To achieve the main goal above, the following sub goals must also be achieved:

- 1.4.1 To determine the nature and scope of intervention measures for anti-social behaviour in school.
- 1.4.2 To identify intervention measures to assist teachers in dealing with student's anti-social behaviour.
- 1.4.3 To suggest how to improve intervention measures to alter anti-social behaviour.

1.5 SIGNIFICANCE OF THE STUDY

The study will highlight the effectiveness of the intervention measures established by government in the school to curb anti-social behaviour by the students. The study will identify the weaknesses and strengths of the pastoral care unit and the guidance and counseling department in intervening in issues of students' anti-social behaviour. The significance of the study is to create awareness among school managers, curriculum developers, and teacher educators that intervention measures for anti-social behaviour in schools is a critical issue.

Botswana's government, through its long term vision, Vision 2016, has challenged those concerned with the discipline of children to ensure the elimination of anti-social behaviour such as criminal activities and drug abuse, through cultivating and preserving moral values. Schools have been called upon to ensure that children are taught the concept of *Botho*, the spirit of treating each other with dignity and respect (Garegae, 2007:49). A study on intervention measures will assist the government in addressing anti-social behaviour in schools.

1.6 CONCEPT CLARIFICATION

1.6.1 Behaviour

In this study, behaviour is a term that refers to what individuals do, in other words, their observable actions keeping in mind that behaviour can be verbal or non-verbal (Maag, 2004:403).

1.6.2 Anti-social behaviour

In this study, anti-social behaviour refers to hostility and aggression toward others, willingness to break rules, defiance of adult authority, vandalism, use and abuse of alcohol and drugs (Walker, Ramsey & Gresham, 2004:3-4).

1.6.3 Intervention measures

This refers to the act of becoming involved in an argument, fight or other difficult situation in order to change what happens by implementing an action that is intended to deal with the problem.

1.6.4 Junior Secondary Schools

Junior secondary schools are all secondary schools that offer a junior certificate course after progressing from primary school. They offer Form 1 up to Form 3, the nationally prescribed courses of study at this level. The age range is 13 to 18 years.

1.7 LIMITATIONS

As a case study, only one school was used for this research and the results cannot be generalised to the whole of Botswana.

1.8 DELIMITATIONS

The research was carried out only in one town, Lobatse, in the southern district of Botswana.

1.9 CHAPTER ARRANGEMENT

CHAPTER 1 provides an introduction to the study, followed by statement of the problem with research questions, aims and sub-goals of the study, significance of the study and limitations.

CHAPTER 2 provides a literature review pertinent to the research topic.

CHAPTER 3 deals with the empirical research, focusing on population, sampling procedures and methods of data collection.

CHAPTER 4 provides a presentation, interpretation and analysis of data.

CHAPTER 5 submits the conclusion and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review is based on assessing intervention measures for anti-social behaviour in a secondary school. Information will be obtained on the nature of intervention measures for anti-social behaviour in schools. Ways in which teachers intervene and cope with anti-social behaviours will also be part of the study. Anti-social behaviour in other countries are to be included to give a general view both locally and internationally regarding issues of anti-social behaviour in schools. The causes of students anti-social behaviour are also part of the review of literature.

2.2 CAUSES OF STUDENTS' ANTI-SOCIAL BEHAVIOUR

The causes of anti-social behaviour by students forms an integral part of this study as the researcher believes that in order to apply appropriate intervention strategies it is essential to establish the causes of the anti-social behaviours.

There are varied causes of students' anti-social behaviour and according to Wolhuter and Steyn (2003:526), the causes can be grouped into five categories: student-related factors, teacher-related factors, school-related factors, parent-related factors and society related factors.

2.2.1 Student related factors

Incidences of problems of anti-social behaviour appear to be related to the ages/phases of students. These seem to occur more frequently at the secondary school level. For example, a commission carried out in the United Kingdom, viz., the Elton Commission, found that a significantly higher number of secondary school teachers than primary school teachers felt that the problems of anti-social behaviour in their schools were very serious. The research of the National Centre for Education statistics is also said to have established that crime and violence are bigger problems in middle and high schools in the United States of America than in primary schools. It can be expected that undesirable behaviour in children will be difficult to eradicate if students do not receive appropriate guidance.

2.2.2 Teacher related factors

A teacher's general competence is said to have a strong influence on student's behaviour. For a teacher to be fully effective, thorough knowledge of the subject he/she teaches is very important as well as the ability to present a lesson which flows smoothly and captures the attention of the students. The third area of competence is said to consist of a variety of skills which are related to managing groups of students, for example, group management skills. The teacher should know his/her students as individuals. This means knowing their names, their personalities, their interests and also who their friends are. The teacher also needs to implement good classroom techniques which include planning and organising both the classroom and the lesson to keep students interested in order to minimize opportunities for students to display disruptive behaviour. The planning requires attention to basics, such as furniture layout, grouping of students, matching work to students' abilities, pacing the lesson, being enthusiastic and using humour to create a positive classroom atmosphere. The teacher also needs to continually observe or scan the behaviour of the class. Teachers need to model the courtesy they expect from students. Emphasis needs to be placed on the positive including praise for good behaviour and for good work. Classroom rules need to be made clear to the students, explaining why the rules are necessary. Teachers should use reprimands sparingly and consistently. They need to analyse their own classroom management performance and learn from it (Wolhuter & Steyn, 2003:526).

2.2.3 School related factors

Rossouw (2003:425) points out that the male-female ratio of the staff seems to have an influence on the disciplinary climate in the school because it is evident that where there is a higher percentage of male teachers there are fewer problems of anti-social behaviour by students. Learners are said to often have a negative influence on one another, a group of students may admire and imitate those individuals who are unruly and arrogant. Large numbers of students in a class cause disruptive behaviour and some teachers have a problem controlling large numbers of students in class. Also, when teachers are absent from class students may display anti-social behaviour. The absence of the teachers may be due to a number of reasons ranging from mere carelessness, too many co-curricular activities, and other causes including teachers' union activities during school hours and HIV/AIDS related illnesses. Human dignity is not respected by some learners which may lead to the bullying and victimization of other learners. Laws pertaining to disciplinary action against student's misconduct prevent immediate strong action and that causes further disruption.

Garegae (2008:052), in his research on the crisis of student discipline in Botswana schools, states that teachers find the school discipline regulations practised in Botswana schools problematic. Students are prone to misconduct because they know that teachers are not allowed to administer corporal

punishment and the one who is designated to do so cannot be in every class at the same time, so students will take advantage of the situation and misbehave.

The most effective schools seem to be those that have created an atmosphere based on a sense of community and shared values. There is also a link between content and method of delivery of the school curriculum and the motivation and behaviour of students. The curriculum should offer stimulating and suitably differentiated programmes of study for the whole academic range and the assessment system should be supportive and not threatening. The school should strike the best possible balance between the needs and interests of individual students and the curriculum they are expected to follow. Most teachers perceive smaller classes as an important measure towards reducing the problem of classroom disruption.

The management style of the school head is an important factor in encouraging a sense of collective responsibility among staff members and a sense of commitment to the school among students and their parents. Time-tabling and supervision of students when circulating between lessons are important. The larger the size of the school, the greater the risks of disruption as a result of organizational defects. Treatment of students and relations with parents are the two most important elements in the school-management factor. The research done by the Elton Commission found that the most effective schools tend to be those with the best relationships with parents (Wolhuter & Steyn, 2003:530). Thus, almost every school today has a Parent Teacher Association that forms part of the school management.

2.2.4 Parent/family related factors

The two most important factors in parent/family related factors are parental guidance, parents being exemplary to their children who are students, and parental involvement in schools. Parents play a very important role in moulding the attitudes that produce good behaviour in schools. Family stress is indicated in the research evidence by Wolhuter and Steyn (2003:530) to be conducive to behavioural problems by children at school. Children from families in the lower socio-economic status are more exposed to anti-social conditions. Incidences of anti-social behaviour among children from such families tend to be much higher than occurrences of anti-social behaviour among children from middle-class or upper-class families. Anti-social behaviour is also more prevalent among dysfunctional families. These are families which do not function according to the ordinances of God for marriage and family life. The responsibilities of teachers have become intensified in situations where students from such malfunctioning families are admitted to the schools.

Wolfgang (2009:77) states that many of today's teachers are of the opinion that they get very little support from the parents of the children they teach. It is believed that a student who misbehaves has

learnt the bad behaviour from home under the non-existent or ineffective discipline techniques of their parents.

2.2.5 Society related factors

According to Walker, Ramsey and Gresham (2004:46) schools do not exist in isolation but function within neighbourhoods, communities and the society at large. Examples of violence, racism and other anti-social behaviour which people see through the media, especially television and video programmes, could be a cause of anti-social behaviour by students. The environment in which children currently grow up is hardly favourable for the inculcation of true discipline and building of proper moral values in their characters. The demise of modernism as well as the absence of alternative life-perceptions has left a world-wide gap for many hopeless young people who then act out of their hopelessness through violent ways. Young people are immersed in a world of disorder, senselessness and madness (Wolhuter & Steyn, 2003:531).

2.2.6 Violence in Media

Vuuren and Gouws (2007:356) state that exposure to all kinds of media does not happen in isolation. The media in general has so infiltrated society that it has now become part of our culture and our households. Taking into consideration that the media is embedded within the particular relationships of not only families but within the greater community and the nation, it must be acknowledged that a wholesome approach to media use would be of value. This implies that studies should not only be centered on the effects of media on individuals as such, but also on the effect on individuals, their families, their cultures and the media.

In his research on student indiscipline in schools in Botswana, Garegae (2008:51) quotes teachers saying that forms of crime that used to be seen in films are acted out in schools. The teachers believe that it is through the influence of the media especially television. They claim that learners imitate what they see on television whenever they get a chance. Whatever they see on television they experiment it in the schools.

Walker, Ramsey and Gresham (2004:44) allude to the fact that a lot of studies have documented that being exposed to media violence (video games, TV news, cartoons, children's programmes, films and children's daily programmes) indoctrinates children towards violent acts, make them more likely to behave in an aggressive way and increases the likelihood that they will commit violent acts themselves.

Media violence should be regarded as an extremely addictive legal drug that requires increasingly higher doses, that is being exposed to much more and increasingly graphic acts of violence, in order to have a similar rush and to satisfy the addiction.

2.3 THE NATURE OF ANTI-SOCIAL BEHAVIOUR IN DIFFERENT COUNTRIES

The nature of anti-social behaviour in different countries is included so as to show case the extent to which students internationally, display anti-social behaviour in schools.

Students' anti-social behaviour has a negative impact on teaching and learning. Students' anti-social behaviours may, for example, lead to educator stress and burnout. Serious anti-social behaviour, such as vandalism and bullying, may create an unsafe learning environment, pose a threat to school population and undermine instruction (De Wet & Jacobs, 2009:52).

2.3.1 United Kingdom

In the United Kingdom, the evidence that the Elton Commission, received from the seven major professional associations representing teachers revealed that their members saw behavioural problems of learners as serious problems (Wolhuter & Steyn, 2003:524). In the survey that the commission carried out, it was found out that one in six secondary school teachers felt that the disciplinary problems in their schools were serious. Wolhuter and Steyn (2003:524) also state that in a survey in the United Kingdom it was established that 55% of secondary school teachers found that they spent a great amount of time controlling learners. The teacher questionnaire of the Elton Commission, requested teachers to report on their experiences in the classroom and it was found that a vast majority of teachers were concerned that at some point the flow of their lessons had been interrupted by having to deal with anti-social behaviours by students. Students talking out of turn, hindering other students, making unnecessary noise, calculated idleness or work avoidance were the most commonly reported forms of anti-social behaviour. Other commonly reported forms of anti-social behaviour were showing lack of concern for others, unruliness while waiting and running in corridors. Verbal abuses towards other students, general rowdiness and cheeky or impertinent remarks or responses were also encountered frequently.

2.3.2 Australia

In Australia, bullying is said to be a major problem in the schools. A research by Rigby and Slee (1998) which was carried out in sixty schools across Australia found that just under 21% of boys and 16% of girls reported being the victim of some form of bullying at least once a week. The research showed that the problem is worst in the 8 to 13 year old age group.

The research also showed that verbal bullying is the most common form and physical bullying the least common. Eight thousand five hundred students are said to have reported being assaulted (hit or kicked) often by other students (Stewart, 2004:320).

2.3.3 South-Africa

In South Africa teachers have often found themselves having to deal with the challenge of growing anti-social behaviour by students in their schools. Forms of anti-social behaviour experienced in schools in South Africa range from minor misdemeanors like noise making and late-coming, to major offences such as bullying, physical assault and possession and use of dangerous weapons (Maphosa & Mammen, 2011:213).

2.3.4 Botswana

Forms of anti-social behaviour experienced in schools in Botswana include disruptive behaviour such as refusal to comply with reasonable orders from those in authority, and other activities that contravene the school rules and regulations. The Ministry of Education, in their draft policy of discipline in schools in Botswana, has outlined various forms of anti-social behaviours in schools in Botswana as including drug abuse, causing grievous bodily harm, vandalism and property damage, fighting, theft, insulting a staff member, disruptive behaviour, alcohol abuse and use of abusive language. (Department of Secondary Education, 2003:4).

2.4 INTERVENTION MEASURES FOR ANTISOCIAL BEHAVIOUR IN SCHOOLS

The study focuses on assessing intervention measures for antisocial behaviour in school. There are various intervention measures that the study has identified and expounded on based on the literary works and texts the researcher came across in preparing the literature review. The research has included a variety of intervention measures highlighting their strengths and weaknesses in curbing antisocial behaviour in schools and also what the intervention measures entail, including ways to implement them. The intervention measures include the following: building positive teacher-student relationships, classroom management, democratic teaching style, involvement of family and other structures in behaviour management effort, teacher attempts to deal with students anti-social behaviour, character development and inculcation of values, anger management, conflict management and problem solving, schoolwide positive behaviour support, multitiered intervention systems, instilling values, communicating problem behaviours, communicating problem behaviours, building self discipline, behaviourist strategies to address anti-social behaviour, addressing anti-social behaviour in

emotionally literate ways, peer mediation, positive reinforcement, redemptive discipline, citizenship and moral education, the caring teachers way of intervening to curb anti-social behaviour, ecosystemic interventions and punishment.

Joubert and Serakwane (2009:119) allude to the fact that the majority of teachers are struggling to find ways of controlling the students they teach. As a result they suffer from stress and some think of leaving the profession due to difficulties with dealing with student's anti-social behaviour. The struggle that teachers are experiencing with students' anti-social behaviour is also caused by teachers' lack of knowledge and skills of curbing anti-social behaviour in their classrooms. Some students refuse to cooperate with their teachers and turn to violent and aggressive behaviour, use drugs and carry dangerous weapons.

Anti-social behaviour by students negatively affects school programmes. It is very important that all stakeholders in the education system devise appropriate means of intervening and curbing students' anti-social behaviour. Schools should put in place various strategies that are appropriate to their own particular circumstances. Even though students' anti-social behaviours can disturb the teaching and learning process, teachers need to be cautious in the type of intervention measures they apply to curb or correct the anti-social behaviours students display. Lessing and Dreyer (2007:121) observe that teachers tend to use punitive methods such as reprimanding and sarcasm in interacting with learners and addressing students' anti-social behaviour. This approach may lead to rebelliousness and negativism and also contribute towards a negative classroom atmosphere as it is negative in nature.

The use of punishment to influence students' behaviour is said to be well known amongst teachers, but punishment may reinforce negative behaviour and also have an impact that is destructive on the psycho-social functioning of students. It is clear why punishment cannot be recommended as an intervention measure to curb anti-social behaviour of students because it is not the most effective way of implementing a positive and long-term impact on behaviour (Ferreira & Badenhorst, 2007:65). Researchers have found that punishment remains the first choice for many teachers internationally (Cameron & Sheppard, 2006:17; Almog, 2005:4).

Teachers need to work on improving intervention measures for anti-social behaviour, from the negative forms such as punishment to applying more positive ways that entail building a good relationship with students. Positive interventions for anti-social behaviour by students can build the student's self-image. They encourage the learner to participate and cooperate, and also have a long term impact on students' behaviour (Oosthuizen, 2010:19).

2.4.1 BUILDING POSITIVE TEACHER-STUDENT RELATIONSHIPS

Scarlett, Ponte, Singh (2009:58) state that what constitutes a positive teacher-student relationship will tend to be different from one school and culture to another. In some schools it could mean developing a relaxed and informal atmosphere. The elements that will often enhance a positive teacher-student relationship include showing care, and exercising authority while communicating high expectations.

2.4.1.1 Showing Care

Showing care can be expressed by communicating positively. This means that when communicating with students, teachers ought to use more positive statements and congratulatory remarks. The results of this will tend to lead to more positive behaviour by students.

2.4.1.2 Exercising Authority

Exercising authority does not necessarily mean to apply some management method in a mechanical way. Neither does it entail threatening and being mean. Exercising authority entails leading, and leading by adopting a confident style, that entails respect and not fear. Exercising authority does not require to be carried out in a negative and uncaring way.

2.4.1.3 Communicating High Expectations

Communicating high expectations entails being positive and not negative. When teachers have high expectations of student achievements, students tend to achieve more and develop a greater sense of self-esteem and competence and disregard involvement in anti-social behaviours (Scarlett, Ponte &

Joubert and Serakwane (2009:124) state that the creation of a good teacher-student relationship is important because success in curbing students' anti-social behaviour also depends on the ability of the teacher to develop positive relationships with their students. Teachers should establish a humanistic approach by communicating with individual students, getting to know their students and establishing mutual respect. Educators should be aware that as they give students respect, they will also gain respect from the students.

2.4.2 CLASSROOM MANAGEMENT

There are three major models of classroom management which are founded on principles, namely, assertive discipline, logical consequences and teacher effectiveness training (Joubert & Serakwane 2009:124). The assertive discipline model is said to place emphasis on a high level of educator control in the classroom and therefore focuses more on rewards and punishments. (Gordon 1989:81) states that rewards and punishments are used by educators to control learners and as a result of the use of control-oriented strategies educators are not always successful in curbing anti-social behaviour. When control-oriented strategies are applied to deal with anti-social behaviour, learners then engage in various coping mechanisms in an attempt to achieve some degree of autonomy or at least to make life miserable for those trying to control them. The logical consequences model places emphasis on the need to meet learners' innate needs, including establishing logical consequences to mould the behaviour of learners, while the teacher effectiveness training model places emphasis on the importance of giving the control of classroom behaviour over to the learners themselves, so that they develop inner control.

Dunn (2005:57) states that behaviour management is not about punishment, neither is it about reacting and confrontation. Most teachers who experience anti-social behaviour in their classrooms have bad relationships with their students. Teachers need to be aware that they are the adults, more experienced and have a higher attuned intellect, which they need to display sensitively. The two most important factors in building positive teacher-student relationships and being a successful teacher are respect and dignity.

2.4.2.1 Classroom rules

Maag (2004:225) says that a classroom is a smaller type of society and like any society it requires rules and regulations to operate in an orderly way. The rules that are chosen and the manner in which they are introduced can have a serious effect on students' behaviour in the classroom. Rules are to operate in two important ways: firstly, they communicate what the teacher expects of the students. This means that when students display anti-social behaviour, they cannot claim to be ignorant and thus can be held accountable. Rules also help in taking note of students' good behaviour. Teachers who at times reinforce students for abiding by the rules rather than focusing only on the students who break the rules are said to have more efficient classrooms.

Good rules must be constituted with the involvement of students themselves. Students must own the rules by taking part in the process of developing them as they are thus more likely to abide by the rules. The students' participation can be enforced by asking them questions such as, *'What can you say acceptable and unacceptable behaviour is? And: Why do you say the behaviour displayed is unacceptable or anti-social?'*

Secondly, only three to four rules should be written for any particular activity or lesson so that students can remember them. Thirdly, the language of the rules should be kept simple so students do not experience difficulty comprehending them.

The fourth component is that rules should be communicated in a positive way, for example, avoid statements such as *"no talking"*, but rather say *"raise your hand if you have something to say"*. Fifth, different rules should be used for different situations. Developing a list of rules for every classroom situation can prove to be a burden for students. Finally, rules should be placed in an area where they can be easily seen and read so students can be reminded of the expectations for a given activity.

2.4.3 DEMOCRATIC TEACHING STYLE

It is imperative for teachers to adopt a democratic style of teaching and to let go of autocratic and permissive forms of teaching. This requires teachers to provide firm guidance without encouraging rebellion. Learners should be given the opportunity to make decisions. Teachers should make students aware of the fact that making decisions is part of being responsible. This means that students should be assisted to be aware of the fact that they are required to be responsible for what they do and for the results of their actions. As a result, students will then be able to develop self-discipline (Joubert & Serakwane, 2009:125).

Donald, Lazarus and Lolwana (2006:159) allude to the fact that building a democratic classroom is the most important environment-centered plan for intervening in problems of anti-social behaviour. When the culture of the classroom environment is encouraging and expectant of learners' participation in making decisions in the class, learners will be much more willing to be cooperative and to be dedicated to decisions that affect the entire group. Schools play an important role in developing a democratic society. Schools are places of socialization and therefore it is important that they uphold the values and kinds of behaviour expected in society. The classroom should be the main place in which this should happen.

Matsoga (2003:59) states that the inclusion of democratic values in class has been identified as another approach that teachers can implement to curb anti-social behaviour in their classes. By including democratic values in classroom activities ownership of the subject will then be created. Democratic classroom values bring democratic values to life. Choice is also said to bring commitment and ownership of the curriculum. Democratic classrooms promote trust, caring and responsible behaviour and also promotes team work, and give students an opportunity to express developing values and beliefs. Schools that lack democratic values are characterized by anti-social behaviours such as theft, physical fights and verbal abuse.

To build a democratic classroom, teachers should build appropriate structures in the classroom so that students are given responsibilities. Rules and procedures for making decisions should be set up to uphold a democratic practice. Even though some decisions will remain the main responsibility of the teachers, many decisions concerning the culture of the classroom can be left to the students. The teacher should ensure that all members of the class participate because a culture of democracy cannot be implemented and upheld without participation. The way in which the educator relates and interacts with the students and the way in which the students relate and interact with one another are important for building a culture of democracy in the classroom (Donald, Lazarus and Lolwana, 2009:160).

2.4.4 INVOLVEMENT OF FAMILY AND OTHER STRUCTURES IN BEHAVIOUR MANAGEMENT EFFORT

Joubert and Serakwane (2009:125) allude to the fact that teachers should adopt an approach that will allow them to work well with students, their parents and other support groups in managing the behaviour of the learners. Therefore, partnering with parents and other support systems has to be strengthened in the management of student's behaviour.

Walker et al. (2004:280) state that it is extremely important that parents are effectively involved in any school based initiative to intervene in student's anti-social behaviour. Although it is possible to attain positive behaviour change in students within the school setting without the involvement of parents, any behavioural changes done within the school environment alone are at risk of being specific to the school environment.

It is important that parents get involved in school interventions because many of the adjustment problems that students with anti-social behaviour experience at school originate from the home. The more environments there are in which interventions for anti-social behaviour can be implemented, the more likely there will be a significant impact on the students' overall behaviour.

2.4.5 TEACHER ATTEMPTS TO DEAL WITH STUDENTS ANTI-SOCIAL BEHAVIOUR

Teachers are said to typically implement a number of management techniques to try to control anti-social behaviour displayed by students. Most of these techniques unfortunately have very little effect and some may even worsen the anti-social behaviour displayed by the student. Examples of teacher strategies that can worsen problem behaviours include reprimanding, arguing, escalating hostile interactions and attempting to force students to comply. These strategies have no effect in dealing with students' anti-social behaviour. Some of the fruitless attempts by teachers to control anti-social behaviours by students include, social attention, ignoring and escalating prompts. (Walker et al 2004:160).

2.4.5.1 Social Attention

Teachers are said to react very quickly to students' disruptive behaviour in class because it disturbs the teaching and learning environment in the class. In such cases the students' anti-social behaviour might be considered as "teacher owned". This is because the teacher is responsible for doing something about such disruptive behaviours in the classroom environment. The efforts of teachers to try and manage problem behaviours are almost always centered on making the student stop the unbecoming behaviour as soon as possible. But teachers are not always successful in stopping anti-social behaviour. The student displaying the anti-social behaviour realizes that it is much easier and more efficient to get the attention of peers and teachers by displaying disruptive behaviour rather than by behaving in an orderly manner. The anti-social student adopts a number of unbecoming behaviours and develops a way to force teachers to respond to these behaviours often in a negative way. Even though the social attention from the teachers is often negative, critical and disapproving it still maintains the unbecoming behaviour.

2.4.5.2 Ignoring

Sometimes teachers attempt to control the disruptive behaviours of students by ignoring them. This strategy is based on the idea that the unbecoming behaviour is sustained by the attention the teacher gives to the student displaying the behaviour. The ignoring strategy is ineffective because peer social attention often provides a large amount of reinforcement which causes the disruptive student to continue the anti-social behaviour. Teachers also find it very difficult or almost impossible to ignore seriously disruptive behaviour for any amount of time because the students have learnt to increase their demand for attention due to the teachers' inability to respond (Walker et al., 2004:160).

2.4.5.3 Escalating prompts

One of the most widely committed mistakes by teachers in their attempt to control the anti-social behaviour of students is to use escalating prompts that are in the form of negative reprimands, disapproval and or criticism.

2.5 CHARACTER DEVELOPMENT AND INCULCATION OF VALUES

Joubert and Serakwane (2009:124) allude to the fact that building students' characters and inculcating values in them are important ways to deal with anti-social behaviours and instill discipline. Inculcation of values builds character and gives students the ability to distinguish between right and wrong. It is then the duty of the teachers to instill values and to also be a good role model for students.

Values represent the emotional rules and regulations that a society instills discipline and organizes itself. To enable teachers to develop students into morally sound individuals who can effectively and responsibly participate in a democratic society the values of respect for rules, respect for the rights of others and respect for the authority of teachers as well as responsibility for their own behaviour have to be instilled (De Klerk-Luttig and Heystek 2007:4).

2.6 ANGER MANAGEMENT

Students who display anti-social behaviour in school carry high levels of anger. Many find it very difficult to control and effectively manage their anger which leads to various types of anti-social behaviours such as noncompliance, conflict and outbursts. Students require training in anger management in order to learn to recognize and control their anger to prevent the carrying out and the escalation of conflicts and severe problem behaviour (Colvin, 2009:57).

2.7 CONFLICT MANAGEMENT AND PROBLEM SOLVING

Another common characteristic of students who display anti-social behaviour is said to be their inability to interact well with their peers and to cooperate with adults. At the core of this issue is the need to build skills in the student in the areas of conflict resolution and problem solving. If the students were able to solve problems and conflicts peaceably they would be able to learn to interact well with their peers and cooperate with their teachers.

Oosthuizen (2010:73) refers to the inclusion of CARE lessons in the school programmes to teach students conflict management and resolution. CARE is an acronym for conflict and resolution education. During a care lesson, emotions are discussed. Students do not always know what emotions they are experiencing. The discussion of emotions and how to deal with them have a positive effect on student discipline. Accepting responsibility for one's behaviour is emphasized strongly throughout the care lesson. Whenever students have specific experiences, for example, the death of a parent, as well as less serious events, the emotions related to these experiences are discussed in depth. It is important for students, especially boys to be aware of the fact that it is acceptable to feel sorrow and to express this emotion. There are acceptable and unacceptable ways to express emotions

and students must accept responsibility for their own behaviour. During care lessons students are taught that it is important to get along with others. If for example, a student does not like the person sitting next to them and wishes to sit elsewhere in class, the student is taught how to express him/herself without hurting the other person's feelings.

Wamocha, Nasongo and Injendi (2012:104) allude to the fact that if there should be a positive culture of teaching and learning in schools and that the learning environment must be safe, orderly and conducive to learning. Conflicts are a natural part of life and therefore a natural part of school life. Thus, learning to constructively deal with conflict is a life skill that the school community members need. When teachers and students learn to manage their own conflicts, the atmosphere at school becomes more pleasant for everyone. In such an environment teachers and students can spend more time teaching and learning respectively. When conflict is not adequately resolved, or when there is unnecessary delay in the resolution of conflict, properties, lives and academic hours of unimaginable magnitude are lost. Delay in the resolution of school conflicts can result in disruption of school calendars leading to economic as well as psychological exertion.

Donald et al. (2009:155) states that conflict manifests in many different ways in interpersonal relations. Problems of discipline in a classroom are one area in which conflict is a major challenge to develop a systematic problem-solving approach to problems of anti-social behaviour by students.

The approach of problem-solving is made up of the following steps: defining the problem, which involves saying exactly what is happening, between whom and under what conditions. Instructions which are not clear and comprehensive will lead to vague and ineffective solutions.

As a problem is defined, all possible factors that may contribute to the problem need to be looked into. Then one needs to look for possible solutions which are related to the factors that have been identified. The solutions may involve what can be done directly and what can be done through collaborating with others or to whom the problems can be referred. A plan of action then needs to be decided on to address the problem. Everyone involved must agree to the plan. The plan needs to be carried out and maintained. Everyone involved is jointly responsible for the application and maintenance of the plan. The intervention then needs to be evaluated so that those involved can learn from its successes and failures. Based on the assessment, future problem solving methods can also be improved.

2.8 SCHOOLWIDE POSITIVE BEHAVIOUR SUPPORT

Sprague (2007:5) states that to intervene in order to correct minor as well as serious anti-social behaviour, teachers are turning to comprehensive and proactive approaches. This is commonly referred to as School Wide Positive Behaviour Support (SWPBS). SWPBS is based on the assumption

that when faculty and staff in a school actively teach and acknowledge expected behaviour, the number of students with serious behaviour problems will be reduced and the school's overall climate will improve.

Osher, Bear, Sprague and Doyle (2010:50) have observed that the primary aim of SWPBS is to decrease problem behaviour in schools and classrooms and to develop integrated systems of support for students schoolwide on individual levels. SWPBS is based on the hypothesis that when staff members actively teach, using modeling and role playing and rewarding positive behaviours by students as they comply to adult authority and requests, the number of students with mild and serious behaviour problems will be reduced and the school's overall climate will improve. SWPBS schools also provide regularly scheduled instruction in desired social behaviours to give an allowance for the students to acquire the necessary skills for the desired behaviour change. SWPBS offers effective motivational systems to encourage students to behave well.

2.9 MULTITIERED INTERVENTION SYSTEMS

Reischly (2007:1) writes about multi-tiered intervention systems and states that the most important goal of multi-tiered systems is improved behavioural competencies for all students. Multi-tiered educational systems emphasize early identification, early intervention and intense treatment of behaviour problems. Very well qualified and effective teachers and support personnel e.g., counselors and speech/language therapists, are crucial to the successful implementation of multi-tiered systems. Without intervention, aggressive and disruptive behaviour can become a chronic issue.

2.10 INSTILLING VALUES

De Klerk-Luting and Heystek (2007:4) say that the main causes of lack of discipline in both communities and schools are complicated and often come from a deeper moral level such as the absence of core values such as respect, responsibility, honesty, diligence and self-discipline. A society that is democratic is said to be incapable of functioning properly if these values are not present. Values are said to be representative of the emotional rules by which a society organizes and instills discipline within the society. Values are the reminders that people adhere to, to bring order and meaning into their personal and social lives. To instill students with the ability to develop into ethically literate individuals who will be responsible citizens of a democratic society, the values of respect for rules, respect for the rights of others and respect for teacher's authority as well as being responsible for their own behaviour have to be instilled in students.

2.11 COMMUNICATING PROBLEM BEHAVIOURS

Moreno (2010:420) alludes to the fact that teachers need good communication skills in order to address issues of anti-social behaviour of students. Effective communication is said to include more than just talking to the student. The way in which the teacher talks and the students listen can have a strong effect on the student's behaviour. Communication problem behaviours include the following:

2.11.1 Developing problem ownership

The first step in deciding whether and how to communicate about a classroom issue is said to determine the ownership of the problem. Teachers who reflect why they are troubled by a particular anti-social behaviour in the classroom and who own the particular problem before reacting to the anti-social behaviour, are said to be more likely to have good relationships with their students. When students own the problem, the role of the teacher will be to support the student's need for acceptance by listening to them and encouraging them to work through the problem. Depending on the severity of the student-owned problem, the teacher may need to offer additional professional assistance. Therefore it is important that the teacher learns about the support services that are available in the school (Moreno, 2010:420).

2.11.2 Using descriptive language

Teachers are able to own a classroom problem when student's behaviour directly affects their learning objectives, for example, when a student shoots spit-balls during a class discussion. In such a case, teachers are advised to communicate with students in a descriptive way. Students are said to feel less threatened and defensive, and are much more willing to get involved in learning when interacting with teachers who consistently use language which is descriptive and not judgmental. Descriptive language is focused on portraying students' behaviour, achievements, or feelings, but judgmental language is targeted at evaluating students' behaviour, achievements or feelings. Focusing on judging students behaviour has a negative effect on building an atmosphere of cooperation in the classroom.

2.11.3 Showing assertiveness

Assertive teachers are more likely to develop positive relationships with their students than teachers who display hostile and passive attitudes towards their students. Effective classroom managers display an assertive style. They communicate how they feel and are able to stand for their and others rights

and also insist that behaviour be corrected. They also put up a resistance towards being coerced and manipulated. Passive teachers are those who turn a blind eye to students' anti-social behaviour. Passive teachers are also said to fail to implement stated consequences for anti-social behaviour. Hostile teachers belittle students' sense of self-worth and also administer extreme and ineffective punishment.

Wolfolk (2007:469) alludes to the fact that assertive responses communicate to the students that the teacher cares about their well-being and therefore the process of learning is allowed to persist. Assertive teachers clearly state what they expect. Assertive intervention is also said to focus on teaching students in an atmosphere centered on respect, trust, support and how to behave responsibly.

Being assertive helps the teacher to anticipate that students will break rules. Dealing with students who break rules are said to be part of the teaching job and it will take place during the process of teaching. Therefore, teachers need to plan ahead regarding students' display of anti-social behaviour during lessons (Wolfgang, 2009:50).

2.12 BUILDING SELF-DISCIPLINE

Both students and teachers prefer students who are self-disciplined. Students who display pro-social behaviour have a tendency of being more accepted by their peers and teachers than those who display anti-social behaviours, for example, habitually lying, fighting, stealing, bullying and other aggressive behaviours. Students who display such behaviours have a tendency of being rejected. Teachers prefer students who display self-discipline because they require little supervision (Bear, 2010:50).

2.12.1 Positive classroom and school wide climate

When schools work on instilling self-discipline, they also reduce problems of anti-social behaviour by students, increase academic achievement and improve relationships between students, teachers and staff. In the process they also improve on individual views of overall self-worth and happiness. In turn, schools foster a positive school climate. Beare (2010:50) indicates that research has shown that students feel a strong sense of belonging and appreciate their schools more when respectful, caring and supportive relationships are present among themselves, between teachers and students. Students tend to display the same kind of behaviour by demonstrating care, support, respect towards others and getting involved in less anti-social behaviour.

2.12.2 student-student relationships

Self-perceptions concerning social acceptance are an essential part of overall self-worth and emotional well-being. This observation is applicable to having one or more close friends as well as not being accepted and socially rejected by one's peers. Students who are rejected and do not have friends tend to experience loneliness and are at a risk of being depressed. Students who are socially rejected are also at increased risk for disruptive behaviour, poor achievement, disliking of school, including avoiding school and dropping out of school (Beare, 2010:50).

2.13 BEHAVIOURIST STRATEGIES TO ADDRESS ANTI-SOCIAL BEHAVIOUR

According to Moreno (2010:424) the first behaviourist strategy that teachers should take into consideration is differential reinforcement, which consists of reinforcing behaviours that are more acceptable or even incompatible with the anti-social behaviour. An example is to praise students who speak softly and do not shout and make unnecessary noise when speaking.

The second behaviourist strategy is to ignore student's anti-social behaviour and the best course of action is for the teacher not to react at all.

The third behaviourist strategy is cueing. Cueing consists of providing students with verbal or non-verbal signs to make them aware that the teacher has taken note of their anti-social behaviour. Students are said to behave much more appropriately when they are given cues that certain behaviours are expected of them. Verbal cues should focus students' attention towards positive rather than negative behaviour.

2.13.1 Cognitive strategies

Cognitive strategies for classroom management are said to focus on encouraging desirable behaviours and decreasing undesirable behaviour by having students to think about the consequences of their actions. Therefore, cognitive strategies place emphasize on developing students skills such as comprehension, problem solving and critical thinking.

One of the cognitive strategies is logical consequences, which involves negative consequences that are directly and logically related to the student's misbehaviour. For example, having students stay in class during break time to clean up their desks after failing to do so during class time. Students are more likely to respond positively to logical consequences rather than to arbitrary consequences.

2.13.2 Socio-cognitive strategies

Socio-cognitive theory provides strategies that assist students to regulate their own behaviour. Teaching students to manage their own behaviour is very important because management induced by external forces, such as those created by teachers or parents may prevent students from developing an internal behaviour regulating system. Classroom management strategies are more likely to be respected and adhered to by students when the students are involved in developing and applying them (Moreno, 2010:424).

2.14 ADDRESSING ANTI-SOCIAL BEHAVIOUR IN EMOTIONALLY LITERATE WAYS

Weare (2004:67) alludes to the fact that research on emotional literacy is important in assisting schools to perceive children holistically, to see the connection between behaviour, learning and emotion and changing from seeing children's problems as mainly cognitive and behavioural to include a concern with their emotional components. Work on emotional literacy has been helpful in enlightening teachers that difficult children are not always just simply being naughty when they display anti-social behaviour because they are at times underlying emotional reasons for their behaviour that need to be looked into.

Researchers who work on emotional literacy intend to encourage schools to consider how their work on student behaviour would be more effective by a greater and more in-depth focus on emotional and social competence. Researchers of emotional literacy suggest that approaches to student behaviour need to deal with the underlying emotional, social and contextual causes of anti-social behaviour in the school environment and positively teach the skills of management in the social and emotional context that can help improve behaviour rather than just focusing on the behaviour.

Shelton and Brownhill (2008:65) state that in order to understand others we have to first understand ourselves and also take note of how we respond and react to our own emotions in any given situation. It is essential that teachers consider how they deal with their own emotional responses when dealing with children's behaviour. Teachers should ask themselves whether there are underlying factors that affect the way in which they handle students' behaviour in schools. By reflecting on their own ability to manage their affective responses, teachers can then be able to help students to do the same.

2.15 PEER MEDIATION

Peer mediation is another form of an intervention measure that can be applied to curb anti-social behaviour by students. At present students in schools find themselves overwhelmed with peers who are hostile, aggressive, violent and disconnected. For the majority of the students the only way they know how to handle various forms of conflict is through violent actions. Many schools may take pride in the idea that they do not encounter violent confrontations by their students but the schools may not be aware of the fact that their students may be experiencing passive psychological violence through intimidation (Wolfgang, 2009:237).

Peer mediators consist of either the student council or a specially selected group of students who are trained in peer assistance skills and conflict mediation skills. These students have to be accepted by the other students as leaders and role models, people that the other students can fully trust and whom they feel they can share their problems with. The peer mediators are usually under the authority and guidance of a competent teacher. The peer mediators are trained by professionals (Oosthuizen, 2010:54).

Students are seen as more effective mediators because they are able to connect with their peers in a way that adults may not. Peer mediators can frame disputes in a language that is much more understandable to other peers. With peer mediators, students will not feel that they are being judged by adult authority figures. The process of peer mediation empowers youth. When students are in control they have an even greater commitment towards finding solutions to their issues (Wolfgang, 2009:237).

Slavin (2012:345) states that students can be trained to be peer mediators, particularly to solve conflicts among other students. Students who are experiencing problems with other students might be asked to take their problems to peer mediators rather than to their teachers for resolution. The peer mediators might look for interpersonal problems among their classmates and offer to assist when the problems occur. Peer mediators have been found to be effective in resolving a variety of interpersonal problems such as insults, unfairness and physical aggression.

2.16 POSITIVE REINFORCEMENT

Wolfgang (2009:21) alludes to the fact that students learn positive behaviours by seeing positive models from teachers or peers. A situation where a classroom is full of positive reinforcement creates an environment where there is a very strong emotional attachment to the teacher and classmates. The experiences and materials used to reinforce positive behaviour are welcoming and satisfying to the student. This will lead to a positive perception of the school environment. Positive reinforcement should dominate procedures of behavioural management.

Positive reinforcement is the most widely used strategy to increase compliance or cooperative behaviour. To ensure that reinforcement is successful, teachers should ensure that the reinforcement is actually positive or desirable for the student. The student needs to display the desired behaviour at an acceptable standard before the reinforcement is given. The student should be provided with a variety of reinforcers to avert boredom. There should be a balance in the types of reinforcers to be used, including personal, social and external reinforcement. The reinforcers are inexpensive and easy to deliver (Colvin 2009:69).

2.17 REDEMPITIVE DISCIPLINE

Redemptive discipline is based on the fact that the outcomes to be seen in the lives of students who have undergone this discipline process are accountability of conduct, the development of individual integrity, the recognition of the rights of others, the enhancement of self-discipline and compliance to the school rules and regulations. The most important element concerning the philosophy of redemptive discipline is the confession of wrongdoings. Confession can be defined as voluntarily owning wrongs and failures without excuse and agreeing with the school community's assessment of those acts (Botha & Oosthuizen, 2009:31).

2.18 CITIZENSHIP AND MORAL EDUCATION

Halstead and Pike (2006:167) state that in the last ten years since publication of their research, both moral education and citizenship education have been presented as appropriate responses to a crisis in the values of young people. The national forum for values in education, were set up in response to a popular view that many children and young people have little or no sense of right or wrong and that there is chronic, anti-social behaviour in some schools, with verbal and physical harassment between students and teachers which negatively affect the learning environment and educational experience. The moral life of schools project carried out in Chicago from 1998 to 1999 focused on the direct and indirect influences that teachers and schools have on developing moral values of children and young people. Every speech, action, response, decision and gesture made by a teacher is able to convey a moral message.

Character education is currently said to be one of the most popular approaches to moral education in the United States. The aims of character education are to teach virtue and to mould children's characters to produce active, committed citizens and moral agents. It seeks to accomplish this through direct instruction. One of the core beliefs character education is based on is that there are widely shared core ethical values that form the basis of good character and these include self-discipline, honesty, responsibility, courage, loyalty, tolerance, law abidingness, patriotism and other qualities.

Oladipo (2009:153) says that the school is perceived as a vehicle of "direct instruction", it is a social institute in which is contained a rich reserve of norms, customs and ways of thinking of which the teacher is the resource person. Apart from parents who have been seen as the moral teachers, school teachers are also very influential and important adults in the lives of children. Teachers help children to comprehend character traits and values.

Teachers also model desirable character traits in the students both within the school setting and in society at large. Young children often idealize their teachers, watching them closely and also try to copy their behaviours. Young people may view their teachers as authorities and seek their advice on many issues related to character and values. Teachers can assist by maintaining long-term relationships with students and using children's literature in the classroom that places emphasis on positive values. Teachers also refer to the moral lessons that children must have been taught at home.

The inclusion of moral lessons in the curriculum and ensuring its full implementation and delivery is another way in which teachers contribute to the moral development of the child. Teachers are directly involved in teaching behaviours that are right or wrong. They also function as role models to students. This does not imply that all the teachers are good role models to students and that all teachers teach good morals, yet the fact remains that teachers have very important roles to play in the moral development of the child.

Teachers teach children to respect the rights of others; they also promote the acceptance of responsibility for one's actions. Teachers are said to be responsible for the teaching of the importance of honesty, dedication and right behaviour. Success or failure in the achievement of the building of a society that is made up of morally upright citizens depend more on the adoption of education methods calculated to effect the change than upon anything else. These methods are formulated, executed and evaluated by the teachers, hence the relevance of the teachers in the moral development of the child (Oladipo, 2009:153).

2.19 THE CARING TEACHERS WAY OF INTERVENING TO CURB ANTI-SOCIAL BEHAVIOUR

Gootman (2008:2) places emphasis on the fact that teachers need to show care as a strategy of curbing anti-social behaviour in their classrooms. Curbing students' anti-social behaviour certainly requires that students experience the consequences of their misbehaviour, but that is only one aspect of the process of curbing anti-social behaviour. The basis of the caring teacher's intervention for anti-social behaviour is that intervention measures should help students develop self-control.

By focusing on self-control rather than on external control, teachers lift a tremendous burden from off their shoulders. External control takes its toll on the teachers' psyche. External control is physically and

mentally exhausting because the teacher constantly feels that they have to in control of the students and their actions.

Many teachers are said to believe that in order to curb students' anti-social behaviour they have to apply punishment, but punishment focuses only on the misbehaviour. The main goal of the caring teacher is to teach students how to do the right thing. This goal is said to be accomplished by giving students a sense of belonging, setting limits, helping them develop confidence in their abilities, correcting misbehaviours, giving them responsibility, teaching them how to solve problems and to make good judgments.

The caring teachers' way of intervening is said to aim at taking some of the distastefulness out of applying negative measures of intervening such as punishment. Having to punish students is said to be draining because the teacher has to assume a negative posture and teach children to avoid negative behaviour (Gootman, 2008:2).

2.20 ECO-SYSTEMIC INTERVENTIONS

Eco-systemic interventions for anti-social behaviour by students take a more holistic view of the school environment. The eco-systemic approach stresses that human development cannot be perceived in isolation but must be viewed within the wider context of an individual's interactive relationships and within social and cultural contexts. The eco-systemic approach to solving chronic problem behaviour in schools is based on systems analysis suggesting that situations build up within embedded contexts which all influence each other. Thus, the problem is neither identified within the individual in isolation nor within the environment only, but within the social ecosystem within which the behaviour occurs. From this point of view, interactions that take place between the teachers and the students in the classroom are important as well as how these interactions are interpreted, since interactions that are perceived as negative, result in cycles of inappropriate behaviour developing (Hallam & Rogers, 2008:145).

Although punitive measures such as punishment are usually implemented by teachers to curb anti-social behaviour, they are not effective and teachers need to make a mind shift regarding the manner of interaction with students' who display anti-social behaviour in the classrooms. Teachers need to move away from punitive methods towards a more positive interaction way of dealing with problems of anti-social behaviour by students (Lessing & Dreyer, 2007:121).

2.21 PUNISHMENT

Shindler (2010:162) refers to punishment as an external intervention that is intended to give discomfort for the purpose of payback or out of the belief that it will change behaviour. The locus of control of a punishment is the punisher. In nature there are only consequences, no punishment. Punishments come in many forms. Some are overt and obvious, such as picking up trash, names on the board, detentions, being sent to the office, angry outbursts, having to sit alone, calls home and losing class points. Some punishments are much more subtle: lectures, guilt throwing, public shaming, overt disappointment, being more critical of students' work after the students have misbehaved, lowering of expectations and so on. In a punishment condition, the pain and discomfort inflicted on the punished are always calculated by an external agent: the punisher. Punishments teach avoidance of the punisher. Punishments are typically reactive.

On the surface, punishments can appear to work: that is they produce what appears to be a desirable outcome, but as their effects are further examined we will see that punishments either do not improve behaviour in the long term or are not the portion of the intervention that had the desirable effect.

Punishment is the most regularly used and misused way of managing students' anti-social behaviour in schools. As a tool for the management of anti-social behaviour, punishment could mean either administering or removal of a stimulus after behaviour has been carried out, in order to reduce the possibility of the behaviour being displayed again in the future (Maag, 2004:296).

2.21.1 Verbal punishment

Verbal reprimands are the most common form of punishment used in the classroom. When properly used, a verbal reprimand could be effective in curbing minor forms of anti-social behaviours in the classroom. A firm but calm reprimand which describes the fault is effective and void of any negative destructive side effects. When a verbal reprimand is administered the teacher is advised to avoid being sarcastic and ridiculing the culprit. A teacher who resorts to such verbal abuse is inviting reactions of stubborn outbursts as the student may choose to react in a negative way to such humiliation. The rest of the class may also unite and turn against the teacher as they support their class mate.

2.21.2 Exclusion from class

Human beings are social beings by nature and students are no exception to the rule. So when students are excluded from class they feel deprived of being with others and as a result this serves as a form of

punishment. A student who disrupts a class may be punished by being placed in isolation away from other students. Exclusion can also be effective if the culprit misses being with others. If the student who is undergoing punishment is reclusive, then this type of punishment will not serve the purpose. So the teacher needs to be aware of his/her student's individual personalities before implementing this type of punishment.

2.21.3 Withholding of privileges

Students, like any other human beings, feel deprived when they are denied what they feel is rightfully theirs. Some of the privileges students have at school include participating in social clubs, such as debating clubs, sporting activities, school choirs and other events such as athletic games. At times the thought of being cut off from participating from these activities could prevent anti-social behaviour by students. The teacher could also enhance the effectiveness of this type of punishment by rewarding good behaviour, so that culprits of any form of anti-social behaviour miss out on being rewarded.

2.21.4 Detention

In this type of punishment students are made to remain behind in class to work while others go out for recreation or maybe lunch time. This type of punishment will affect the learner physiologically and psychologically as it comes at a time when the student expects to take a break from classwork. The teacher has to be present during the detention session to make sure that the student does the work given (Jacobs, Vakalisa & Gawe, 2004:371).

2.21.5 Corporal punishment

When writing about the study he carried out in Botswana about the use of corporal punishment by teachers in schools, Tafa (2002:19) indicates that there is excessive use of corporal punishment in schools. Tafa continues to say that corporal punishment is illegalized in Botswana but despite the widespread infringement of the law in the use of corporal punishment, there is no evidence of its enforcement. Although teachers tend to justify the use of corporal punishment as being a part of our African culture, caning is a historically instilled coping strategy. Both parents and students have been socialized into accepting caning as a form of punishment.

2.22 INTERVENTION MEASURES FOR ANTI-SOCIAL BEHAVIOUR IN SCHOOLS IN AUSTRALIA, TRINIDAD AND TOBAGO, SOUTH AFRICA AND BOTSWANA

2.22.1 Intervention measures for anti-social behaviour in schools in Australia

In Australia corporal punishment, as a means of controlling learner anti-social behaviour, is said to be largely prohibited in government schools by state and territory legislation. For example, in the state of Queensland, an amendment to the Education (General Provisions) Act of 1989 prohibits the use of corporal punishment in government schools. Similarly, non-governmental schools in Australia have implemented regulations to make the practice of corporal punishment unlawful. In some jurisdictions, corporal punishment is still allowed, provided that excessive force is not used. The overwhelming evidence is that corporal punishment is seldom used as a means of addressing learners' anti-social behaviour (Stewart, 2004:325).

As corporal punishment has become unlawful in most school settings in Australia, teachers have had to look to other methods of ensuring appropriate standards of students' behaviour. Presently, there is said to be a variety of measures that are used by teachers in Australia to try to curb students' anti-social behaviour. The intervention measures include punitive measures such as suspension and expulsion. Most Australian education authorities have passed regulations providing principals with the power to exclude students who misbehave from their schools. This power includes suspension and in worst case scenarios, expulsion. There are restrictions on the number of days for which a principal can suspend a student and any expulsion is at the discretion of the education authority itself.

Rossouw (2007:224) states that, Everton Park State School in Brisbane adopted an innovative approach and adopted an intervention measure called the student welfare teams. The strategy builds relationships between a smaller group of teachers and a smaller group of students. On each year level they have a welfare team. For example, at the year 10 levels, the Learning Technology and Manual Arts department form that welfare team supervise the operation of year 10. They meet regularly each week as a team and they review three areas of student performance: their attendance and punctuality, their work completion and their behaviour.

The method most frequently used in Australia is called the, "Responsible Thinking Process" (RTP). This method is a well-developed disciplinary process which enhances freedom of choice, personal responsibility and self-discipline. Schools following this method have a "Responsible Thinking Classroom" (RTC), where a staff member who is relieved from teaching responsibilities for a day or part of a day is present. A learner guilty of displaying anti-social behaviour in class is referred to this room, under guidance of the teacher. The student goes through a process of designing a plan to improve his or her conduct. There is no specific time limit and the approach is non-punitive.

The RTC is not the same as the detention system which is widely used in Australia. After completing the prescribed form the learner goes back to the teacher in whose class he/she misbehaved. After waiting on the "re-entry chair" they negotiate on the terms on which the student will be allowed back into the class. The research in Brisbane has revealed that the attitude of the specific teacher is of great importance if the system is to succeed. Students have to be assisted to fulfill their plans to improve their behaviour as formulated in the RTC (Rossouw, 2007:224).

In Australia, the power to exclude a student from a government school is established by legislative provision while that of independent or non-government schools is largely contained within the provisions of the contract which exists between the school, the parents and the student. Regardless of the ongoing debate into the effectiveness of the practices of exclusion, it is a requirement in schools in Australia that they have a system in place that will ensure every student who is considered for exclusion is given a fair hearing (Stewart, 2004:327).

2.22.2 Intervention measures for anti-social behaviour in schools in South-Africa

In his research on learner discipline in South African public schools, Rossouw (2003:427), indicates that proactive intervention measures were applied in some of the schools in South Africa. The most basic intervention that teachers indicated they apply is the creation of a code of learner conduct. According to such a code, all stakeholders, including students, know exactly what kind of conduct is expected of them, but it was noted that the existence of a code of conduct unfortunately does not guarantee acceptable behaviour. Some of the schools that took part in the research mentioned the results of disciplinary cases are usually openly communicated to the rest of the students so that they know what to expect when they disobey rules.

A strict class routine is a very effective proactive measure. In some township schools students are encouraged to stay at school after classes have ended for the day and to take part in sports, drama activities, computer training, to attend extra classes or to watch satellite television. This is an attempt to keep students away from negative elements in the community while their parents are at work.

The direct involvement of different role-players is one measure that has proved to be effective. An example is that of the buddy system in which students are paired off in order to take responsibility for each other. One school is said to have reported that positive senior students successfully take responsibility for a younger student with behavioural problems.

In their research on maintaining discipline in South African schools, Maphosa and Mammon (2011:219) state that the study found that most of the disciplinary measures employed for both minor and major forms of student's anti-social behaviour were punitive and reactive. In dealing with minor forms of

students' anti-social behaviour measures, such as verbal reprimands, demotion, manual tasks, sending learners out of class, kneeling on the floor and denial of privileges, were found to be the most common intervention measures applied. In dealing with major forms of anti-social behaviour measures such as suspension, detention, demotion and manual labour were found to be the most common intervention measures.

There was a confirmation that most teachers in South Africa have limited knowledge of intervention measures for anti-social behaviour. A typical example is a classroom situation where noisemakers or disruptive learners were asked to kneel on the floor. Such an intervention measure is said not to be only meaningless but infringes on the rights of the learner as it is tantamount to torture.

The use of reactive disciplinary approaches found to be in use in schools in South Africa is said to be an indication of the fact that most disciplinary measures applied in schools, lacked the ability to help curb anti-social behaviour by students. Most disciplinary measures are said to wait for an offence to be committed before they were administered. Such approaches are said to be often too late and too little especially in instances where the perpetrator of the anti-social behaviour injures or murders another student. Suspension and expulsion are also forms of intervention measures found to be applied in schools in South Africa. Suspension and expulsion are used to deal with major forms of student's anti-social behaviour. The rate of suspension and expulsion is said to be high in some schools in South Africa.

2.22.3 Intervention measures for anti-social behaviour in schools in Trinidad and Tobago

Lynne and First (2008:3) state that schools in Trinidad and Tobago have developed a number of intervention strategies to curb student's anti-social behaviour.

All schools, both primary and secondary, have been mandated to have a student council, where students have a voice in the school management, in the belief that students, being the clients, should be part of the management process. In order to curb anti-social behaviour in the schools, the Ministry of Education partnered with the Ministry of Social Security and created the position of, school safety officer. The school safety officers are expected to assist the principal with maintaining discipline within the school via interventions of counseling, investigating, lecturing etc.

The Ministry of Education has also formed links with other ministries; Health, Social and Community Development and Sports, to develop programmes that would assist schools in the holistic development of students.

The Trinidad and Tobago National Council of Parent Teachers Association Inc. has been given the mandate to 'set up shop' in all schools. The focus is on encouraging parents to be more responsible in working with the school towards the development of the child. The Ministry of Education has also

engaged the services of 'Families in Action', a non-governmental organization to deliver a training programme called peer mediation to a number of students in all schools. This programme covers a variety of topics such as conflict resolution, anger management and leadership. Students are empowered to interact with their peers where they perceive there may be concerns or where their peers seek them out for advice.

2.22.4 Intervention measures for anti-social behaviour in schools in Botswana

The guidance and counseling programme and pastoral care units were introduced by the Ministry of Education in secondary schools in Botswana as strategies to address anti-social behaviour by students (Hulela and Matsolo 2011:47).

2.22.4.1 Guidance and counseling

The introduction of the guidance and counseling programme by the Ministry of Education to cater to the needs and concerns of the younger generation was partly a response to the destruction and breakup of the traditional social structures and services provided by the extended family network and other existing community agencies. As these services continue to break down there is a growing need to develop or even replace them with new and better strategies to cater to current needs (Guidance and Counseling Division, 1996:7).

While the school finds itself committed to providing skills on reading, writing, computational and other related skills, the family on the other hand leaves the preparation of life for young people to the teacher. The school, like any other socialization agent, has to provide youths with current knowledge and problem-solving skills as well as good attitudes and values that will help them to function properly as adults and responsible citizens. The school is also expected to equip young people with critical thinking skills and cultivate inquiry and also assist students to develop a set of beliefs and a value system that will guide their behaviours and actions. Most importantly, the school must help students to build a positive self-concept and a sense of self-identity and a unique pleasant personality.

In order to address these concerns as well as take care of the various needs of the students, the Ministry of Education through the Guidance and Counseling division of the Department of Curriculum Development and Evaluation is charged with the responsibility of developing young Botswana for productive lives by providing Guidance and Counseling services (Guidance and Counseling Division, Ministry of Education, 1996:9).

The Junior Secondary School Guidance and Counseling curriculum guidelines allude to the fact that guidance and counseling services are important to the educational programme, because, they provide a way for self-discipline, and a sense of personal responsibility to be inculcated in students characters, they also provide strategies through which discipline can be implemented in non-punitive ways (Department of Curriculum Development and Evaluation, 2008:1).

Most schools in Botswana still uphold the use of corporal punishment as a deterrent to anti-social behaviour but the guidance and counseling department is said to disagree with the use of punishment to curb anti-social behaviour by students. The guidance and counseling department would want to discuss with the student displaying the anti-social behaviour. The main aim of the discussion is to make the student aware and understand why it is wrong to display the particular anti-social behaviour, and how it affects not only the perpetrator but others as well. The consequences that the student might suffer, as indicated in the school rules and regulations, are also discussed (Guidance and Counseling Division Curriculum Development and Evaluation, 1991:31).

2.22.4.2 Pastoral policy

The pastoral policy intends to empower and equip youths with skills that promote accountability, responsibility and patriotism. The policy also intends to give more attention to group and individual student's needs. The most important issue therefore is to involve students in school governance and for staff and stakeholders to be involved in the school pastoral programme. The policy indicates that there is need to build and implement realistic strategies that would address indiscipline, for example, vandalism, truancy and substance abuse as well as moral decay in the schools, as matters to be attended to urgently. Strategies have to be put in place to assist students to make informed and right choices and decisions. All institutions are expected to develop the concept of "Botho" (moral character) amongst students more than ever before (Department of Secondary Education, 2007:2).

The pastoral care department in the schools aims to:

- Improve discipline;
- improve effectiveness and efficiency in leadership and management of schools; and to
- increase stakeholder involvement.

The key components of the pastoral system include leadership and management, school discipline, students' academic performance and stakeholder involvement in school governance.

Leadership and management

In order to have a successful, effective and result oriented pastoral programme, efficient leadership and management of resources is required. An effective pastoral policy leader is said to have the skill to coordinate, supervise, monitor the program, record and analyse the results and generally pull the program together. The leader has to be skilled in involving and enlisting other people to carry out other duties.

School discipline

Where there is good leadership, the school's approach to disciplining students should be based on programmes that aim at character building. Discipline should be perceived as process of acquiring self-discipline and self-control. It is important for the school to make a clear distinction between punishment and discipline. Students who have learnt to be accountable for their actions are much more likely to be well behaved.

2.23 CONCLUSION

In conclusion, the methods of intervention for anti-social behaviour in secondary schools need to be properly assessed, upgraded and transformed where necessary. Teachers need to apply wisdom and caution when intervening in matters of anti-social behaviour by students. Teachers need to be aware of the impact of intervention measures on the students. We need to validate whether the intervention measures build the characters and personalities of the students positively and teachers need to find out whether the intervention measures build up and mould the student's characters well. Do the intervention measures instill positive character traits such as self-discipline, good self-esteem, responsibility and accountability? Intervention measures for students' anti-social behaviour should not harm the students whether physically, emotionally or psychologically. Intervention measures should cause students to develop negative character traits such as rebelliousness, anger and stubbornness. Schools have a responsibility to produce individuals who will be able to be productive in society, individuals who will be tolerant and interact well in society.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the research design used in the study. The aim of the study was to assess intervention measures for anti-social behaviour in a secondary school. This chapter also gives the rationale behind the research paradigm and methodology employed as well as the tools that were used in collecting data on assessing intervention measures for anti-social behaviour in a secondary school. This chapter also provides more information on ethical considerations.

3.2 RESEARCH DESIGN, THEORETICAL FRAMEWORK AND METHODOLOGY

3.2.1 Research design

Once a research problem is identified and formulated, the research design follows as a plan of action revealing the approach to be adopted to deal with the research problem. The questions that can be asked are:

- What methods will be used?
- What strategies will be most effective?

A research design can be defined as a set of guidelines and instructions to be followed in conducting the research. This research was based on the qualitative approach. The study was a case study.

The case study was ideal in getting a comprehensive and indepth picture on, intervention measures for anti-social behaviour in a secondary school. The case study provided a great amount of description and detail. Mcmillan and Schumacher (2010:344) mention that the case study method provides insight into a specific theme or issue. The case study probed deeply and made an analysis of interactions between teachers and how they applied intervention measures for anti-social behaviour in the secondary school. Best and Khan (2003:249) state that the case study is a way in which social data is organized with the purpose of viewing reality. The case study was also chosen for this research, particularly because it provides a lot of information within a limited time scale.

3.3 THEORETICAL FRAMEWORK

The theoretical framework for this study is social constructivism. The social constructivist theory is perceived as an approach related to qualitative research. Creswell (2009:8) states that the social constructivists assume that people seek understanding of the world in which they live and work. Individuals are said to develop subjective meanings of what they experience, that is, meanings which are directed at particular objects or things. Under this theory, the goal of the research is to rely as much as possible on the participant's perceptions of the situation being studied. The questions are general in order for the participants to build meaning of a situation, through discussions and interactions with other people. The more the questions are open-ended the better, as the researcher listens carefully to what people say or do in their life settings. The constructivist researchers are said to often focus on and interpret the processes of interaction among individuals. In this study the views of teachers on intervention measures for students' anti-social behaviour was the main focus. The constructivist theory is relevant in this study as it is focused on the qualitative research design which this research was based on.

3.4 RESEARCH APPROACH

The research approach is qualitative. The researcher chose the qualitative approach because the study probed deeply into the research setting to get in-depth understanding about intervention measures for anti-social behaviour in a secondary school from the perspective of the participants themselves. McMillan and Schumacher (2010:323) allude to the fact that qualitative researchers seek to know how and why behaviour occurs. Qualitative studies focus on the process by which behaviour takes place, including explanations. A distinguishing characteristic of qualitative research is said to be that behaviour is studied as it occurs naturally. The goal in qualitative research is to understand research subjects from their own point of view and in their own voice. Qualitative research made it possible for the researcher to reflect on the findings interpretively because the researcher was a part of the situation, as she is teaching in the school under investigation. The researcher had the opportunity to get close to the phenomenon and to form a holistic picture of, and intervention measures for anti-social behaviour in a secondary school. Drew, Hardman and Hosp (2008:187) state that in qualitative research, the researcher has direct contact with the research subjects and as a result, the researcher develops unique personal insights through his or her own experiences, culture and perspective.

3.5 METHODS

3.5.1. Study population

The population of this study was twenty teachers from the form three stream, offering compulsory subjects in the school under investigation.

McMillan and Schumacher (2010:129) refer to population as a group of elements or cases, whether they be individuals, objects or events that conform to certain requirements from the study. This group can also be referred to as the target population or universe.

3.5.2 Sampling

In this investigation a non-probability sampling technique, in qualitative research called purposeful sampling was used. Purposeful sampling was selected because it accorded the researcher the opportunity to choose particular elements from the population that were representative and had information on the topic. On the basis of the researchers knowledge of the population a judgement was made about which subjects would be selected to provide the best information to address the purpose of the research (Mcmillan and Schumacher,2010:139). For the purpose of this study, one secondary school in Lobatse was selected and seven teachers were chosen as research subjects. They included the head of house and the senior teacher, one for guidance and counseling and five other teachers. The involvement of the head of house was important as she is responsible for all the pastoral care programmes in the school, which is one of the intervention measures dealing with students' anti-social behaviour. The guidance and counseling teacher is involved because he is responsible for the day to day welfare of counseling and discipline issues of students. The five other teachers were selected as they have been with the students for three consecutive years and have experienced their tendencies of displaying anti-social behaviour.

3.5.3 DATA COLLECTION

McMillan and Schumacher (2010:346) say that "typically, case studies use multiple methods to collect data".

In this study the data collection instruments were the interview, observation and document analysis.

According to Gay, Mills and Airasian (2006:424), the use of multiple data collection methods and sources helps the researcher to minimize bias and therefore assists to improve the reliability and validity of data. This procedure is known as triangulation. It is not likely that data derived from different sources and data collection strategies will be all biased in the same unnoticed way. Gay et al. (2006:424). This process helps the researcher overcome the weaknesses and biases that usually characterizes a single method.

3.5.3.1 Interview

McMillan and Schumacher (2010:206) allude to the fact that when the researcher has decided to use an interview to collect data, an interview schedule will be constructed. The interview schedule will consist of all the questions that will be asked during the interview, with room for the interviewer to write answers. The questions will be directly related to the goals of the study. The written questions will be exactly what will be asked orally with appropriate probing questions.

The questions were in the semi-structured form. In this study, the interview was also face to face. Semi-structured questions have no choices from which the respondent selects answers. The questions were formulated to allow for individual response and were open-ended.

The purpose of the interview, which is assessing intervention measures for anti-social behaviour in secondary schools, was briefly explained to the respondents at the beginning of the interview. The questions were then addressed according to the interview schedule. As the subjects responded to the questions, the interviewer recorded the answers by means of written notes.

Best and Khan (2006:323) state that the interview is usually much better than other data gathering instruments, mainly because people are at times more willing to talk than to write. After the interviewer establishes rapport or a friendly and secure relationship with the respondent, certain kinds of confidential information may be obtained that a person may not be willing to put in writing. Another advantage of the interview is that the interviewer can explain in-depth the purpose of the study and the exact information he or she requires. If the respondent misinterprets a question, the interviewer may follow it up with a clarifying question. Through the interview technique the researcher may stimulate the respondent's insight into his or her own experiences, therefore exploring important areas that may not be expected in the original plan of the investigation.

THE FOLLOWING IS A SAMPLE OF THE INTERVIEW SCHEDULE THAT WAS USED FOR DATA COLLECTION

I = INTERVIEWER

P = PARTICIPANT

PARTICIPANT A:

I: What intervention measures are implemented by the school management for anti-social behaviour by students?

P: The school management intervenes by calling the parents of the misbehaving student to the school to discuss their child's behaviour with them. The management team may also involve the guidance and counseling department and social workers where necessary.

I: Which intervention measures do you as a teacher implement in the classroom to curb anti-social behaviour by students?

P: I talk to the student privately and ask why they display anti-social behaviour. I try to get to understand the student's background and deal with the matter by involving the guidance and counseling teacher.

I: In what ways does the guidance and counseling programme intervene in student's anti-social behaviour?

P: The guidance and counseling teacher only intervenes when the head of house calls for his intervention or when there is a guidance and counseling lesson.

I: According to your opinion, does the guidance programme assist teachers in curbing student's anti-social behaviour? Please elaborate.

P: The guidance and counseling programme does not really assist teachers enough and teachers just go for the guidance and counseling lessons that the students find boring. So the teachers end up having to make the teaching interesting by using songs or something that can interest them.

I: Is the guidance and counseling programme effective in changing learners' behaviour positively? Please elaborate and explain how.

P: No, because the guidance and counseling department have information they do not dispatch. They should talk to students on a daily basis; they should have workshops for the students. The guidance and counseling department does not do this, it is a hopeless case.

I: In your opinion does the guidance and counseling programme need to be improved? If yes how?

P: Yes, the guidance and counseling department needs to have interesting guidance and counseling topics and to go out on excursions that deal with guidance and counseling.

I: How does the pastoral care programme in the school intervene in curbing student's anti-social behaviour?

P: By having circles of support although it is a challenge. They call in parents of the culprits and discuss their child's behaviour with them. Extreme cases, such as students who get into fights and use knives, are referred to social workers.

I: In your opinion does the pastoral programme assist teachers well in matters of student's anti-social behaviour? Please elaborate.

P: No, because there are no guidelines as to how to approach the pastoral policy, they work on crises management, when a problem arises they just find a way to deal with it.

I: Are teachers in your school supportive of the pastoral care programme? Please elaborate.

P: Teachers are not supportive of the pastoral care programme because they mostly resort to corporal punishment which makes the students rebellious because some of them have psychosocial needs and corporal punishment makes them hate school.

I: Does the pastoral care programme need to be improved? How?

P: Yes, the pastoral care gives need to learn to adopt a system of engaging the students who display anti-social behaviour in conversation to find out why they misbehave, because at times they are crying out for help.

I: Are teachers in your school supportive of the guidance and counseling programme? Please elaborate.

P: Teachers are not supportive of the guidance programme and they do not like it at all, they have no idea how to deal with it.

I: Which other intervention measures addressing anti-social behaviour would you suggest and why?

P: Having a one on one with the perpetrators and understanding why they are crying out for help because it is a form of attention seeking, and circles of support can help.

3.5.3.2. Observation

The observation technique was also used to collect data. Through the observation technique the researcher observed teachers in classes and how they handle anti-social behaviour by students. McMillan and Schumacher (2010:208) state that as a method for gathering information, observation depends on a researcher seeing and hearing things and recording the observations rather than relying only on the participants' responses to questions and statements. The participants were made aware that they were being observed. The researcher found out what actually was going on rather than what people said was going on, she recorded information to discuss and identify the usual aspects of the phenomena.

An observation schedule was drawn up by the researcher. Information was noted on the observation schedule as the observation process was on going. The observation schedule included the kind of anti-social behaviours by students, that was observed during class and the type of intervention measure the teacher implemented to curb the anti-social behaviours.

During the process of observation participants are directly observed by the observer. Observation can be carried out with the naked eye or some sophisticated equipment. Observation is said to allow a variety of behaviours in places of work to be examined. Individual's physical actions can be observed, non-verbal behaviours such as tone and body language, as well as the time taken to perform tasks. Other types of observation may give insight into behaviours displayed in the workplace. Observation is said to have also been applied in sociological research with the purpose of developing ideas and theories on social behaviour (Welman, Kruger & Mitchell, 2012:171).

THE FOLLOWING IS A SAMPLE OF THE OBSERVATION SCHEDULE

ANTI-SOCIAL BEHAVIOUR	INTERVENTION MEASURE
-Noise making -late coming	-verbal reprimands -exclusion from class, students told to remain outside of class for remainder of lesson
-lesson disruptions, unnecessary movement In and out of class -refusal to take orders from teacher	-verbal reprimands -students made to kneel on floor during lesson
-fighting in class	-corporal punishment

3.5.3.3 Document analysis

Data was also gathered through scanning official documents that the school keeps concerning students' anti-social behaviour and records that the school has on problem students. Best and Khan (2006:257) state that in document analysis the following may be used as a source of data: records, reports, printed forms, letters, diaries or other academic work.

McMillan and Schumacher (2010:360) state that documents in educational institutions may be of three types, namely personal documents, official documents and objects. A personal document describes a person's actions, experiences and beliefs. Personal documents are said to include diaries, personal letters and records. The documents are said to be usually discovered by the researcher. Documents are said to be able to surface during interviews or participant observation.

The documents that were scanned were from the pastoral departments and guidance and counseling department as well as from the school administration. The records included information on the different types of anti-social behaviours students displayed and the measures that the pastoral department and the guidance and counseling department applied to curb or deal with the anti-social behaviours. The records indicated how the students were dealt with.

The records also indicated whether any referrals were made to, for example, social workers, the police and whether parents of the culprit were called in.

3.6. VALIDITY AND RELIABILITY

The data collection instrument was piloted with teachers. This was done with the view of increasing the reliability and validity of the instrument. The pilot test is crucial to enlighten the researcher on the clarity and relevance of items in the data collection instrument. My supervisor also checked the validity of the instrument by checking it against the research questions. Gay, Mills and Airasian (2006:601) define reliability as "the degree to which a test consistently measures whatever it measures." They further refer to validity as, "the degree to which a test measures what it is intended to measure."

The triangulation method was applied to add depth to the analysis and potentially increase the validity and reliability of the study. McMillan and Schumacher (2010:25) allude to the fact that triangulation is implemented when the strengths of one method outweigh the weaknesses of the other, so that together they provide a more logical set of data. To the extent that the results from each method come together and show the same result, then triangulation will have taken place and thus more and better credibility in the findings. Triangulation is used because the strength of each of the methods can be put into practice to give not only a more complete result but one that is much more valid.

3.7 DATA ANALYSIS

Data analysis is described as the process of bringing order, structure and meaning to the mass of collected data. De Vos, Strydom, Fouche and Delport (2005:339). Data was organized in themes guided by the goals of this study. Data was also recorded in a systematic order to facilitate the data analysis process. Data analysis is the process of systematically searching and arranging the data that have been collected with a view to increasing the researchers understanding of them so that they could present what they have discovered to others. Data analysis in qualitative studies is said to be based on inductive reasoning that is the researcher constructs patterns that emerge from the data and makes sense of them.

3.8 ETHICAL CONSIDERATIONS

Access to the school selected for this investigation was secured by way of permission requested from and granted by the school head, of the school which was selected to carry out the investigation in.

The use of individuals in research requires careful consideration of ethical issues such as confidentiality and professional integrity and researchers need to be sensitive to the potential negative effects to which participants in an investigation might be exposed. McMillan and Schumacher (2010:117) state that, "researchers should generally be open and honest with participants about all aspects of the study. This usually involves a full disclosure of the purpose of the research".

The participants were provided with information on the purpose of the study. This was done in order to avoid misunderstanding as well as to provide reassurance as to the confidential manner in which the study will be conducted; the information that was given included the following:

- The name of the participating school would only appear for acknowledgement purposes only for all other purposes the school would be allocated a letter of the alphabet.

Welman, Kruger and Mitchell (2012:201) say that, there are four ethical considerations that the researcher needs to consider informed consent, right to privacy, protection and manipulation of respondents.

The researcher obtained the necessary permission from the participants after they had been thoroughly and truthfully informed about the purpose of the investigation. The participants were assured of their right of privacy. This means that the participants were informed that their identity would remain anonymous. Participants were also assured that they will be protected from any physical and emotional harm. The researcher ensured that the participants were not manipulated or treated like objects or numbers rather than treating them as human beings.

3.9 LIMITATIONS OF THE STUDY

The sample of this investigation is limited so it cannot be generalized to the whole of Botswana. The small sample size and the fact that the respondents in the present study were all from one school in Lobatse, Botswana, in the south region, limits the applicability to other populations. The aim was not to generalize but to understand the problem in depth.

3.10 CONCLUSION

This chapter dealt with the implementation of the research design and methodology. The qualitative method of the study was implemented by interviewing teachers in the natural setting chosen at the school. Furthermore ethical considerations were briefly discussed.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

This chapter provides presentation and analysis of data from which the findings of the research are drawn. The various sections cover lesson observations, document analysis which includes records on students' anti-social behaviour in the school and interviews with teachers on intervention measures for student's anti-social behaviour.

4.1.1 DATA ANALYSIS

Data analysis is described as the process of bringing order, structure and meaning to the mass of collected data. De Vos et al. (2005:339). Data was analysed by categories and themes guided by the research questions. Data was recorded in a systematic order to facilitate the data analysis process. Main trends and patterns in the data with reference to research questions was described and summarized. Once prominent issues had been identified the researcher sorted out data, conceptualized it and then coded it. Interpretations were then made from the coded data. Coding refers to the process of dividing data according to a classification system. Categorising on the other hand refers to a stage where the identified codes on issues that talk about the same thing are grouped together.

4.2 CLASS OBSERVATIONS

This section deals with observations that were done during lessons. The observations were done on students' anti-social behaviour during the lessons and ways in which teachers intervened to curb the anti-social behaviours displayed by the students.

In Chapter 3.5.3.2, the researcher drew up an observation schedule and information was noted on the observation schedule as the observation was in process. The observation schedule included the kind of anti-social behaviours displayed by the students during class and the type of intervention measures the teacher implemented to curb the anti-social behaviours. A sample of the observation is also shown in Chapter 3.5.3.2.

4.2.1 CLASS A

The teacher arrived at the start of the lesson and introduced the topic. The class was very noisy, and there was very little concentration on the part of the students. The teacher ordered the students to take out their notebooks and textbooks. The majority of the class did not have their books with them, and some of them gave the excuse that they had forgotten their's at home. The teacher decided to continue with the lesson anyway, for the sake of those who had brought their books to class. The teacher guided the students as they read from their literature texts.

Whilst reading was on some students continued to make noise and chat. The teacher would reprimand them and tell them to be quiet and listen whilst reading is on, some of the students would be quiet others would carry on with the noise making. In the process of the lesson some students kept asking for permission to go out to drink water, others would request to go to the toilets. The teacher gave permission to those who wanted to visit the toilets, and those who wanted to drink water he told to wait until break time.

About thirty minutes into the lesson, four male students came in late. They explained to the teacher that they had come in late because they had been searching for their books in the lockers. The teacher did not let them in and told them to remain outside. Two of the students tried to force their way into the class and the teacher physically pushed them outside. As the other students in class witnessed the incident, reading stopped and the students in the class began to jeer and cheer at the students who were trying to fight their way into the class. The teacher reprimanded those who were shouting and making loud noises and attended to the students he had pushed out. The teacher told the two students that he is going to punish them corporally and give them three strokes each on the hands. One of the students refused to take the punishment. After applying corporal punishment on the other students the teacher went to the Head of Houses office with the student who had refused punishment, to solve the matter with the head of houses.

4.2.2 CLASS B

At the start of the class the teacher had to request the students to clean the class by picking up papers and sweep, as the class was in a mess. The students picked up the litter in the class but refused to sweep, claiming that there is a sweeping rota and the students who were supposed to sweep the previous day did not do their duty and that they were the ones who should sweep the class and not any other member of the class. When the teacher asked those who were supposed to clean the class the previous day to identify themselves, they refused to do so.

The teacher then asked to see the sweeping rota only to be told by one of the students that their class teacher had put up the sweeping rota but some students in class always remove it and tear it up. Asked

to identify the students who were involved in the removal of the sweeping rota, some male students threatened to deal with anyone who mentions the names of the culprits. The teacher warned the boys not to threaten other students because they would "get into trouble". The students then became very rude and answered the teacher that they would not get into trouble; other male students in the class joined in and told the teacher boldly that nothing would happen to them and that the teacher should not threaten them.

The teacher decided to ignore the boys and started the lesson. As the teacher began to introduce the topic, students began to make noise as the female student who was threatened by the male students began to quarrel with them. The male students were very rude and insulted the female student who in turn also insulted them. The teacher then told the students who were quarrelling to get out of the class. The female student and one of the boys she was quarrelling with went outside the other group of boys refused to get out of the class.

The teacher had to resort to telling the boys that he would take up the matter later with their head of house. Then the teacher had to quiet down the class and told them the lesson had to start and they should stop disturbing with their noisy comments. The teacher then continued with her introduction and ignored the noise that was being made by some of the students.

4.2.3 CLASS C

When the third class began the teacher began the lesson quite well, but in the process of the lesson there was a disruption when two students began to fight over a chair and desk. The students had been sharing the chair and desk when one of the students pushed the other off the chair claiming the other student was taking up space on the seat. The teacher scolded the student who pushed the other off the seat and told the other student who had been pushed off the seat to go and search for a chair in the other classes. The student refused and said the seat he was actually sharing with the other student was his. The students began to argue and other students joined in the argument, taking sides with the two students.

The students who had joined in the argument began shouting and insulting one another, accusing each other of telling lies and saying who the rightful owner of the seat is. The teacher tried to shout above the uncontrollable noise, but for some time could not get the attention of the students. The teacher then resorted to beating his desk with his hand and shouting at the students who gradually calmed down.

The teacher then verbally reprimanded the students and told them to never use insults to solve conflicts and also decided to punish the two students who had fought over a chair by having them kneel on the floor throughout the lesson. The two boys began to argue with the teacher, refusing to

take the punishment. The teacher then told them that if they refuse the punishment he had given them then they would have to remain behind after school to clear grass in the school grounds. The boys then opted to kneel in front of the class until the end of the lesson.

4.2.4 CLASS D

When the teacher and researcher entered into the fourth class, a group of boys were found playing football in the class and two girls were standing in the corner of the classroom plaiting another girl's hair, while other students in the class were either reading or chatting.

The teacher verbally reprimanded the boys for playing football in the class; the girls were also verbally reprimanded by the teacher for plaiting their hair in class. The teacher proceeded with the lesson and some students listened attentively while others continued to chat and not bother to listen to the teacher as she was lecturing and explaining the topic she had just introduced. Students were then requested by the teacher to open their classwork and text books to do an exercise.

A number of students did not get their books out and the teacher asked them why they are not getting their books out. They gave different kinds of excuses. Some of the students said they had left their books at home, three said they had lost their books and others had forgotten them at their lockers. Those who claimed to have left their books at the lockers requested the teacher for permission to collect them; the teacher told them that they are all to be punished first by getting three strokes on the hands. Some of the students received the punishment but there were two boys who refused to be punished by the teacher. The teacher then decided to abandon the class to take the students who refused punishment to the pastoral care office. Those who had forgotten their books at home were told to get papers to do the class exercise on then they would transfer the exercise into their classwork books for homework later.

4.2.5 CLASS E

The fifth class that was observed was a very noisy class. The class consisted of mainly boys and a very small number of girls. As the researcher took note of this, the group of girls was counted and there was found to be ten girls in the class and thirteen boys. The majority of the boys were not seated properly. The girls had tried to sit in an orderly manner, but they were disturbed by some of the boys who wanted to change the seating arrangement. There was a lot of unnecessary movement as the male students were chatting noisily, laughing unnecessarily loudly. The teacher ordered the class to quiet down and sit properly.

Most of the male students ignored the teacher and continued to make noise and to move about unnecessarily. The teacher then seemed to decide to ignore the noise making and started teaching. As the teacher progressed in introducing her topic some of the students began to settle down and listen. Others began to also quite down and listen to the teacher. The teacher then took the chance to reprimand the class, especially the boys.

The teacher reprimanded them for wasting their time misbehaving and not reading whilst waiting for class to start. The teacher then proceeded with the lesson while some boys who seemed not to be bothered about the teacher's reprimand continued to chat and make unnecessary noise. The teacher continued with the lesson and ignored the boys.

4.2.6 SUMMARY OF FINDINGS FOR CLASSROOM OBSERVATIONS

4.2.6.1 What is the nature and scope of intervention measures in addressing students' anti-social behaviour?

From the observations that were carried out in the classes the theme on the nature and scope of intervention measures was identified, as teachers carried out various measures of intervention to try and curb different forms of anti-social behaviour that students displayed during the lessons. Some intervention measures were applied repeatedly, for example, the most commonly applied intervention measure was corporal punishment. Three out of the five teachers found it more convenient to apply corporal punishment, rather than talking to the student or reprimanding them verbally. According to Tafa (2002:19) there is excessive use of corporal punishment in schools. Although teachers tend to justify the use of corporal punishment as being part of the African culture, caning is a historically instilled coping strategy. Both parents and students have been socialized into accepting caning as a form of punishment.

It was also noted that the verbal reprimands were used to put down the student and force them to do as they were told. Verbal reprimanding was mostly done aggressively. Concerning verbal reprimands, Maag, (2004:296) states that it has been noted that verbal reprimands are the most common form of punishment used in the classroom. When properly used a verbal reprimand could be effective in curbing minor forms of anti-social behaviours in the classroom. A firm but calm reprimand which describes the fault is effective and void of any negative destructive side effects. When verbal reprimanding is administered the teacher is advised to avoid being sarcastic and ridiculing the culprit.

The other intervention measure applied was exclusion from class. Students were sent out of class for continued display of anti-social behaviour and refusal to carry out directions and instructions from the teacher.

The pastoral care department was consulted when student's anti-social behaviour overwhelmed the teachers and the problem student would not heed the orders and instructions of the teacher. The teacher would send the student displaying the anti-social behaviour to the pastoral care teachers, then follow up the matter with the pastoral care teachers after class.

Teachers did not consult the guidance and counseling department for intervention during the class observations. Teachers indicated that they were much better acquainted with the pastoral care department than with the guidance and counseling department in issues of intervention for student's anti-social behaviour.

4.2.6.2 How do the intervention measures assist teachers in dealing with students' anti-social behaviour?

The pastoral care department

It was also noted that the teachers consulted the pastoral care department when students behaviour tended to be extreme and impossible to curb during class. Teachers would warn students that if they continued with the misbehaviour they would be sent to the pastoral care department for further intervention.

The researcher also noted that the pastoral care department intervened to assist the teachers by applying verbal reprimands, punishments such as manual work after classes and even corporal punishment to assist the teachers in curbing anti-social behaviour in their classes. The pastoral care teachers also at times called in parents of the problem students to discuss the behaviour of the student with their parents.

The guidance and counseling department

During the class observations it was noted that students were hardly ever sent to the guidance and counseling department for intervention. The pastoral care department seemed to be much more resorted to as an intervention measure, than the guidance and counseling department.

Teachers indicated that students already received counseling during the weekly guidance and counseling lessons but that students' behaviour was still not changing despite the guidance and counseling lessons.

Punitive measures

As already indicated in 4.2.6.1, individual teachers resorted to different forms of punitive measures to curb students' anti-social behaviour, mainly, corporal punishment, verbal reprimands and exclusion from class.

4.3 INTERVIEWEES' RESPONSES TO THE INTERVIEW QUESTIONS

The interview session took place in the school where the investigation was carried out. As noted in chapter 3.5.3.1, at the beginning of the interview, participants were informed on the purpose of the interview which is, assessing intervention measures for anti-social behaviour. The interview was face to face, the questions were in a semi-structured form. The questions were addressed according to the interview schedule. As the participants responded to the questions, the interviewer recorded the answers by means of written notes. The interview questions were directly related to the goals of the study. The goals of the study as stated in Chapter 1.4.1 are:

- The nature and scope of intervention measures for anti-social behaviour in school.
- How intervention measures assist teachers in dealing with students' anti-social behaviour.
- Suggestions on improving intervention measures for anti-social behaviour by students.

I = INTERVIEWER

P = PARTICIPANT

4.3.1 PARTICIPANT A

I: What intervention measures are implemented by the school management for anti-social behaviour by students?

P: The school management team intervenes by calling the parents of the misbehaving student to the school to discuss their child's behaviour with them. The management team may also involve the guidance and counseling department and social workers where necessary.

I: Which intervention measures do you as a teacher implement in the classroom to curb anti-social behaviour by students?

P: I talk to the student privately and ask why he/she displays anti-social behaviour. I get to understand the student's background and deal with the matter by involving the guidance and counseling teacher.

I: In what ways does the guidance and counseling programme intervene in students' anti-social behaviour?

P: The guidance and counseling teacher only intervenes when the head of house (pastoral care department) calls for his intervention or when there is a guidance and counseling lesson.

The statement made above by the teacher is alarming and indicates that the guidance and counseling in the school is inactive or not performing as expected.

This is evident in the teacher's comments that the guidance and counseling teacher only intervenes when summoned to do so by the pastoral department.

I: According to your opinion, does the guidance programme assist teachers in curbing student's anti-social behaviour? Please elaborate.

P: The guidance and counseling programme does not really assist teachers enough and teachers just go for the guidance and counseling lessons that the students find boring. So, the teachers end up having to make the teaching interesting by using songs or something that can interest the students.

I: Is the guidance and counseling programme effective in changing learners behaviour positively? Please elaborate and explain how.

P: No, because the guidance and counseling department have information they do not dispatch. They should talk to students on a daily basis and they should have workshops for the students. The guidance and counseling department does not do this, it is a hopeless case.

I: In your opinion does the guidance and counseling programme need to be improved? If yes how?

P: Yes, the guidance and counseling department needs to have interesting guidance and counseling topics, and to go out on excursions that deal with guidance and counseling.

I: How does the pastoral care programme in the school intervene in curbing students' anti-social behaviour?

P: The pastoral care programme intervenes by having circles of support that is involving parents, police, the chief, social workers and other support groups in dealing with student anti-social behaviour.

I: In your opinion, does the pastoral programme assist teachers well in matters of students' anti-social behaviour? Please elaborate.

P: No, because there are no guidelines as to how to approach the pastoral policy, they work on crises management, when a problem arises they just find a way to deal with it.

I: Are teachers in your school supportive of the pastoral care programme? Please elaborate.

P: Teachers are not supportive of the pastoral care programme because they mostly resort to corporal punishment which makes the student rebellious because some of them have psychosocial needs and corporal punishment makes them hate school.

I: Does the pastoral care programme need to be improved? How?

P: The pastoral care givers and the heads of houses need to learn to adopt a system of engaging the student who display anti-social behaviour in conversation to find out why they misbehave, because at times they are crying out for help.

I: Are teachers in your school supportive of the guidance and counseling programme? Please elaborate.

P: The teachers in the school are not supportive of the guidance programme they do not like it at all, they have no idea how to deal with it.

I: Which other intervention measures addressing anti-social behaviour would you suggest, and why?

P: Having a one on one with the perpetrators and understanding why they are crying out for help because it is a form of attention seeking and circles of support can help.

4.3.2 PARTICIPANT B

I: What intervention measures are implemented by the school management for anti-social behaviour by students?

P: Students are called to the office and the matter of the case is established or investigated and then punishment is applied accordingly.

I: Which intervention measures do you as a teacher implement in the classroom to curb anti-social behaviour by students?

P: I reprimand the students privately because at times if it is done publicly the student will not take it seriously, delegation of duties in class is also done, such as getting the learner to lead in some lesson activities.

I: In what ways does the guidance and counseling programme intervene in students' anti-social behaviour?

P: Students are counseled and made aware that their behaviour is unacceptable and what the consequences are. The root cause of the behaviour is said to be established and the student is assisted accordingly.

I: According to your opinion, does the guidance programme assist teachers in curbing students' anti-social behaviour? Please elaborate.

P: The guidance and counseling programme does assist teachers in curbing students' anti-social behaviour because the department at times ends up involving external resource people to address learners on issues pertaining to anti-social behaviour and life in general.

I: Is the guidance and counseling programme effective in changing learners' behaviour positively? Please elaborate and explain how.

P: The guidance and counseling programme is not very effective as parental contribution is also required, but the parents in the community are negligent concerning their children.

I: In your opinion does the guidance and counseling programme need to be improved? If so, how?

P: Some improvements need to be done because the morning sessions for guidance and counseling are not at all effective, due to time constraints. It would be wise to extend it to a few days during the week in the afternoon with the guidance and counseling committee.

I: How does the pastoral care programme in the school intervene in curbing students' anti-social behaviour?

P: The heads of houses address individual students, or classes which are problematic, they apply punishment, corporal punishment, manual work or suspension.

I: In your opinion does the pastoral programme assist teachers well in matters of students' anti-social behaviour?

P: The pastoral programme does assist teachers, but the only problem is that at times the heads of houses take long to attend to cases of anti-social behaviour by students.

I: Are teachers in your in school supportive of the pastoral care programme? Please elaborate.

P: Teachers are supportive of the pastoral care programme, they collaborate with the programme in guiding students through talk sessions and they assist the needy students (psychosocial matters).

I: Does the pastoral care programme need to be improved? If so, how?

P: The pastoral care programme needs to be improved by speeding up attention to cases, to ensure culprits are punished accordingly.

I: Are teachers in your school supportive of the guidance and counseling programme? Please elaborate.

P: The teachers are supportive of the guidance and counseling programme, some teachers are involved in the guidance and counseling committee.

I: Which other intervention measures addressing anti-social behaviour would you suggest and why?

P: There needs to be a disciplinary committee, it should be functioning, the committee should also include parents. Former students should be included in the committee, or be invited to talk to students as they may listen better to their peers.

4.3.3 PARTICIPANT C

I: What intervention measures are implemented by the school management for anti-social behaviour by students?

P: Corporal punishment is applied by the management team and parents are also involved at times.

I: Which intervention measures do you as a teacher implement in the classroom to curb anti-social behaviour by students?

P: I warn students verbally, detaining culprits, corporal punishment, referral to the head of house and also advising students on the consequences of the behaviour.

I: In what ways do the guidance and counseling programme intervene in students' anti-social behaviour?

P: Counseling one on one basis is done, guiding them and not applying corporal punishment to correct the students.

I: According to your opinion, does the guidance programme assist teachers in curbing students' anti-social behaviour? Please elaborate.

P: Yes, through guidance students are told about appropriate and inappropriate behaviour and students are able to open up during counseling. The counselor also talks at length with the student, to mould the student. The teacher then said that counseling is not happening at a level where its impact can be noticed.

I: Is the guidance and counseling programme effective in changing learners' behaviour positively? Please elaborate and explain how?

P: There is not that much impact, I have not seen the guidance and counseling programme trying to impact on students' misconduct.

I: In your opinion does the guidance and counseling programme need to be improved? If yes, how?

P: The guidance and counseling department needs to involve other stake holders in the programme especially experts in the counseling area.

I: How does the pastoral care programme in the school intervene in curbing students' anti-social behaviour?

P: The pastoral care department applies punishment, corporal and manual work, including reprimanding verbally.

I: In your opinion does the pastoral programme assist teachers well in matters of student's anti-social behaviour? Please elaborate.

P: Yes, they do handle some cases referred to them quite well, but some cases are difficult to solve.

I: Are teachers in your school supportive of the pastoral care programme? Please elaborate.

P: Yes, teachers are supportive of the programme, they are successfully engaged in the disciplinary process for students. The only problem is at times class teachers are not informed of cases concerning students in their classes.

I: Does the pastoral care programme need to be improved? If so, how?

P: Yes, the heads of houses in the pastoral care programme need to be more work shopped on their roles as pastoral care and performing their roles and duties to their best.

I: Are teachers in your school supportive of the guidance and counseling programme? Please elaborate.

P: Teachers are not very supportive of the guidance programme and they do not like attending guidance and counseling lessons, but during their classes they do provide guidance.

I: Which other intervention measures addressing anti-social behaviour would you suggest and why?

P: Fully trained psychologists are required in the school, who can address students' issues of misconduct.

4.3.4 PARTICIPANT D

I: What intervention measures are implemented by the school management for anti-social behaviour by students?

P: Corporal punishment is applied occasionally; suspension is also implemented at times. Parents are also at times called in to discuss with them issues of their children's anti-social behaviour. They also avail school rules to the students.

I: Which intervention measures do you as a teacher implement in the classroom to curb anti-social behaviour by students?

P: The intervention measures I apply include exclusion from class, corporal punishment, verbal reprimands, making them kneel down and raise their hands or just stand during class.

I: In what ways do the guidance and counseling programme intervene in student's anti-social behaviour?

P: I am not sure about the guidance and counseling programme, I do not know the procedure of involving guidance and counseling in curbing student's anti-social behaviour.

I: According to your opinion, does the guidance programme assist teachers in curbing students' anti-social behaviour? Please elaborate.

P: The guidance and counseling programme does not assist teachers because teachers are not aware about its operations and how and when to refer students.

I: Is the guidance and counseling programme effective in changing learners' behaviour positively? Please elaborate and explain how?

P: The guidance and counseling programme is not effective in changing learner's behaviour, guidance and counseling does not assist in issues of discipline in the school.

I: In your opinion, does the guidance and counseling programme need to be improved? If yes, how?

P: I strongly feel that a lot of change needs to be done in the guidance and counseling programme. The programme needs to be resurrected and a lot of work needs to be put into it. Teachers need to have an in-service on guidance and counseling and management needs to back it up. Parents should also be made aware of its operations.

I: How does the pastoral care programme in the school intervene in curbing students' anti social behaviour?

P: Students are reprimanded verbally, they are given manual work to do in the afternoon, the heads of houses also work closely with the parents of the culprits and they also monitor class teachership.

I: In your opinion, does the pastoral programme assist teachers well in matters of students' anti-social behaviour? Please elaborate.

P: No, they seem to be unable to cope with cases of anti-social behaviour and students also disrespect the heads of houses.

I: Are teachers in your school supportive of the pastoral care programme? Please elaborate.

P: Teachers are not supportive of the programme, they need to know where they fit in, teachers may lack understanding of the programme and they also need to know what input is expected of them in the running of the programme.

I: Does the pastoral care programme need to be improved? If so, how?

P: The pastoral programme does need to be improved on, there needs to be a clear communicative policy that will empower the teachers, students and management.

I: Are teachers in your school supportive of the guidance and counseling programme? Please elaborate.

P: Teachers are not supportive of the guidance programme and mostly it is about teaching guidance. Teachers are not prepared to take it up as an extra subject. Other guidance and counseling programmes are also not known nor implemented.

I: Which other intervention measures addressing anti-social behaviour would you suggest and why?

P: Class teachership, that is, spending time with students, getting to know them and counseling them accordingly. Parents Teachers Association needs to be used as a platform for discussing cases of anti-social behaviour and solutions for such cases derived from the platforms.

Teachers need to see students' anti-social behaviour as their responsibility and implement appropriate action against such. If there is no co-operation or unified action against this, among all stakeholders it will bring division that will eventually cripple the other intervention measures in place such as the guidance and counseling and pastoral care programmes.

4.3.5 PARTICIPANT E

I: What intervention measures are implemented by the school management for anti-social behaviour by students?

P: Corporal punishment is applied including guidance and counseling and also the pastoral care programme that is the intervention of the heads of houses.

I: Which intervention measures do you as a teacher implement in the classroom to curb anti-social behaviour by students?

P: Exclusion from class, use of corporal punishment, and if the student is impossible they are referred to the guidance and counseling department.

I: In what ways do the guidance and counseling programme intervene in students' anti-social behaviour?

P: The guidance teacher is said to guide the students referred to him for being anti-social and on the consequences of displaying such behaviour, they try to mould student's behaviour and enquiries are made about the child's behaviour.

I: According to your opinion, does the guidance programme assist teachers in curbing students' anti-social behaviour? Please elaborate.

P: The guidance programme does not assist teachers because the programme is not functioning properly, there is negligence on students' cases and there is also lack of involvement in students' issues.

I: Is the guidance and counseling programme effective in changing learners' behaviour positively? Please elaborate and explain how?

P: The guidance programme is not effective in changing learners attitudes positively, reason being that it does not address students' ill-discipline. Enough has not been done by the department - the department is too quiet.

I: In your opinion does the guidance and counseling programme need to be improved ? If yes, how?

P: The guidance and counseling programme needs to be improved; there should be an active committee. The programme needs to be revived where members will be given different roles to address guidance.

I: How does the pastoral care programme in the school intervene in curbing student's anti-social behaviour?

P: Mainly, talking with the students, where necessary they involve parents, calling parents individually and addressing them during PTA meetings.

I: In your opinion does the pastoral programme assist teachers well in matters of students' anti-social behaviour? Please elaborate.

P: The pastoral care programme is doing enough even though at times they do not communicate with teachers.

I: Are teachers in your school supportive of the pastoral care programme? Please elaborate.

P: The teachers seem not to be supportive at times because of lack of communication from the office, but where they are consulted they do support the programme.

I: Does the pastoral care programme need to be improved? If so, how?

P: The programme is fine, the heads of houses attended a workshop on creating a child friendly school and they were also empowered on different issues.

I: Are teachers in your school supportive of the guidance and counseling programme? Please elaborate.

P: The teachers are not supportive at all. They could be if the senior teacher guidance and counseling could also be seen to be effective and putting forward or implementing the guidance programme.

I: Which other intervention measures addressing anti-social behaviour would you suggest and why?

P: Detention after class, having a good relationship with students as a teacher, students should not fear teachers. There should be peace and not tension, interaction should take place in a relaxed manner, there should not be a tense atmosphere, and once teachers are too strict students can at times become very rebellious.

4.4 SENIOR TEACHER GUIDANCE AND COUNSELLING INTERVIEW

I: In what ways does the guidance programme intervene to curb anti-social behaviour by students?

P: There is intervention through provision of information; there are topics in guidance that deal with topics such as interpersonal relationships, so students can appreciate interacting with others positively as also a way of creating peace.

It is an aspect of the life skills programme, so students can know the benefits. Face to face counseling in referral cases, to help students know how to deal with situations that cause them to misbehave. We also refer extreme cases. We network with other stakeholders, we work cooperatively with the police, social workers and faith based organizations.

I: What kinds of anti-social behaviours by students are brought to the attention of the guidance and counseling teacher?

P: Indulgence in alcohol and drug abuse, sexual relationships, bullying, use of abusive language, fighting.

I: Are you satisfied with the way in which teachers handle problems of anti-social behaviour in the classrooms? Please elaborate.

P: I am not at all satisfied because teachers are more focused on referring students to guidance and counseling and pastoral care, they do not see student's anti-social behaviour as their responsibility, the teacher's role is minimal.

I: What challenges does the guidance and counseling department have?

P: There is shortage of manpower, because I also teach and in the process I may not be able to do proper follow ups. The department is limited in terms of resources. There is no proper infrastructure, no offices to carry out the mandate. There are also misconceptions about the guidance and counseling programme. It is not taken seriously in our system. Teachers are not sure about the function of guidance and counseling, including the school personnel. There is also not enough support from relevant authorities to empower the guidance and counseling teachers, the advisory role is not forthcoming, it's like the guidance and counseling senior teachers are just operating on their own.

I: Are teachers supportive of the guidance and counseling programme?

P: Very few teachers are supportive of the guidance programme. The majority are not. Teachers are more focused on yielding results in their areas of specialization which is academic. Teachers do not support the guidance programme as their core mandate. There is lack of support from relevant authorities in enhancing capacity among teachers concerning guidance and counseling. A low level of teacher morale is also a contributing factor towards their contribution to guidance and counseling.

I: Does the guidance and counseling programme need to be improved on? Please elaborate.

P: Infrastructure is required. Well-equipped facilities that will cater for counseling services, so counseling can be carried out in a conducive environment. Guidance and counseling should be separated from the roles of teaching. Inservice training is essential for the school staff. Funds should also be availed towards the provision of guidance and counseling services.

4.5 INTERVIEW SCHEDULE FOR PASTORAL CARE DEPARTMENT (HEADS OF HOUSES)

I: In what ways does the pastoral department intervene to curb anti-social behaviour by students?

P: We include channels of communication from the class teacher, the class teacher talks to the culprits then to the guidance or pastoral officers, then they call parents because they work closely with the community.

We do not punish that much and we record cases to make culprits aware before taking further action.

I: What kind of anti-social behaviour problems by students are brought to the attention of the pastoral care department?

P: Truancy, bullying, vandalism, fighting, stealing and use of abusive language.

I: Are you satisfied with the way teachers handle issues of anti-social behaviour by students in the classroom?

P: Yes, it is fine. There are minimal cases here, few students complain on tongue lashing and corporal punishment.

I: Are teachers supportive of the pastoral care programme?

P: Teachers are not supportive of the pastoral care programme. The pastoral care department is struggling with teachers concerning classteachership, teachers refuse to get involved in the prefects committee and the disciplinary committee, teachers refuse to mentor students, class-teachership is almost non-existent.

I: What challenges does the pastoral department have?

P: There is not enough personnel, the heads of houses are overwhelmed with work because teachers are not supportive, parents are also not supportive.

I: Does the pastoral care department need to be improved on? Please elaborate.

P: Yes, improvements need to be done, teachers need to be workshopped on the importance of pastoral issues. Parents need to be encouraged to be involved in school programmes.

4.6 CATEGORISATION OF RESPONSES TO THE QUESTIONS

QUESTION	RESPONSES FROM FIVE TEACHERS	CATEGORY OF CODES
What intervention measures are implemented by the school management for anti-social behaviour by students?	P.A-Calling parents of the problem child to the school to discuss misbehaviour, guidance and counseling department and social workers are consulted where necessary. P.B-Punishment is applied after investigation of matter. P.C-Corporal punishment is administered and parents are called in. P.D-Corporal punishment is applied,suspension, calling in parents. P.E-Corporal punishment, guidance and counseling and pastoral care departments are consulted	1
Which intervention measures do you as a teacher implement in the classroom to curb anti-social behaviour by students	P.A- talk to student privately and also involve guidance and counseling where necessary. P.B- reprimanding students privately and also delegating duties. P.C- warn students verbally, detaining culprits, corporal punishment, referral to head of	2

	house, advising students on consequence of behaviour. P.D- . exclusion from class, corporal punishment, verbal reprimands, making the culprits kneel down and raise their hands or just standing during class. P.E- Exclusion from class, use of corporal punishment and referral to guidance and counseling department.	
In what ways does the guidance and counseling teacher intervene in student's anti-social behaviour?	P.A- The guidance teacher only intervenes when the head of house calls for his intervention or when there is a guidance and counseling lesson. P.B- students are counseled and told what the consequences of their behaviour are. The root cause of the behaviour is established and students are assisted accordingly. P.C- Counselling on one on one basis is done, guiding the students and not applying corporal punishment. P.D- Not sure about the guidance and counseling programme, do not know the procedure of involving guidance and counseling in curbing student's anti-social behaviour.	3

	P.E- The guidance teacher guides students referred to the guidance office, they try to mould students behaviour.	
According to your opinion does the guidance programme assist teachers in curbing students' anti-social behaviour. Elaborate.	P.A- The guidance and counseling programme does not really assist teachers enough and teachers just go for the guidance lessons that the students find boring, so teachers have to make the lessons interesting by using songs or something that can interest the students. P.B- The guidance programme does assist teachers in curbing students' anti-social behaviour because the department at times involves external resource people to address learners on issues pertaining to anti-social behaviour. P.C- Yes through guidance students are told about appropriate and inappropriate behaviour and students are able to open up during counseling, but counseling is not happening at a level where it's impact can be noticed. P.D- The guidance and counseling programme does not assist teachers because teachers are not aware about it's	4

	operations and how and when to refer students. P.E- The guidance programme does not assist teachers because the programme is not functioning properly, there is negligence on students cases and there is lack of involvement in students issues.	
Is the guidance and counseling programme effective in changing learners behaviour positively? Please elaborate.	P.A- No, because the guidance and counseling department have information they do not dispatch. They should talk to students on a daily basis and they should have workshops for the students. The guidance and counseling department does not do this, it is a hopeless case. P.B- The guidance and counseling programme is not very effective as parental contribution is also required, but the parents in the community are negligent concerning their children. P.C- There is not that much impact, I have not seen the guidance and counseling programme trying to impact on student's misconduct. P.D- The guidance and counseling programme is not effective in changing learners' behaviour, guidance and counseling does not assist in	5

	issues of discipline in the school. P.E- The guidance programme is not effective in changing learners attitudes positively, reason being that it does not address student's ill-discipline. Enough has not been done by the department, the department is too quiet.	
In your opinion does the guidance and counseling programme need to be improved? If yes, how?	P.A- Yes the guidance and counseling programme needs to have interesting guidance and counseling topics and to go out on excursions that deal with guidance and counseling. P.B- Some improvements need to be done because the morning sessions for guidance and counseling are not at all effective, due to time constraints. It would be wise to extend it to a few days during the week in the afternoon with the guidance committee. P.C- The guidance department needs to involve other stake holders in the programme especially experts in the counseling area. P.D- I strongly feel that a lot of change needs to be done in the guidance and counseling programme. The programme needs to be resurrected and a lot of work needs to be put into	6

	it. Teachers need to have an in-service on guidance and counseling and management needs to back it up. Parents should also be made aware of it's operations. P.E- The guidance and counseling programme needs to be improved. There should be an active committee. The programme needs to be revived where members will be given different roles to address guidance.	
How does the pastoral care programme in the school intervene in curbing student's anti-social behaviour.	P.A- The pastoral care programme intervenes by having circles of support, that is, involving parents, police, the chief, social workers and other support groups in dealing with student anti-social behaviour. P.B- The heads of houses address individual students or classes which are problematic, they apply punishment, corporal punishment, manual work or suspension. P.C- The pastoral care department applies punishment, corporal and manual work including reprimanding verbally. P.D- Students are reprimanded verbally, they are given manual work to do in the afternoon. The heads of houses also work	7

	closely with the parents of the culprits and they also monitor classteachership. P.E- Mainly talking with the students, where necessary they involve parents, calling parents individually and addressing them during PTA meetings.	
In your opinion, does the pastoral programme assist teachers well in matters of students' anti-social behaviour? Please elaborate.	P.A- No, because there are no guidelines as to how to approach the pastoral policy, they work on crisis management, when a problem arises they just find a way to deal with it. P.B- The pastoral programme does assist teachers, but the only problem is that at times the heads of houses take long to attend to cases of anti-social behaviour by students. P.C- Yes they do handle some cases referred to them quite well, but some cases are difficult to solve. P.D- No, they seem to be unable to cope with cases of anti-social behaviour and students also disrespect the heads of houses. P.E- The pastoral care programme is doing enough even though at times they do not communicate with teachers.	8

Are teachers in your school supportive of the pastoral care programme? Please elaborate.	P.A- Teachers are not supportive of the pastoral care programme because they mostly resort to corporal punishment which makes the students rebellious because some of them have psychosocial needs and corporal punishment makes them hate school. P.B- Teachers are supportive of the pastoral care programme, they collaborate with the programme in guiding students through talk sessions and they assist the needy students (psychosocial support). P.C- Yes teachers are supportive of the programme, they are successfully engaged in the disciplinary process for students. The only problem is at times class teachers are not informed of cases concerning students in their classes. P.D- Teachers are not supportive of the programme, they need to know where they fit in, teachers may lack understanding of the programme and they also need to know what input is expected of them in the running of the programme. P.E- The teachers seem not to be supportive at times because of lack of communication from the office, but where they are	9
---	--	----------

	consulted they do support the programme.	
Does the pastoral care programme need to be improved? How?	P.A- The pastoral care gives need to learn to adopt a system of engaging the students who display anti-social behaviour in conversation to find out why they misbehave because at times they are crying out for help. P.B- The pastoral care programme needs to be improved by speeding up attention to cases to ensure culprits are punished accordingly. P.C- Yes, the heads of houses in the pastoral care programme need to be more workshopped on their roles as pastoral care and performing their roles and duties to their best. P.D- The pastoral department does need to be improved on, there needs to be a clear communicative policy that will empower the teachers, students and management. P.E- The programme is fine, the heads of houses attended a workshop on creating a child friendly school and were also empowered on different issues.	10
Are teachers in your school	P.A- The teachers in the school	11

supportive of the guidance and counseling programme? Please elaborate.	are not supportive of the guidance programme, they do not like it at all, they have no idea how to deal with it. P.B- The teachers are supportive of the guidance and counseling programme, some teachers are involved in the guidance and counseling committee. P.C- Teachers are not very supportive of the guidance programme and they do not like attending guidance and counseling lessons, but during their classes they do provide guidance. P.D- Teachers are not supportive of the guidance programme and mostly it is about teaching guidance. Teachers are not prepared to take it up as an extra subject. Other guidance and counseling programmes are not known or not implemented. P.E- The teachers are not supportive at all. They could be if the senior teacher guidance and counseling could also be seen to be effective and putting forward or implementing the guidance programme.	
Which other intervention measures addressing anti-social behaviour would you suggest and why?	P.A- having a one on one with the perpetrators and understanding why they are crying out for help because it is a	12

form of attention seeking and circles of support can help.

P.B- There needs to be a disciplinary committee, it should be functioning, the committee should also include parents. Former students should be included in the committee, or be invited to talk to students as they may listen better to their peers.

P.C- Fully trained psychologists are required in the school, who can address students issues of misconduct.

P.D- Class teachership, that is, spending time with students, getting to know them and counseling them accordingly. Parents Teachers Associations need to be used as a platform for discussing cases of anti-social behaviour and solutions for such cases derived from the platform. Teachers need to see student's anti-social behaviour as their responsibility and implement appropriate action against such. If there is no cooperation or unified action against this, among all stakeholders it will bring division that will eventually cripple the other intervention measures in place such as guidance and counseling and pastoral care programmes.

	P.E- Detention after class, having a good relationship with students as a teacher, students should not fear teachers. There should be peace and not tension, interaction should take place in a relaxed manner, there should not be a tense atmosphere and once teachers are too strict students can at times become very rebellious.	
--	--	--

4.6.1 categorisation of responses to questions for senior teacher guidance and counseling and head of house (pastoral).

G+C SEN.TEACHER=GUIDANCE AND COUNSELLING SENIOR TEACHER

HOH= HEAD OF HOUSE

QUESTION	RESPONSES FROM THE HEAD OF HOUSE AND GUIDANCE AND COUNSELLING SENIOR TEACHER	CATEGORY OF CODES
In what ways does the programme intervene to curb anti-social behaviour by students?	G+C SEN.TEACHER-There is intervention through provision of information, there are topics in guidance that deal with issues such as interpersonal relationships, so students can appreciate interacting with others positively as also a way of creating peace. It is an aspect of life skills programme so students can know the benefits. Face to face counseling in referral cases, to help students know how to deal with situations that cause them	1

	to misbehave. We also refer extreme cases. We network with other stakeholders, we work cooperatively with the police, social workers and faith based organizations. HOH- We include channels of communication from the class teacher, the class teacher talks to the culprits then to the guidance or pastoral officers. Then they call parents because they work closely with the community. We do not punish that much and we record cases to make culprits aware before taking further action.	
What kind of anti-social behaviour problems by students are brought to the attention of the pastoral care and guidance departments?	G+C SENIOR TEACHER- Indulgence in drug and alcohol abuse, sexual relationship, bullying, use of abusive language and fighting. HOH- truancy, bullying, vandalism, fighting, stealing and use of abusive language.	2
Are you satisfied with the way teachers handle issues of anti-social behaviour by students in the classroom?	G+C SENIOR TEACHER- I am not at all satisfied because teachers are more focused on referring students to guidance and counseling and pastoral care, they do not see students anti-social behaviour as their responsibility, the teachers role	3

	is minimal. HOH- Yes it is fine. There are minimal cases here. Few students complain on tongue lashing and corporal punishment.	
What challenges do the guidance and counseling and pastoral departments have?	G+C SEN.TEACHER- There is a shortage of G+C SENIOR TEACHER- I am not at all satisfied because teachers are more focused on referring students to guidance and counseling and pastoral care, they do not see students anti-social behaviour as their responsibility, the teachers role is minimal.manpower, because I also teach and in the process I may not be able to do proper follow ups. The department is limited in terms of resources. There is no proper infrastructure, no offices to carry out the mandate. There are also misconceptions about the guidance and counseling programme. It is not taken seriously in our system. Teachers are not sure about the function of guidance and counseling, including the school personnel. There is also not enough support from relevant authorities to empower the guidance and counseling teachers, the advisory role is not forthcoming, its like the	4

	guidance and counseling senior teacher is just operating on his own. HOH- There is not enough personnel, the heads of houses are overwhelmed with work because teachers are not supportive, parents are also not supportive.	
Are teachers supportive of the pastoral care and guidance and counseling programmes?	G+C SEN.TEACHER-Very few teachers are supportive of the guidance and counseling programme. The majority are not. Teachers are more focused on yielding results in their areas of specialization which is academic. Teachers do not support the guidance programme as their core mandate. There is lack of support from relevant authorities in enhancing capacity among teachers concerning guidance and counseling. A low level teacher morale is also a contributing factor towards their contribution to guidance and counseling. HOH- Teachers are not supportive of the pastoral care programme. The pastoral care department is struggling with teachers concerning classteachership.	5
Do the pastoral care and guidance and counseling	G+CSEN.TEACHER-Infrastructure is required. Well	6

departments need to be improved on? Please elaborate.	equipped facilities that will cater for counseling services, so counseling can be carried out in a conducive environment. Guidance and counseling should be separated from the roles of teaching. Inservice training is essential for the school staff. Funds should also be availed towards the provision of guidance and counseling services. HOH-Yes, improvements need to be done, teachers need to be workshopped on the importance of pastoral issues. Parents need to be encouraged to be involved in school programmes.	
---	---	--

4.7 SUMMARY OF FINDINGS FROM TEACHERS INTERVIEW SCHEDULE

4.7.1 What is the nature and scope of intervention measures in addressing students' anti-social behaviour?

When gathering information through the interviews the researcher noted that teachers apply various forms of intervention measures, such as corporal punishment, verbal reprimands, exclusion from class and kneeling on the floor in the process of the lesson including referrals to the pastoral care department and very rarely to the guidance and counseling department.

4.7.1.1 Guidance and counseling department

The researcher took note of the fact that the guidance and counseling department is not performing to the level it is expected with regard to intervening in matters of students' anti-social behaviour. One of the participants responded by saying that the guidance and counseling senior teacher only intervenes in matters of students anti-social behaviour when called to do so by the pastoral department. The guidance department can be regarded as inactive.

One of the participants indicated that the guidance and counseling department has information it does not dispatch to the teachers in the school, the participant felt inactiveness of the guidance and counseling department is a hopeless case. Some teachers indicated a lack of knowledge in involving guidance and counseling in intervention measures for anti-social behaviour.

According to the Department of Curriculum Development and Evaluation (2008:1), the Junior Secondary school guidance and counseling curriculum guidelines, state that, guidance and counseling services are important to the educational programme, because they provide a way for self-discipline and a sense of personal responsibility to be inculcated in students' characters. The inactiveness of the guidance department as indicated by teachers during the interviews hampers the intended inculcation of self-discipline and personal responsibility in students' characters as stipulated in the secondary school curriculum guidelines.

When the guidance and counseling department does intervene in students' anti-social behaviour, it is mainly through one on one counseling and involvement of other stakeholders when necessary such as social workers and the police.

4.7.1.2 Pastoral care department

Concerning the pastoral care department, there was an indication that teachers refer students to the pastoral care department more often than they do for guidance and counseling. The pastoral department intervenes in various ways including involving parents, corporal punishment, doing manual work and verbal reprimands.

Even though the pastoral care department seems to be more active than guidance and counseling, some participants complain of their delay at times in solving issues of anti-social behaviour by students. One of the participants also indicated that at times the heads of houses fail to communicate with class teachers on actions they are taking against some students who display anti-social behaviour in class.

4.7.2 How do the intervention measures assist teachers in dealing with students' anti-social behaviour?

4.7.2.1 Guidance and counseling department

When the guidance teacher intervenes in matters of anti-social behaviour by students, they have one on one counseling with the students. Topics for the guidance and counseling lessons include interpersonal skills that will assist students to refrain from anti-social behaviours. In extreme cases,

where the student fails to stop displaying anti-social behaviours despite various attempts to intervene, other stake holders are involved such as social workers, psychologists the police and parents.

4.7.2.2 Pastoral care department

The pastoral care department intervenes through applying punishments, such as corporal punishment, manual work and verbal reprimands. The department also involves parents, that is, the parents of the misbehaving student are called in to discuss the trouble their child is causing in the school. The heads of houses try to work out a way to curb the student's anti-social behaviour with the parents. Walker et al. (2004:280) state that it is extremely important that parents are effectively involved in any school based initiative to intervene in student's anti-social behaviour. Although it is possible to attain positive behaviour change in students within the school setting alone, without the involvement of parents, any behavioural changes done within the school environment alone are at risk of being specific to the school environment only.

4.7.3 How can the intervention measures be improved?

Referring to the goal on how the intervention measures can be improved, participants indicated that both intervention measures of guidance and counseling and pastoral care require some improvement.

4.7.3.1 Pastoral care department

Concerning the pastoral care department some teachers felt there needs to be a clear communication policy that will empower the teachers, students and management. The Department of Secondary Education (2007:2) alludes to the fact that the pastoral policy intends to empower and equip youths with skills that promote accountability, responsibility and patriotism. The policy also intends to give more attention to group and individual student needs. The most important issue therefore is to involve students in school governance and for staff and stakeholders to be involved in the school pastoral programme. The policy indicates that there is need to build and implement realistic strategies that would address indiscipline, for example, vandalism, truancy, as well as moral decay in the schools, as

matters to be attended to urgently. Strategies have to be put in place to assist students to make informed and right choices and decisions.

The pastoral care department needs to speed up attention to issues of anti-social behaviour by the students. The heads of houses in pastoral care programme need to be workshopped more on their roles as pastoral care, and on performing their duties and roles to the utmost.

4.7.3.2 The guidance and counseling department

The guidance and counseling department needs to involve experts in the counseling area. Generally there is a feeling that the guidance and counseling department needs to be resurrected and teachers need an inservice on guidance and counseling. According to the, Guidance and Counselling Division (1996:7) the school, like any other socialization agent, has to provide youths with current knowledge and problem solving skills as well as good attitudes and values that will help them to function properly as adults and responsible citizens.

The school is also expected to equip young people with critical thinking skills and cultivate inquiry and also assist students to develop a set of beliefs and a value system that will guide their behaviours and actions. Most importantly, the school must help students to build a positive self- concept, a sense of self-identity and a unique pleasant personality. In order to address these concerns as well as take care of the various needs of the students, the Ministry of Education through the Guidance and Counselling division of the Department of Curriculum and Development and Evaluation is charged with the responsibility of developing young Batswana for productive lives by providing guidance and counseling services. The guidance and counseling department in the school needs to be upgraded to be able to live up to the expectations as stipulated above.

4.8 SUMMARY OF FINDINGS FROM INTERVIEWS WITH THE HEAD OF HOUSE (PASTORAL CARE) AND SENIOR TEACHER GUIDANCE AND COUNSELLING

4.8.1 The nature and scope of intervention measures

4.8.1.1 Pastoral care department

The head of house (pastoral care) identified various intervention ways for anti-social behaviour which include adhering to channels of communication from the class teacher who talks to the culprits then to the guidance or pastoral officers, and then they involve parents. The head of house claimed that they do not involve much punishment when intervening but teachers have indicated that a number of

punishment strategies are implemented by the pastoral care department in attempt to curb anti-social behaviour. Punishment measures may include corporal punishment and manual work.

From the analysis of the interviews the researcher realized that the pastoral care department also includes some intervention measures also implemented by the teachers in the school such as corporal punishment, manual work and verbal reprimands.

4.8.1.2 Guidance and counseling

The guidance and counseling senior teacher indicated that in guidance and counseling, punitive measures such as punishment are not employed. The Department of Curriculum Development and Evaluation 2008:1) states that guidance and counseling services are important to the educational programme, because they also provide strategies through which discipline can be implemented in non-punitive ways.

To intervene on issues of anti-social behaviour by students, information is provided through topics in guidance that deal with interpersonal relationships. Such information is also useful for students as they learn how to relate well with others. It also assists students in dealing with situations that cause them to misbehave. Extreme cases are referred to law enforcement agencies of government. The school authorities network with other stakeholders such as the police, social workers and faith based organizations.

4.8. 2. How can the intervention measures be improved?

4.8.2.1 Pastoral care department

Teachers need to undergo workshops on the importance of pastoral issues. Parents need to be encouraged to be involved in school programmes. The pastoral care department also mentioned that teachers need to be involved in the pastoral care department because the heads of houses are overwhelmed with work in the pastoral care department. The Department of Secondary Education, (2007:2), states that the key components of the pastoral system include leadership and management, school discipline, students' academic performance and stakeholder involvement in school governance. The leader has to be skilled in involving and enlisting other people to carry out other duties.

4.8.2.2 Guidance and counseling

There is a need for better infrastructure to be put up for guidance and counseling. Well equipped facilities are needed to cater for counseling services as a conducive environment is required for such an activity. Guidance and counseling needs to be separated from the roles of teaching. In-service training is essential for the school staff. Funds are required for the provision of guidance and counseling services.

4.9 SUMMARY OF FINDINGS FROM DOCUMENT ANALYSIS

Documents in the form of records and correspondences, and letters were obtained from the pastoral care department, the school administration and the guidance department. From analyzing the documents the researcher found recordings of varied forms on anti-social behaviours committed by students. It was revealed that the pastoral care department handled issues of anti-social behaviour, such as use of vulgar language among students, theft of cell phones, refusal to take punishment from subject teachers for misbehaving, vandalism, disrespect for teachers, bullying, fighting, disruption of lessons, refusal to take instructions, drug abuse and smoking.

4.9.1 Records for pastoral care department

The records also indicated that the pastoral care department applies various forms of intervention such as corporal punishment, and calling in the parents of the culprits. The maximum number of lashes applied by the heads of houses is four strokes. Another form of intervention the heads of houses applied was manual work which is meted out after classes.

Letters of expulsion and suspension were also obtained. It was noted that a students are suspended and eventually expelled due to their continued and unrelenting display of anti-social behaviour regardless of efforts by the school to curb such behaviour by the student. Both the pastoral care and guidance and counseling departments apply their intervention measures attempting to assist the student in curbing the anti-social nature of the student. The class and subject teachers are involved in such a case, especially as the student's anti-social tendencies are displayed in all the classes and subjects he or she attends. Parents of the students are called in to discuss their child's problem behaviour.

4.9.2 Records for the guidance and counseling department

The guidance department intervenes through one on one counseling with students. The students' problem behaviour is discussed with the student. The student is made aware of the consequences of

displaying such behaviour and how it negatively affects others. According to the Guidance and counseling Division Curriculum development and Evaluation (1991:31) the guidance and counseling department would want to discuss with the student displaying the anti-social behaviour. The main aim of the discussion is to make the student aware and understand why it is wrong to display the particular anti-social behaviour and how it affects not only the perpetrator but others as well.

Records on psychological reports on students who were recommended for expulsion or suspension were availed. The records elaborate on the anti-social behaviour the students was continuously displaying and the intervention measures that were applied by the teachers, school management and the pastoral care and guidance and counseling departments.

4.10 Triangulation of findings

According to the interviews and observations it was revealed that punitive measures were applied by teachers to curb anti-social behaviour. As already mentioned different forms of punishment are implemented such as corporal punishment, exclusion from class, kneeling on the floor with raised arms and verbal reprimands. Punishments are not effective because the student continued to display the anti-social behaviour and the same punishment was repeated.

The interviews with the guidance and counseling senior teacher indicated that the guidance department does not apply punishment to curb anti-social behaviour, but instead one to one discussion and counseling is held with the problem student. The Heads of houses for pastoral care mentioned that punishment is minimally applied but through observation it was revealed that the pastoral care department also applies punishment as the teachers.

Interviews and observations also revealed that teachers prefer to approach the heads of houses more than the guidance department for assistance with misbehaving students.

4.11 CONCLUSION

This chapter outlined the findings of the investigation conducted to assess intervention measures for anti-social behaviour in a secondary school. The research findings revealed that teachers resort to punitive measures to deal with anti-social behaviour by students. The intervention measures implemented by the Ministry of Education which are guidance and counseling and pastoral care also have some shortcomings. Teachers seem to rely more on the pastoral care department than on the guidance and counseling department for assistance in the intervention for students' problem behaviours.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATION AND CONCLUSION

5.1 INTRODUCTION

In essence this research has focused generally on the intervention measures for anti-social behaviour that are implemented in a secondary school. The study focused on intervention measures teachers carry out in classroom situations to curb anti-social behaviour by the students. The two main intervention measures to curb anti-social behaviour by students that have been implemented by the Ministry of Education in secondary schools in Botswana are the pastoral care programme and the guidance and counseling programme. Reference can be made in chapter 1.1 paragraph 3. So the research also focused on these two intervention measures to find out how they are applied in the school to curb students' anti-social behaviour.

5.2 HOW THE CONCLUSION AND FINDINGS RELATE TO THE AIM AND SUBGOALS

The question in this section relates back to the aim and sub goals of this study and the researcher will focus on how the conclusions and findings relate to the aim and subgoals. According to the aim of the study of assessing and suggesting improvements for anti-social behaviour, through the class observations it was found that teachers mainly resort to quick fix methods that are punitive such as corporal punishment and other forms of punishments such as verbal reprimands and exclusion from class, it was also observed that some teachers apply punishments repeatedly. As already stated above, the nature and scope of intervention measures was mainly punitive, Lessing & Dreyer (2007:121) have stated that, although punitive measures such as punishment are usually implemented by teachers to curb antisocial behaviour they are not effective. Shindler (2010:162) alluded to the fact that, on the surface punishment can appear to work: that is they produce what appears to be a desirable outcome but as their effects are further examined we will see that punishments either do not improve behaviour in the long term or are not the portion of the intervention that had the desirable effect.

The researcher also noted that another intervention measure teachers resorted to was referring students to the pastoral care department. The pastoral care department intervened by mainly applying punishment on the culprits and at times the students parents would be called in if the student proved to be unrelenting in misbehaving. According to the (Department of Secondary education, 2007:2) Where there is good leadership the schools approach to disciplining students should be based on programmes that aim at character building. Discipline should be perceived as a process of acquiring self-discipline and self-control.

Guidance and counseling was hardly resorted to as an intervention measure by teachers. Teachers were of the perception that students were being guided during the guidance lessons but were still not changing their behaviour. The Junior Secondary School Guidance and Counseling curriculum guidelines allude to the fact that guidance and counseling services are important to the education programme because they provide a way for self-discipline and a sense of personal responsibility to be inculcated in student's characters, they also provide strategies through which discipline can be implemented in non-punitive ways. (Department of Curriculum Development and Evaluation, 2008:1).

The teachers interviews revealed that teachers use different methods of punishment such as verbal reprimands, detention, corporal punishment, exclusion from class and kneeling on the floor with hands raised. Thus punitive measures to curb antisocial behaviour continued to be showcased through the interviews and as stated before punitive measures such as different forms of punishment are not effective.

A number of intervention measures that can assist teachers in dealing with anti-social behaviour were identified through the literature, among them were the following: building positive teacher-student relationships, Scarlet, Ponte, Singh (2009:58) state that the elements that will often enhance a positive teacher-student relationship include, showing care and exercising authority while communicating high expectations. Showing care can be expressed by communicating positively. This means that when communicating with students, teachers ought to use more positive statements and congratulatory remarks. The results of this will tend to lead to more positive behaviour by students. The democratic teaching style is another intervention measures that was identified and is said to require teachers to provide firm guidance without encouraging rebellion. Learners should be given opportunity to make decisions. Teachers should make students aware of the fact that making decisions is part of being responsible this means that students should be assisted to be aware of the fact that they are required to be responsible for what they do and for the results of their actions. As a result, students will then be able to develop self-discipline. (Joubert & Serakwane, 2009:125).

As stated above this study has revealed that teachers resort more to punitive measures as intervention for antisocial behaviour, but punitive measures such as punishment may reinforce negative behaviour and also have an impact that is destructive on psychosocial functioning of students. It is clear why punishment cannot be recommended as an intervention measure to curb antisocial behaviour of students because it is not the most effective way of implementing a positive and long-term impact on behaviour (Ferreira & Badenhorst, 2007:65). To improve on the punitive measures of intervention teachers need to apply more positive ways that entail building a good relationship with students. Positive interventions for anti-social behaviour can build the students' self-image. They encourage the learner to participate and cooperate and also have a long term impact on student's behaviour (Oosthuizen, 2010:19). Positive intervention measures that can be implemented to improve on the negative interventions include: character development and inculcation of values. Joubert and Serakwane (2009:124) state that, building student's characters and inculcating values in them are

important ways to deal with anti-social behaviours and instill discipline. Inculcation of values builds character and gives students the ability to distinguish between right and wrong. It is then the duty of teachers to instill values and to also be a good role model for students. To enable teachers to develop students into morally sound individuals who can effectively and responsibly participate in a democratic society the values of respect for rules, respect for the rights of others and respect for the authority of teachers as well as responsibility for their own behaviour have to be instilled (De Klerk-Luttig and Heystek 2007:4).

5.3 RESEARCH FINDINGS

5.3.1 Research question 1: What is the nature and scope of intervention measures?

5.3.1.1 INTERVIEWS

The analysis and interpretation of the interviews revealed that teachers used varied forms of intervention measures to curb anti-social behaviour in their classes. The majority of intervention measures applied by the teachers were mostly punitive measures such as corporal punishment and verbal reprimands. The intervention measures teachers apply were revealed in chapter 4.6.1 and according to Lessing and Dreyer (2007:121) although punitive measures such as punishment are usually implemented by teachers to curb anti-social behaviour, punitive measures are not effective and teachers need to make a mind shift regarding the manner of interaction with students who display anti-social behaviour in the classrooms. Teachers need to move away from punitive methods towards a more positive interaction with students who display anti-social behaviour.

The involvement of the pastoral care unit and the guidance and counseling programmes for intervention by teachers was also noted. It was revealed that teachers perceived the pastoral care department as making a greater attempt to assist teachers intervene in matters of anti-social behaviour by the students. There were also complaints though, about the pastoral department as was indicated in chapter 4.6.1.2. Some participants complained of delays at times in solving issues of anti-social behaviour by students.

Three out of five teachers indicated that they were not at all happy with the guidance and counseling department with its assistance to teachers to curb anti-social behaviour by students. The guidance and counseling department's involvement in intervening in students' anti-social behaviour was seen as very minimal and disappointing. The guidance department is said to be very quiet and not active, especially in dispatching information to teachers on counseling and guiding students who misbehave. According to the Junior Secondary School Guidance and Counseling Curriculum guidelines, guidance and counseling services are said to be very important to the educational programme, because they provide

a way for self-discipline and a sense of personal responsibility to be inculcated in student's characters they also provide strategies through which discipline can be implemented in non-punitive ways (Department of Curriculum Development and Evaluation, 1991:31). The guidance department needs to work at living up to the expectations stated in the guidance curriculum guidelines.

On the other hand, the pastoral care department seems to be a lot more involved in assisting teachers curb anti-social behaviour by students. There was an indication that teachers send students to the pastoral department more often than they do for guidance and counseling. The pastoral department intervenes by calling in the parents of the culprits, applying corporal punishment, verbally reprimanding the students. Even though the pastoral department also resorts to punitive measures to curb antisocial behaviour, the pastoral policy indicates that there is need to build and implement realistic strategies that would address indiscipline, for example, vandalism, truancy and substance abuse as well as moral decay in the schools, as matters to be attended to urgently. Strategies have to be put in place to assist students to make informed and right choices and decisions. (Department of Secondary Education, 2007:2).

5.3.1.1.1 Pastoral care department

Regarding the interviews with the pastoral care department (head of house) and the guidance and counseling senior teacher, it was revealed that the pastoral care department was also concerned about the lack of involvement by the guidance and counseling department in assisting teachers in issues of anti-social behaviour by the students.

Even though the pastoral department claim they do not apply punitive measures to intervene for anti-social behaviour by students, teachers revealed that the pastoral care unit does apply punishment to curb students' anti-social behaviour.

5.3.1.1.2 Guidance and counselling

The guidance and counseling senior teacher revealed that punishment is never applied to curb students' anti-social behaviour in the guidance department. Even though most schools are said to still uphold the use of corporal punishment as a deterrent to anti-social behaviour, the guidance and counseling department is said to disagree with the use of punishment to curb anti-social behaviour by students. The guidance and counseling department would want to discuss with the student displaying

the anti-social behaviour (Guidance and Counselling Division Curriculum Development and Evaluation, 1991:32). To intervene in students' anti-social behaviour information is provided to teachers for the guidance and counseling lessons, topics that deal with interpersonal relationships. One on one counseling is also provided by the guidance and counseling senior teacher.

5.3.2 Research question 2: How do the intervention measures assist teachers in dealing with students' anti-social behaviour?

5.3.2.1 The pastoral care department

The pastoral care department assists teachers in curbing anti-social behaviour by following channels of communication. They involve the class teachers. After the class teacher intervenes, then the pastoral care department gets involved. The parents of the problem student are also involved. Other stakeholders, like social workers, may be included where necessary.

5.3.2.2 The guidance and counseling department

The guidance and counseling department intervenes by providing information for the guidance and counseling lessons. There are topics in guidance and counseling that deal with issues such as interpersonal relationships, so students will appreciate interacting with others positively. The guidance department also intervenes by providing one-on-one counseling.

5.3.3 Research question 3: How can the intervention measures be improved?

Improvements need to be implemented in both the pastoral care department and guidance and counseling programme in the school.

5.3.3.1 Guidance and counseling programme

Support for the guidance and counseling programme is required from the authorities. Better facilities need to be availed for counseling. The lack of facilities for counseling hamper the counseling programme from being carried out effectively. The guidance and counseling department needs to have a committee that is operational. The committee should consist of representatives from the teachers, the students, and non-teaching staff. The guidance and counseling department needs to market itself to the teachers, so the teachers get involved in the guidance and counseling programmes.

5.3.3.2 Pastoral care department

Concerning the pastoral care department, teachers should attend workshops on pastoral care issues in the school, this will be a way of enhancing teachers' involvement in pastoral issues. The pastoral care department requires the involvement of the teachers in the programme because the heads of houses are overwhelmed with work in the department. The pastoral policy states that, in order to have a successful, effective and result oriented pastoral programme, efficient leadership and management of resources is required. The leader has to be skilled in involving and enlisting other people to carry out other duties. (Department of Secondary Education, 2007:2).

5.4 SUMMARY OF FINDINGS FOR CLASS OBSERVATIONS

During the class observations it was observed that the kind of intervention measures that teachers applied to curb anti-social behaviour in their classes were mainly those associated with punishment. For example, it was observed that corporal punishment was applied and verbal reprimands, where students were shouted at for misbehaving. Teachers seem to find it more convenient to apply punishment instead of guiding the students by talking to them to curb the anti-social behaviour. Verbal reprimands were carried out aggressively most of the time. Lessing and Dreyer (2007:121) observe that teachers tend to use punitive methods such as reprimanding and sarcasm in interacting with learners and addressing students' anti-social behaviour. This approach may lead to rebelliousness and negativism and also contribute towards a negative classroom atmosphere as it is negative in nature. Some teachers feel talking to the students is waste of time as students sometimes just laugh in their faces.

Most teachers sent students who proved difficult to deal with in class to the pastoral care department where further punishment was applied, or the culprit's parents were called in. It was also noted that teachers hardly sent misbehaving students for guidance and counseling.

Students display anti-social behaviour in class most of the time. Both male and female students misbehave but the majority of the time it was observed that the boys in the classes were the main culprits of misbehaviour.

5.5 SUMMARY OF FINDINGS ON DOCUMENTS

Records and letters of correspondence recommending expulsion and suspension of some students were found. The records indicated that the pastoral care department applied different measures of

intervention' even punitive measures such as corporal punishment manual work and verbal reprimands.

The guidance and counseling department, when called in to intervene, would also involve other stakeholders besides just counseling in the school. Stakeholders such as social workers and the police and other counselors like psychologists from the government hospital would also be called to assist.

5.6 RECOMMENDATIONS

5.6.1 Recommendation 1

The findings revealed that a lot needs to be done to educate teachers on intervening for anti-social behaviour without using punitive measures such as different forms of punishment. The way in which teachers intervened to curb anti-social behaviour in their classes showed that they were not appropriately trained at the colleges of education and universities they attended, to handle issues of anti-social behaviour by students in their classes. Teachers need to be trained in methods of intervention that will have long term results. They need to be made aware on the importance of building characters of the students in a positive way, without destroying them, by inculcating sound moral values in students through the intervention measures they apply.

5.6.2 Recommendation 2

The school in which the investigation was undertaken needs to liaise with other schools on more appropriate measures to apply to intervene in students' anti-social behaviour. A parent-teacher partnership against students' anti-social behaviour in schools needs to be established. It is very important that teachers and parents partner well in curbing students' anti-social behaviour because at times the causes of the students anti-social behaviours in the schools emanate from the home. The school needs to involve parents more in other school activities so as to increase their interest in the general life of the school. This will eventually get the parents interested in their child's behaviour in the school. As mentioned in literature review, paragraph, 2.5.4. Walker et al., (2004:280) state that it is extremely important that parents are effectively involved in any school based initiative to intervene in student's anti-social behaviour.

5.6.3 Recommendation 3

The school authorities also need to be involved in issues of intervention for students' anti-social behaviour. The guidance and counseling department needs assistance in different areas such as

finances and infrastructure. In addition, it was clear that although it was established for a good cause, the pastoral care department was not sufficiently resourced. The pastoral care department needs to be supported with more members as they appear to be overwhelmed with work in their department.

5.7 CONCLUSION

This study revealed that teachers need to be educated in more appropriate ways to intervene to curb student's anti-social behaviours. The intervention measures implemented by government in the school, which are the pastoral care programme and guidance and counseling, should be upgraded. The study revealed that both the programmes are lacking in effectively assisting teachers in intervening to curb students' anti-social behaviour.

REFERENCES

- BEARE, G. G. 2010. School discipline and self-discipline. New York. The Guildford Press.
- BEST, J. W., KAHN, J. V. 2006. Research in Education. Boston. Pearson Education Company.
- BOTHA, P. H., OOSTHUIZEN, I.J. 2009. Philosophy of redemptive discipline: An application to school discipline. *Journal of Educational Studies*. 8(2).28-39.
- BOTSWANA, REPUBLIC OF. 2007. Pastoral Policy Document and Data Collection Instrument. Gaborone: Department of Secondary Education.
- CAMERON, M. AND SHEPPARD, S.M. 2006. *School discipline and social work practice: application of research and theory to intervention*. *Children and Schools*, 28(1).15-22.
- COLVIN, G. 2009. Managing Noncompliance and Defiance in the Classroom. California. Corwin.
- CORBIN, J., and STRAUSS, A. 2008. Basics of Qualitative Research. California. Sage Publications.
- CRESSWELL, J.W. 2009. Research Design. California. Sage Publications.
- DE KLERK-LUTTIG, J. and HEYSTEK, J. 2007. *Discipline in Schools: Are our student teachers ready for the challenge*. Perspectives on learner conduct. International conference on learner discipline.
- DE VOS, A.S., STRYDOM, H., FOUCHE, C.B., and DELPORT, CS.L. 2005. Research at grassroots: For the social sciences and human service professions. 3RD ed. Pretoria. Van Schalk Publishers.
- DE WET, C. and JACOBS, L. 2009. *An exploratory study on learner misbehaviour in Lesotho*. 8(2)65.
- Department of Curriculum Development and Evaluation. Ministry of Education and Skills Development. 2008. Three Year Junior Secondary School Guidance and Counselling Curriculum Guidance.
- Department of Secondary Education. 2003. Draft Policy on Student's Discipline.
- DONALD, D., LAZARUS, S. LOLWANA, P. 2006. Educational Psychology in Social Context. Third edition. Cape Town. Oxford university press.
- DREW, C. J., HARDMAN, M. L., HOSP, J.L. 2008. Designing and Conducting Research in Education. California. Sage Publications, Inc.
- DUNN, R. 2005. Do's and Don't's of Behaviour Management. London. Continuum International Publishing Group.
- FERREIRA, A. and BADENHORST, G. 2007. *Teacher values and the use of punishment in managing learner behaviour: An interpretative perspective*. Perspectives on learner misconduct.

- GAREGAE, K. G. 2007. *The crisis of student discipline in Botswana schools: an impact of culturally conflicting disciplinary strategies*. Educational Research and Review. 3(1), 048-55.
- GAY, L. R., MILLS, G. E. and AIRASIAN, P. 2006. Educational Research: Competencies for Analysis and Application. 8th ed. New Jersey: Pearson Education Ltd.
- GOOTMAN, M. E. 2008. The Caring Teachers Guide to Discipline. Third edition. California. Corwin Press.
- GUIDANCE AND COUNSELLING DIVISION, CURRICULUM DEVELOPMENT AND EVALUATION. MINISTRY OF EDUCATION. 1999. National Counselling Conference. Counselling, A Need for All; Botswana's Experience.
- GUIDANCE AND COUNSELLING DIVISION. 1996. Department of Curriculum and Development and Evaluation. Ministry of Education. Policy on: The Implementation of Guidance and Counselling in Botswana's Education System.
- HALLAM, S., ROGERS, L. 2008. Improving Behaviour and Attendance at School. England. Open University Press.
- HALSTEAD, J. M. & PIKE, A. M. 2006. Citizenship and Moral Education. New York. Routledge.
- HOLMES, E. 2005. Teacher Wellbeing. New York. Routledge Falmer.
- HULELA, K. and MATSOLO, W. 2011. *Perceptions of Agriculture Science Teachers Regarding Negative Deviant Behaviours of Students in Senior Secondary Schools Botswana*. IJSRE 4(1) 47-56.
- JACOBS, M. VAKALISA, N. GAWE, N. 2004. Teaching-Learning Dynamics. A Participative Approach for OBE. Third Edition. Sandton. Heinemann.
- JANESICK, V. J. 2011. Stretching Exercises for Qualitative Researchers. Third edition. California. Sage Publications.
- JOUBERT, R. and SERAKWANE, J. 2009. *Establishing Discipline in the Contemporary Classroom*. Journal of Educational Studies. 8(2). 115-125.
- LESSING, A.C., and DREYER, J. 2007. *Every Teachers Dream: Discipline is No Longer a Problem in South African Schools*. Perspectives on Learner Conduct. International Conference on Learner Discipline.
- LYNNE, J., FIRST, C. 2008. Violence and Indiscipline in Schools: The Experience of Schools in Trinidad and Tobago. Presented at cut/but Education Conference.
- MAAG, J.W. 2004. Behaviour Management. From Theoretical Implications to Practical Implications. Second Edition. California. Thomson Wadsworth.

- MAPHOSA, C and MAMMEN, J.K. 2011. Maintaining Discipline: How do learners view the way teachers operate in South African schools? *J. Soc.Sci.*, 29(3): 213-222.
- MATSOGA, J. T. 2003. Crime and school violence in Botswana secondary education: The Case of Moeding Senior Secondary Schools. Unpublished Phd. Dissertation: University of Ohio.
- McMILLAN, J. H., and SCHUMACHER, S. 2010. Research in education. Evidence based enquiry. Seventh Edition. Pearson Education Inc., New Jersey.
- MORENO, R. 2010. Educational Psychology. MA. John Wiley and Sons.
- MUNGOO, J. 2003. The nature and causes of student indiscipline in secondary schools. Unpublished MED research project. Gaborone: University of Botswana.
- OLADIPO, S. E. 2009. *Moral Education of the Child: Whose Responsibility?* *J Soc. Sci.*, 20(2):149-156.
- OOSTHUIZEN, I. J. 2010. A Practical Guide to Discipline in Schools. Pretoria. Van Schalk Publishers.
- OSHER, D., BEAR, G. G., SPRAGUE, J. R. and DOYLE, W. 2010. *How can we improve school discipline?* *Educational Researcher* 39(1): 48-58.
- RESCHLY, D. J. 2007 Overview Document. Teacher Quality for Multitiered Interventions.
- ROSSOUW, J.P. 2003. *Learner discipline in South African public schools-a qualitative study.* *Koers* 68(4): 413-435.
- ROUSOW, J. P. 2007. *The Effect of Learner Discipline on Educator Security. An international qualitative inquiry.* Perspectives on learner conduct. International conference on learner discipline.
- SCARLETT, W. G., PONTE, I. C., SINGH, J. 2009. Behaviour and Classroom Management. Integrating Discipline and Care. California. Sage Publications.
- SCHINDLER, J. 2010. Transformative Classroom Management. Positive strategies to engage all students and promote a psychology of success. San Francisco. Jossey-Bass.
- SHELTON, F. and BROWNHILL, S. 2008. Effective Behaviour Management in the Primary Classroom. New York. Open University Press.
- SLAVIN, R. E. 2012. Educational Psychology. Theory and Practice. Tenth edition.
- SPRAGUE, J. 2007. Creating School-wide Prevention and Intervention Strategies. Washington DC. Hamilton School Institute.
- STEWART, D. 2004. *Learner Discipline: An Australian Perspective.* *Koers* 69(2): 317-335.

TAFA E. M. 2002. *Corporal Punishment: The brutal face of Botswana's authoritarian schools*. Educational Review 54(1):17-26.

VAN VUUREN, D. P., GOUWS P. 2007. *The possible interaction between television viewing and problems with discipline in South African schools: Perspectives on learner conduct*. International conference on learner discipline.

WALKER, H. M., RAMSEY, E., GRESHAM, F.M. 2004. *Anti-social behaviour in school. Evidence based practices*. Second Edition. California. Wadsworth/Thomson Learning.

WAMOCHA, L. M., NASONGO, J. W., INJENDI, J. 2012. *Intervention measures in conflict management in boarding secondary schools in western province, Kenya*. Current Research Journal of Social Sciences 4(2):103-108.

WEARE, K. 2004. *Developing the Emotionally Literate School*. London. Sage Publications Ltd.

WELMAN, KRUGER and MITCHELL. 2012. *Research Methodology*. 3rd ed. Cape Town. Oxford University press.

WOLFGANG, C. H. 2009. *Solving Discipline and Classroom Management Problems*. New Jersey. John Wiley & Sons, Inc.

WOLHUTER, C. C., and STEYN, S. C. 2003. *Learner Discipline at School: A Comparative Educational Perspective*. Koers 68(4): 521-538.

WOOLFOLK, A. 2007. *Educational Psychology*. Tenth edition. Boston. Pearson.

LIST OF APPENDICES

APPENDIX A: Interview guide for teachers

APPENDIX B: Observation guide

APPENDIX C: Letter of request for collection of data

APPENDIX D: Psychological report from guidance and counselling department

APPENDIX A

INTERVIEW GUIDE FOR TEACHERS

PARTICIPANT B:

I: What intervention measures are implemented by the school management for antisocial behaviour by students?

P: Students are called to the office and the matter of the case is established or investigated and punishment is established accordingly.

I: Which intervention measures do you as a teacher implement in the classroom to curb antisocial behaviour by students?

P: I reprimand the students privately because at times if it is done publicly the student will not take it seriously, delegation of duties in class is also done, such as getting the learner the lead in some lesson activities.

I: In what ways does the guidance and counselling programme intervene in student's antisocial behaviour?

P: Students are counselled and made aware that their behaviour is unacceptable and what the consequences are. The root cause of the behaviour is said to be established and the student is assisted accordingly.

I: According to your opinion, does the guidance programme assist teachers in curbing students' antisocial behaviour? Please elaborate.

P: The guidance and counselling programme does assist teachers in curbing student's antisocial behaviour because the department at times ends up involving external resource people to address learners on issues pertaining to antisocial behaviour and life in general.

I: Is the guidance and counselling programme effective in changing learners behaviour positively? Please elaborate and explain.

P: The guidance and counselling programme is not very effective as parental contribution is also required, but the parents in the community are negligent concerning their children.

I: In your opinion does the guidance and counselling programme need to be improved? If so, how?

Some improvements need to be done because the morning sessions for guidance and counselling is not at all effective, due to time constraints. It would be wise to extend it to a few days during the afternoon with the guidance and counselling committee.

I: How does the pastoral care programme in the school intervene in curbing student's antisocial

behaviour?

P: The heads of houses address individual students ,or classes which are problematic,they apply punishment ,corporal punishment,manual work ,suspension.

I: In your opinion does the pastoral care programme assist teachers well in matters of students' antisocial behaviour?

P: The pastoral programme does assist teachers,but the only problem is that at times the heads of houses take long to attend to cases of antisocial behaviour by students.

I: Are teachers in your school supportive of the pastoral care programme ? Please elaborate.

P: Teachers are supportive of the pastoral care programme they collaborate with the programme in guiding students through talk sessions,they assist the needy students.

I: Does the pastoral care programme need to be improved? If so how?

P: The pastoral care programme needs to be improved by speeding up attention to cases,to ensure culprits are punished accordingly?

I: Are teachers in your school supportive of the guidance and counselling programme ? Please elaborate.

P: The teachers are supportive of the guidance programme,some teachers are involved in the guidance and counselling committee.

I: Which other intervention measures addressing antisocial behaviour would you suggest and why?

P: There needs to be a disciplinary committee and that it should be functioning and it should be functioning ,the committee should also include parents. Former students should be included in the committee,or be invited to talk to students as they may listen better to their peers.

APPENDIX B:

OBSERVATION GUIDE

ANTISOCIAL BEHAVIOUR	INTERVENTION MEASURE
Noise making, refusal to take instructions from the teacher	Verbal reprimands
Fighting, and use of indecent language	Verbal reprimands, and corporal punishment
Late coming, Refusal to do work given by teacher in class	Kneeling in front of class, corporal punishment ,detention
Unnecessary movement in and out of class Lack of respect for other students, uttering insolent words	Verbal warnings, rebuking, Advising students, guiding

LETTER FOR PERMISSION TO CARRY OUT RESEARCH IN THE SCHOOL



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS
Private Bag X2046
Mmabatho, 2735
Tel: +27(18) 3892498/2500
Fax: +27(18) 3892012

02 October 2012

TO WHOM IT MAY CONCERN

RE:SECHELE,H.M. STUDENT NO:18013090

This is to confirm that the above student is one of our MED students at the NWU Mafikeng Campus.

Ms Sechele is collecting data for her research in order to complete her degree in Educational Psychology. I am requesting that she be allowed to collect data in a school or schools falling under your jurisdiction.

Thank you for your understanding in this regard.

Truly yours


PROF. J.R. DEBEILA

DIRECTOR: SCHOOL OF POSTGRADUATE STUDIES



DEPARTMENT OF GUIDANCE AND COUNSELLING

PSYCHOLOGICAL REPORT

IDENTIFYING DATA

NAME:

AGE: 17th April 1994

DATE REFERRED: 6th May 2009

DATE SEEN: 7th May 2009

PARENT NAME & ADDRESS:

(Deceased)

CAREGIVER:

Church, Woodhall,

LOBATSE

Woodhall, LOBATSE

PHONE: N/A

OCCUPATION: UNEMPLOYED

FORM: 2D

ADDRESS OF INDEX PATIENT: TSHWENEYAGAE WARD, MOLAPOWABOJANG VILLAGE,

RESIDENCE OF:

RELATION: MARTENAL AUNT

PHONE:

CLASS TEACHER: MR SAAKANE

SCHOOLHEAD: MS W. DUBE

PROBLEM: Continually reported to be fighting other students. Appears to be displaying anti-social behaviours; Neglect of school work; Negative attitude towards work; Stubbornness; Non compliance to rules and regulations; Untidy or shabby appearance. A registered orphan at Woodhall, LOBATSE.

PRESENTATION OF THE PROBLEM BY: Head of House (Saakane and Subject Teachers

), Class Teacher: Mr

FAMILY HISTORY

FATHER: OCCUPATION: AIRCRAFT TECHNICIAN SIR SERETSE KHAMA
AIRPORT

AGE: UNKNOWN

FREQUENCY: Has always been reported ever since he was first admitted to the school for the same offences such as fighting, bullying, stubbornness, insubordination, truancy.

INTENSITY: Has disturbed the normal teaching in the classroom for almost all his subject teachers and his unbecoming behavior disturbed the peace of fellow students and teachers. This has also impacted negatively in his academic work. The School Management has also spent a lot of time and energy to try and correct these unwanted behaviours and this has largely been at the expense of other duties that require full attention.

NUMBER: Has been involved in countless accusations of gross misdemeanors and unscholarly behaviors.

DURATION: The behavior has been ongoing ever since he was admitted to the school. That is term 1, 2008.

SENSE: Anti-social behavior leading to disturbance of the normal teaching and learning. This has manifested into learning difficulties as evidenced by general academic achievement problems.

SUMMARY OF CASES INVOLVING CLIENT FROM JANUARY 2008 TO JULY 2009

1. **Assault:** On fellow students such as Kennedy, Susan (Form 1C), Bridget and Prudence. For all these cases client has duly been punished.
2. **Indecent assault on fellow female classmates:** Together with the following classmates, Kennedy, Brian, Tumisang, Rapula and Godiraone, they were alleged to have indecently assaulted fellow female class mates and parents were said to have been involved in resolving the issue.
3. **Bullying:** On the 7th May 2009, Kagiso (Form 2D) was presented before the Guidance and Counselling Office as a bullying victim to Letso. Kagiso is said to be an epileptic patient and his condition is said to have been used as a subject of ridicule.
4. **Breaking and Urinating on other students' lockers:** Locker belonging to Kennedy was reported to have been broken and urinated into by client. On 16th June 2009, client allegedly stole from Form 3D class during assembly time and got away with Gaamangwe's maths set as well as her keys to her home. When the matter was

investigated it was discovered that he had disappeared away from school and the matter was then referred to the Botswana Local Police to follow it up. It was not until the following day when the Police resolved that his guardian pay for the missing items after he confessed as having stolen some of them.

5. **Assault on the teacher (**): Client was reported to have physically charged at the female teacher who was then on duty and slapped her during break time. He defended himself by stating that it was an act of retaliation following an assault on him by the teacher.
6. **Insurbodination:** Client has refused to comply with simple instructions from class and subject teachers as he showed by sleeping and refusing to wake up during class times (at Mrs Taleyana's class). He has even offended other teachers by using obscene or abusive language to them such as Mrs Mothibi during Agriculture lesson.

PRE DIAGNOSIS: CLIENT APPEARS TO HAVE A SERIOUS CASE OF CONDUCT DISORDER THAT HAS CULMINATED ITSELF TO ANTI-SOCIAL BEHAVIOUR. THIS CONDITION HAS MANIFESTED ITSELF TO LEARNING DIFFICULTIES.

INTERVENTION: is a hostile client who would not cooperate even when referred to counselling. During our meetings he would either decide to keep quite or defend his actions by playing victim in all the circumstances. According to his Head of House (Mr Lesitaokana), he was said to have been referred to the Social and Community Development for counseling, but we have not received any report to that effect.

RECOMMENDATION: His parents have been called upon to source intervention from community based organizations such as Lifeline, Childline, BOFWA, etc to try and rehabilitate client

Compiled by

(Teacher Counsellor)

Cc: School Head

Client's file