



**A COLLABORATIVE FRAMEWORK FOR ENHANCING
SUSTAINABLE LEARNING FOR LEARNERS WITH
DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL CONTEXT**

By

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ABSTRACT

This study investigated how a collaborative framework could be utilised to enhance sustainable learning among learners with disruptive behaviour in a rural school context in Zimbabwe. The literature confirms that a collaborative framework has the potential to emancipate and empower teachers, parents, other stakeholders interested in education and all learners, including those with disruptive behaviour. Working within the critical emancipatory research paradigm, the study involved participants from a rural school context. An eclectic approach that combined the theory of Ubuntu and the concept of critical consciousness was employed to understand disruptive behaviour as a socially constructed challenge in a natural setting. While Ubuntu highlights collaboration, interconnectedness and interdependency among people, critical consciousness aims to promote critical thinking, emancipation and empowerment, and address inequality, oppression, domination, suppression and alienation. Participatory action research design, provided a platform for the participants to critically engage in meaning-making discourses about the lives and circumstances of learners with disruptive behaviour in a rural school context. Purposive selection was utilised to select participants and the data was generated by means of focus group discussions, document analysis and reflective journals. The data were analysed following three levels of using critical discourse analysis. The study's findings revealed that there was limited collaboration to deal with disruptive learner behaviour in this rural school context. The participants noted that such behaviour has mainly negative consequences for learners, teachers, parents and the broader community and that it needs to be addressed in order to enhance sustainable learning. The challenges that hinder collaborative practices, strategies to mitigate them and preventative measures that could be adopted to prevent disruptive behaviour were identified. Finally, the participants agreed that a collaborative framework should be utilised to address this issue and that monitoring and evaluation should be conducted at all levels of the framework. Based on these findings the study proposes a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context.

KEY WORDS: Collaborative framework, Critical discourse analysis, Disruptive behaviour, participatory action research, rural context, sustainable learning

LIST OF ABBREVIATIONS USED IN THE STUDY	
ABC	Antecedent-Behaviour-Consequence
ADHD	Attention Deficit Hyperactivity Disorder
AGMs	Annual General Meetings
BEAM	Basic Education Assistance Module
CDA	Critical Discourse Analysis
CC	Critical Consciousness
CER	Critical Emancipation Research
CF	Collaborative Framework
CD	Conduct Disorder
DAAD	Deutscher Akademischer AustauschDienst
DEEWRA	The Department of Education, Employment and Workplace Relations in Australia
DSI	District Schools Inspector
ESD	Education for Sustainable Development
FGD	Focus Group Discussion
GSDG	Global Sustainable Development Goals
MoPSE	Ministry of Primary and Secondary Education
NECT	National Education Collaboration Trust
ODD	Oppositional Defiant Disorder
PAR	Participatory Action Research

PCE	Problem posing Concept Education
PED	Provincial Educational Director
PS	Permanent Secretary
PSA	Problem-Solving Approach
SDC	School Development Committee
SI	Schools Inspector
SL	Sustainable Learning
SPS	School Psychological Services
TI	Transformative Intellectuals
UKZN	University of KwaZulu-Natal

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CHAPTER ONE

ORIENTATION, BACKGROUND AND MOTIVATION FOR THE STUDY ON A COLLABORATIVE FRAMEWORK FOR ENHANCING SUSTAINABLE LEARNING FOR LEARNERS WITH DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL CONTEXT

1.1 INTRODUCTION

Chapter one introduces this study that investigated how a collaborative framework can be utilised to enhance sustainable learning for learners with disruptive behaviour in a rural school context. It presents the background to the study, and its focus and rationale. This is followed by the problem statement, the objectives and critical research questions, and the study's significance and delimitations. The chapter concludes with an overview of the study and clarification of key concepts.

1.2 BACKGROUND TO THE STUDY

Internationally, disruptive behaviour by learners in both rural and urban settings is cause for concern among teachers, parents and other education stakeholders (Marais & Meier, 2010; Chikwature, Oyedele & Ganyani, 2016). In this study, disruptive behaviour was not only viewed as a major hindrance to sustainable learning, but it was critically understood to be constructive as it enables identification of collaborative strategies that could be employed to accommodate all learners, including those with disruptive behaviour. Numerous studies have addressed the issues of disruptive behaviour among learners, sustainable learning and a collaborative framework (Jacobs, 2015; Venables, Tan & Pradhan, 2014; Clarke & Kinuthia, 2009; Miles, 2013; Hlalele, 2013; Mukomana, Chisango & Gasva, 2015). However, these phenomena have been addressed in isolation and in different contexts. This study aimed to combine the three aspects in a rural school context. Disruptive behaviour, sustainable learning and a collaborative framework are thus regarded as reciprocal constructs that cannot be separated.

For sustainable learning to be achieved, the problem of disruptive behaviour should be addressed using a collaborative framework. Alberta Education (2012) notes that such a framework aims to strengthen collaborative processes amongst learners,

school systems, parents, society and other individuals within communities in order to improve educational outcomes. It offers a starting point and an on-going programme that solicits the input of all education stakeholders. Alberta Education (2010) and Dion, Johnston and Rice (2010) highlight that when parents participate in their children's educational journey, this strengthens their interest in their children's accomplishments in school. The 4th Global Sustainable Development Goal (GSDG) promotes universal primary education and most African countries have endorsed it (DAAD, 2014; UNESCO, 2017). While education is a crucial tool for empowerment, disruptive behaviour among learners undermines its effectiveness. Endorsement of universal primary education increased the number of children enrolled in primary schools across Africa and resulted in more countries offering free and compulsory secondary education (DAAD, 2014). Zimbabwe is an exception to this rule; Mawere (2012) and Chenge, Chenge and Maunganidze (2017) note that many children in the country's rural areas do not attend secondary school due to high school fees. In my view, no child should be deprived of the right to education.

The study employed a critical emancipatory research (CER) method. Hlalele (2013) asserts that efforts to emancipate people do not aim to improve their status, but to promote reconciliation, independence, optimism, social justice and parity in its all forms. Learners should be emancipated and empowered so that they can transform, leading to sustainable learning. It is against this background that this study engaged education stakeholders in a rural school context in research to identify strategies to enhance sustainable learning among learners with disruptive behaviour. Aleckon (2010), Aleckson and Ralston-Berg (2011), and Vandenhouten, Gallagher-Lepak, Reilly and Ralston-Berg (2014) state that when team members work together, they share their experiences and knowledge, resulting in high quality education. Furthermore, collaboration permeates all learning processes, from planning through to evaluation, thus achieving sustainable learning (Ralston-Berg, McCaffrey & Kmetz, 2012; Vandenhouten et al., 2014). Venables, Tan and Pradhan (2014) reported on a successful collaborative framework used by a Department of Information and Technology (IT) that involved teaching collaboration and common formative tasks for students enrolled in each institution's professional development unit. The framework was found to support cross-institutional tasks. Such a framework could be used in

rural school contexts to promote sustainable learning for learners with disruptive behaviour. Makoena (2017) conducted a study on a collaborative framework in South Africa that aimed to develop platforms that lead to sustainable learning in a rural context. The study found that when parents played a limited role in decision-making, sustainable learning was less likely to be achieved. However, this study did not focus on learners with disruptive behaviour. The current study sought to develop a collaborative framework that involves all stakeholders so as to enhance sustainable learning among learners with disruptive behaviour in a rural school context.

Bernier (2010) maintains that sustainable learning calls for transformation of the roles played by different stakeholders and for them to work together. In Zimbabwe, there is a tendency for people to work in silos within their communities and organisations, including learning institutions. The global community is working towards sustainability in rural learning contexts in order to achieve quality universal education that will improve people's lives (Mapesela, Hlalele & Gregory, 2014). Sustainable Development Goal 4 (UNESCO, 2017) aims to achieve quality education for all. However, disruptive behaviour among learners can hinder the achievement of this goal.

Unbecoming behaviour among learners in rural schools is a global issue (Morongwa, 2010; Ali, Dada, Isiaka, & Salmon, 2014; Gyan, Baah-Korang, McCarthy, & McCarthy, 2015). Eshetu (2014), Nyaroge and Nyabato (2014) and Omote, Thinguri and Moenga (2015) note that indiscipline among learners is rooted in the school, family, community and in their minds. Belle (2017) adds that schools around the world confront the challenges of violence and the use of drugs and other substances among the youth. In the United States (US), high crime rates among learners are cause for concern and Britain and Canada have witnessed an increase in the use of dangerous weapons among the youth in recent years (Kiongo & Thinguri 2015; Kute, 2014; Temitayo, Nayaya & Lukman, 2013). This calls for interventions to promote sustainable learning in schools. Within sub-Saharan Africa, the Kenyan government has sought to curb disruptive behaviour in public secondary schools by amending various policies and laws (Omote, Thinguri & Moenga, 2015).

1.3 FOCUS OF THE STUDY

The focus of this study was to investigate how a collaborative framework involving learners, parents, teachers and other education stakeholders could be utilised to enhance sustainable learning among learners with disruptive behaviour in a rural school context. It explored the current situation with regard to collaborative frameworks and sustainable learning for learners with disruptive behaviour in rural school contexts. Strategies to address the challenges that could hinder collaborative practices to enhance sustainable learning for learners with disruptive behaviour in rural school contexts were explored, as well as the strategies that rural school communities could utilise to enhance such learning. Finally, the study aimed to initiate change within a rural school context in order to promote sustainable learning.

1.4 RATIONALE FOR THE STUDY

The motivation for this study stemmed from my personal, professional and theoretical experiences.

I was born and bred in a deep rural community in Zimbabwe. As was the norm in our community, my parents expected me to work in the fields in the morning before I went to school. Education was not regarded as essential and it did not matter to my parents if I was absent from school. On days when my parents were busy in the fields, I would be required to herd the cattle instead of attending school. My relatives and other learners at my school had the same experience.

During our primary education, my cousins and I bullied other learners. We engaged in fights during break, lunch time and on our way home. We disrupted lessons and irritated our teachers. As a result, some of my cousins did not complete junior secondary school, as they were expelled due to their disruptive behaviour. Some ended up being involved in illegal gold panning in order to support their families.

My school was 12 kilometres from home. Many learners were not motivated enough or afraid to walk alone through the forests and bush and would bunk classes, with negative impacts on sustainable learning. After completing my primary education, I attended a rural secondary school. By that time, I had realised that disruptive

behaviour did not yield good academic results and I started behaving well and focusing on my education. I witnessed some learners fighting in class which disrupted teaching and learning. I recall one learner who fought with the teacher when we were in Form 3 (Grade 10 in South Africa). The learner was later expelled from school and never resumed. Learners embarked on love affairs as early as Form 1 (Grade 8 in South Africa) and early pregnancies, truancy and bullying were also rife at my school.

I completed my secondary education and attended a rural Teachers' Training College 80 kilometres from home. Initially, I did not want to become a teacher; however, when I was in Form 3 Zimbabwe had a serious shortage of teachers. As the first born in my family, I thought about my younger brothers and sisters and decided to become a teacher as I felt I would be in a position to bridge the gap between the generations in terms of access to education. By the time I completed my training, there was still a critical shortage of teachers and the situation was even worse in rural contexts. As someone who had witnessed the challenges encountered by rural learners, I felt that I could help to empower marginalised communities. However, I discovered that there is high rate of indiscipline among learners in both primary and secondary rural schools

I started teaching in 2007, and at the time this study was conducted (2018) I had taught for 11 years and had served in the management position of Deputy Head for two years. Based on my observations and informal conversations with members of the school community as well as my colleagues, I realised that in some rural communities, education is not valued as much as it is in townships and urban contexts. I have observed that it is accepted as a norm for adolescents (14-15) to be attending primary school. Many drop out before completing secondary school, with the young men ending up as herders of cattle and the young women employed as domestic workers. Some cross into South Africa and Botswana for better paying jobs. My conversations with parents of the learners at my school revealed that a lack of financial resources and inability to pay secondary school fees are the main reasons for their children not completing their education. Furthermore, some regard education as waste of time and money. My informal engagements with some learners as well as my colleagues, highlighted the lack of motivation to pursue education as well as a lack of psychosocial support that could contribute to disruptive behaviour among adolescent learners in a

rural school context. Dismal or poor academic performance by learners is mainly attributed to indiscipline. While the School Psychological Services (SPS) unit that falls under the Ministry of Primary and Secondary Education (MoPSE) in Zimbabwe aims to address disruptive behaviour among learners in schools, the school community is expected to play its part. As the Deputy Head of the school, one of my responsibilities is to monitor behaviour and to ensure that an effective culture of teaching and learning is fostered and sustained. Given my observation that learners with disruptive behaviour did not consider education to be important and that such behaviour poses major challenges in their lives and for some teachers, I was motivated to conduct research on relevant intervention strategies.

Sustainable development is generally regarded as an indispensable route to accomplish global goals (Wong, 2013). Learning should also be sustainable in order to achieve community development. Okorama (2015) notes that indiscipline in secondary schools negatively impacts learning. Such disruptive behaviour includes, amongst other things, drug abuse, sexual activities and other psychosocial challenges. Some learners that disrupt learning are suspended and later expelled from school, resulting in lower levels of achievement (Sikhakhane, Muthukrishna & Martin, 2018; Sun & Shek, 2012; Shen, Zhang, Zhang, Caldarella, Richardson & Shatzer, 2009). Karanga and Bowen (2012, p.1) state that, in Kenya, “students’ unrest and indiscipline undermine the quality of education.” Okorama (2015) submits that the family, the school and the government have a responsibility to address such behaviour. I felt that failure to address this issue would negatively impact learning. Disruptive behaviour like truancy, absenteeism, drug abuse, drunkenness and sexual issues is associated with poor academic performance (Marais & Meier, 2010), which prevents learners from pursuing higher education that will enable them to secure jobs that sustain their livelihoods. Learners and adults thus need to be actively linked and engage in programmes that lead to sustainable development and social justice.

While many factors might be considered to enhance sustainable learning among learners with disruptive behaviour in a rural school context, this study was based on the assumption that if all education stakeholders work collaboratively, positive results could be achieved. My personal and professional experience led me to conclude that

team work was lacking to address the behaviour of learners in rural schools. While some teachers tried to ensure that learners behave in accordance with the school code of conduct, parents and other stakeholders did not play their part in monitoring and guiding children to abide by the rules and regulations. Some studies have concluded that effective schools are marked by high levels of collaboration among all stakeholders (Mapesela, Hlalele & Alexander, 2012; Mohlomaholo, 2011). Nyarko (2011); Ratiq (2013) and Downey (2014) concur that parental involvement is likely to increase the chances of a learner completing secondary school. Thus, a collaborative framework could enhance sustainable learning among all learners, particularly those with disruptive behaviour. Mapesela, et al. (2012, p.1) assert that, “sustainable learning largely depends on teamwork amongst teachers, learners, parents and different stakeholders which leads to a comprehensive progress in educational transformation”. Indeed, Muchuchuti (2014) suggests that such collaboration not only promotes learner development in terms of scholastic accomplishments, but nurtures attitudes that foster community transformation.

1.5 PROBLEM STATEMENT

The United Nations designated the period from 2005 to 2014 as the Decade of Teaching for Sustainable Development (UNESCO, 2012) in order to achieve GSDG 4 (UNESCO, 2017) which advocates for all-encompassing, quality education that encourages sustainable learning for every learner. However, I observed that quality education was not being accomplished in rural contexts in Zimbabwe, especially among learners with disruptive behaviour. Thus, while the decade had passed, there was a need for all stakeholders in the country to work together to promote sustainable learning. The study focused on learners with disruptive behaviour because they are more at risk of poor academic performance and not completing school. Globally, it is acknowledged that education is a key strategy to address poverty and high crime rates, and to enhance community development and peace (Turkkahraman, 2012; Akkari, & Lauwerier, 2015). Sustainable learning is required to achieve these objectives.

Hlalele (2012) and Myende (2014) note that, in sub-Saharan Africa, poverty and other challenges prevent rural learners from receiving quality education. I concluded that

poverty, social injustice and high crime rates within communities contributed to disruptive behaviour among learners within rural school contexts in Zimbabwe. Seidman (2012) asserts that disruptive behaviour inhibits sustainable learning and that it is not dealt with effectively by educational institutions, while Douglas (2016) notes that such behaviour is a problem at many schools at different levels of learning. He adds that, once this behaviour manifests, it is likely to continue. Addressing the problem of disruptive behaviour among learners calls for collaboration amongst teaching staff, parents and community members (Matshe, 2014; Mathekga, 2016; Kimu, 2012; Akawa, 2013). My experience as a learner and a teacher in rural schools suggested that teachers did not involve parents and other stakeholders in their day-to-day operations. This study sought to address the lack of collaboration through the use of participatory action research (PAR) which involved the study participants in identifying collaborative strategies in a rural school context. It was clear that the teaching and learning of learners with disruptive behaviour was not taken seriously by teachers, parents and learners themselves, as there was a high dropout rate in Forms 3 and 4. Shahidul and Zehadul Karim (2015) state that disruptive behaviour is among the major causes of learner dropout.

Most rural schools lack human resources to address the challenges that they face when dealing with learners with disruptive behaviour (Kearney & Zuber-Skerrit, 2012). It is also acknowledged that such behaviour is sometimes caused by different cultural beliefs among learners and communities. This is supported by Sun and Shek (2012), who contend that cultural differences are likely to cause misbehaviour among individuals. During the process of cultural exchange, learners may conduct themselves in ways that are unacceptable to the community. For example, in Bulilima where the current study was conducted, there are three ethnic groups (Shona, Ndebele and Kalanga), with different values and beliefs. I also observed that economic and political instability in Zimbabwe, especially in rural contexts, demotivated learners from taking education seriously. It is against this background that I investigated the use of a collaborative framework to enhance sustainable learning among learners with disruptive behaviour, particularly in rural school contexts. Ponfua (2015) contends that parents, schools, religious bodies and different stakeholders in communities should work together to solve the challenges confronting community members.

1.6 OBJECTIVES

The study's objectives were:

1.6.1 Main objective

To propose how sustainable learning can be enhanced by utilising a collaborative framework in a rural school context.

1.6.2 Sub-objectives

1. To explore the current situation with regard to collaborative frameworks and sustainable learning for learners with disruptive behaviour in a rural school context.
2. To establish ways to mitigate challenges (if any) that hinder collaborative practices for enhancing sustainable learning among learners with disruptive behaviour in a rural school context.
3. To identify strategies that rural school communities can utilise to enhance sustainable learning for learners with disruptive behaviour.
4. To propose a collaborative framework to enhance sustainable learning for learner with disruptive behaviour in a rural school context.

1.7 CRITICAL RESEARCH QUESTIONS

The research questions were:

1.7.1 Main research question

How can we enhance sustainable learning, utilising a collaborative framework in a rural school context?

1.7.2 Sub-research questions

1. What is the current situation with regard to collaborative frameworks and sustainable learning among learners with disruptive behaviour in a rural school context?

2. What are the challenges (if any) that hinder collaborative practices to enhance sustainable learning among learners with disruptive behaviour in a rural school context?
3. What strategies can rural school communities utilise to enhance sustainable learning for learners with disruptive behaviour?
4. How can a collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context be proposed?

1.8 SIGNIFICANCE OF THE STUDY

A number of studies have been conducted on disruptive behaviour among learners, with some focusing on sub-Saharan Africa and Zimbabwe (Vazsonyi, Chen, Jenkins, Burcu, Torrente & Sheu, 2010; Shen, Zhang, Zhang, Caldarella, Richardson & Shatzer, 2009; Thompson, 2009; Gudyanga, Matamba & Gudyanga, 2014; Chikwature, Oyedele, & Ganyani, 2016). These studies note that such behaviour affects the education system all over the world. The major recommendation I drew from these studies is that educational institutions should develop clear policies to reduce the prevalence of disruptive behaviour among learners so that they achieve their educational milestones. Sikhakhane et al.'s (2018) study in South Africa foregrounded the participants' narratives with regard to bullying in schools. The study found that bullying is a form of disruptive behaviour which negatively impacted on learners' wellbeing. However, it did not focus on the effects of disruptive behaviour on learners. Lunga's (2015) research on the impact of indiscipline on primary schools concluded that it has a negative effect on learners' academic performance. Thus, the current study sought to identify a strategy that a Zimbabwean rural school can utilise as a tool to enhance sustainable learning among learners with disruptive behaviour. Its findings will assist the MoPSE in Zimbabwe to formulate policies and strategies that promote sustainable learning among all learners, especially those with disruptive behaviour. The proposed collaborative framework could also be adopted in other contexts. The findings will also benefit education administrators by identifying ways to work with parents, learners and other education stakeholders in Zimbabwe. Such collaboration has been found to enhance learner motivation and improve teaching and learning, and thus academic performance (Chikwature, Oyedele & Ganyani, 2016).

A study in Hong Kong that investigated teacher perceptions of junior secondary school learners' misbehaviour in the classroom (Sun & Shek, 2012) concluded that learners who misbehave at school do not have the capability to perform better. The significance of the current study is that it empowered learners with disruptive behaviour in a rural school context to the point that they realised the importance of learning. However, it did not focus on single group of individuals, but involved various stakeholders. Communities will thus also benefit from its findings as it identifies strategies to improve collaboration among all stakeholders and systems in order to empower the youth with the skills necessary for development. Involving parents in the schooling system has a positive influence on scholastic achievement and aids in the management of behaviour among learners (Chindanya, 2011). It also promotes interest in and respect for education among all community members. Given that teachers find it difficult to teach learners with disruptive behaviour (Crawford, Kydd & Riches, 2011), the study proposes a collaborative framework that will reduce the burden on teachers, parents and the community at large. It thus promotes emancipation, empowerment and transformation among all the participants.

In Canada, a collaborative framework to strengthen partnerships among school supervisors, teachers, parents, the broader community and other stakeholders was found to improve learners' educational outcomes (Alberta, 2012). However, it did not consider learners with disruptive behaviour. This study sought to fill this gap, focusing on a rural school context. Furthermore, Mackenzie (2009) asserts that successful educational outcomes call for shared commitment and unrelenting effort among all stakeholders. This study proposed such commitment in order to ensure that every child succeeds.

Finally, this study adds to the body of knowledge on a collaborative framework in education in rural contexts. Such frameworks have been found to be successful in the health sector as well as in higher education institutions internationally and in the sub-Saharan African region. However, few collaborative frameworks have been developed and utilised in the Zimbabwean education system as a whole and particularly in a rural school context. Furthermore, this study contributes to the literature on learners with disruptive behaviour. A review of the literature found that few studies on this issue

have been conducted internationally, and in the sub-Saharan African and local contexts. It also makes a unique contribution by integrating three concepts, namely, disruptive behaviour, a collaborative framework and sustainable learning. Studies conducted in Iraq, the US and Zimbabwe focused solely on disruptive behaviour (Habibi, Zamani, Monajemi, & Fadaei, 2015; Odegard, 2017; Gudyanga, Gudyanga, & Matamba, 2015). Participatory action research was employed to investigate a collaborative framework in a rural context so as to promote sustainable learning among learners with disruptive behaviour. The researcher involved and engaged with community members, teachers, school administrators and learners themselves in order to empower them to address the challenges that hinder sustainable learning in a rural school context.

1.9 DELIMITATIONS OF THE STUDY

Delimitations are features that limit the latitude and specify the restrictions of a study (Simon, 2011). These are determined by the researcher (Maluleke, 2014; Leedy & Ormrod, 2019). In this study, I perceived delimitations as the margins that I personally established in an endeavour to control the scope of the study. Delimiting factors included the group under study, which was learners with disruptive behaviour in a rural school context. In addition, the current study was limited to one rural school in the Bulilima neighbourhood in Matabeleland South region. I determined that similar research has not been conducted in Bulilima; this was thus the physical delimitation for the study.

Orodho (2013), Silverman (2017) and Seidman (2019) add that delimitations include the theoretical perspectives that one adopts when conducting research. The study delimited two theories, namely, Ubuntu, which assisted in explaining the importance of collaboration and critical consciousness (CC) which signifies liberation, empowerment and revolution amongst learners with disruptive behaviour, parents, teachers and other stakeholders in a rural context.

Furthermore, this study delimited 20 participants, which included six learners, six parents, three teachers, one deputy head, one pastor, the headman, a school inspector and a member of the School Development Committee. These participants

assisted in generating data which was unique and sufficient to achieve the research objectives and answer the research questions.

1.10 CLARIFICATION AND DISCUSSION OF OPERATIONAL CONCEPTS

This section defines the key terms used in this study, including disruptive behaviour, sustainable learning, rural school and collaborative framework. Although these terms are defined based on the ideas of different authors, the clarifications focus on the context of the study.

1.10.1 Disruptive behaviour

Mafa, Hadebe, Lusinga and Ncube (2013) define disruptive behaviour as an act or group of actions exhibited by a person that irrationally affect, impede, block, or preclude the right of others to participate in certain activities, programmes, or services, including behaviour that will possibly prevent an institution and its staff from performing their specialised duties. This infers that proper teaching might not take place due to disruptive behaviour. Other authors define such behaviour as disorder in the environment that does not permit learning to proceed smoothly and productively (Kerr & Nelson, 2010; Bulotsky-Shearer, Fernandez, Dominguez & Rouse, 2011). In this regard, disruptive behaviours can be said to be a state or condition which prevents both the teacher and the learners from freely engaging in teaching and learning.

From a different perspective, disruptive behaviour has been described as the disorder necessary for effective teaching and learning within the learning environment (Mafa, et al., 2013; Masekoameng, 2010). This suggests that such behaviour should not always be regarded as negative and destructive, as it carries some constructive possibilities. I therefore understand that disruptive behaviour can be a catalyst for meaningful and effective teaching and learning that might promote sustainable learning. Sibanda and Mabhena (2017); Maphosa and Shumba (2010) and McKevitt, Dempsey, Ternus and Shriver (2012) concur that disruptive behaviour is the type of behaviour that departs or deviates from normal or expected behaviour and has a tendency to bring about disorder and disharmony. This suggests that such behaviour is not limited to the classroom, as construed by Mafa et al. (2013) but refers to conduct in both the teaching space and outside the classroom that causes teaching and

learning to become ineffective. Fosch, Frank and Dishion (2011), Magwa and Ngara (2014) and Mathews, Holt and Arrambide (2014) note that ineffective teaching and learning due to disruptive behaviour may require teachers, parents and other stakeholders to take corrective action. In this respect, misbehaviour cannot be exclusively regarded as disruptive as it has some constructive effects on education.

Etonge (2014) explains that disruptive behaviour by learners helps teachers to identify approaches to deal with such behaviour in the classroom. Thus, disruptive behaviour is also a catalyst for appropriate methods to promote sustainable learning for learners in a rural school context. He adds that these approaches range from a teacher-controlled approach, where teachers set down rules for behaviour which learners should comply with; the investigative approach, where the teacher observes the learner's behaviour and discusses it with the learner in an effort to come up with a method to deal with it; the behaviouristic approach, in which the teacher offers rewards and/or reprimands, thus encouraging good behaviour; a learner-centred approach, where learners are allowed freedom in their learning; and lastly and most relevant to this study, the interaction approach, where teachers, learners, parents and other stakeholders work together to encourage the required behaviour. Therefore, this study takes disruptive behaviour to be a construct that is somewhat constructive for the educational fraternity in all contexts, particularly in a rural school context. I also understood that measures are required to address disruptive behaviour. These are discussed in chapters three (see sub-section 3.2.3) and six (see sub-sections 6.2.3.1 - 6.2.3.7).

1.10.2 Sustainable learning

The international community has called for sustainability in all areas of development, including education; hence, the adoption of the 17 GSDGs in September 2015 (United Nations, 2015). For the purposes of this study, the most important is Goal 4 (see sub-section 1.5 above). Sustainable learning as an operational concept in this study was derived from the term sustainability. Fischer and Barth (2014) define sustainability as the ability of the current generation to meet its essential needs without compromising forthcoming generations' ability to do so. Bourn, Hunt, Blum and Lawson (2016) observe that sustainability is a relatively new concept that is rooted in social justice.

Based on the above views, I understand sustainability as a holistic approach which is supported by three pillars, namely, environmental, societal and economic dimensions that must be taken into account. It can be regarded as the art of being able to produce for an unlimited period with no detrimental effects on the community (Alvarez, 2014; Cruickshank & Fenner, 2012). Therefore, sustainable learning involves equipping learners with the new information and ways of reasoning required for responsible citizenship while instilling the skills needed in their daily lives (Cloud Institute for Sustainable Education, 2016). This definition conceptualises sustainable learning as developing knowledge, understanding, skills and attributes that benefit learners and the community as a whole, particularly rural school communities. The New Zealand Ministry of Education (2015) describes sustainable learning as the capability to reflect and act in a manner that addresses the welfare of people and the environment. Sustainable learning has the capacity to bring about change in the way of life within a rural school context through empowering individuals with the essential knowledge (Fischer, Jenssen & Tappeser, 2015) and thus competences required to achieve their life goals.

The GSDGs are important in the education sector because they build ability and enthusiasm to identify and support a sustainable life and contribute to the growth of a sustainable society (Canon Burrow Primary School, 2015; Barratt, Barratt-Hacking & Black, 2014). This study adopts the view that sustainable learning not only enables sustainable development but it also initiates and encourages individual educational processes. Education Scotland (2014) and UIS and UNICEF (2015) define sustainable learning as the capability of developing oneself in a global context and note that it is concerned with the competencies a person needs to prosper and to enjoy a responsible life regardless of conditions within the community. It is consequently an on-going challenge within a rural school context to strike a balance between the demands of society and those of education.

The major goal of education is meeting the needs of society rather than empowering individuals (Fischer & Barth, 2014). In order to promote sustainable development, education should be firmly rooted within the community. Barratt et al. (2014) and Fischer et al. (2015) add that the future-oriented element of education for sustainable

development is not restricted to individual progress, but requires people to critically reflecting on the social and political impact of their current and future lives. Therefore, the focus of sustainable learning is not only to change personal lifestyles, but to engage with the public for the betterment of their communities. Michelsen and Fischer (2017) and UIS and UNICEF (2015) add that, the goal of sustainable learning is self-governing action that bring about change and finds solutions to life problems. Therefore, I deduce that sustainable learning can best be explained based on its ability to develop competencies that enhance people's lives, without adverse consequences for individuals or society at large.

1.10.3 Rural context

The general understanding of a rural context is that it is geographically isolated and has a small population. Hlalele (2012) and Myende (2014) highlight that most rural contexts encounter obstacles to learner achievement. They are also often neglected by policy-makers. Rural contexts include communal areas, farmland, peri-urban areas, unplanned settlements and small rural towns where many inhabitants live off the land (Hlalele, 2013). As a teacher, I have observed that rural contexts are marginalised, have limited resources and are marked by high rates of illiteracy and unemployment. Since schools are mandated to provide teaching and learning services to primary and secondary learners in preparation for tertiary education (Donald, Lazarus & Lolwana, 2010; Rupon, 2012; White & Corbett, 2014), a school in a rural context should provide a safe and effective learning environment for every learner. A school within a rural context can thus be said to be an educational institution with limited resources that offers teaching and learning services to learners who live in rural areas and travel long distances to and from school. Their parents are generally of low economic status and many do not value education. Myende (2014) adds that rural contexts are characterised by economic and social disempowerment, which results in poor and ineffective learning among learners. Rural schools thus need to be encouraged to enhance sustainable learning for all learners, including those with disruptive behaviour, through collaborating with all relevant stakeholders.

According to Beckman and Gallo (2015) and Mqgwashu (2016), learners from rural contexts are marginalised to the extent that they should be engaged in participatory

research to address their situation. They add that higher education institutions encourage students to turn against rural life. This study thus considered rural contexts to be areas that are under-researched. Studies conducted in South Africa established that a variety of factors negatively impact education, including the distance travelled by learners to school, teachers who live outside the area and commute to school, and thus have a tendency to be less engaged with the community, a lack of financial resources, and language and 'other socio-cultural factors' (Czerniewicz & Brown, 2014; Ebersön & Ferreira, 2012). My understanding of rurality is that it is associated with a lack of resources to support teaching and learning processes. UNESCO (2015) and Nugent, Kunz, Sheridan, Hellwege and O' Connor (2017) state that many schools in rural communities do not have access to the human and material resources required to support learners; hence, it is difficult to deliver quality education. However, Wodon, Bell and Huebler (2015) note that, despite this, education in rural contexts has survived, pointing to rural communities' resilience and determination to make the best of what they have. Thus, an education for rurality can transform the lack of teaching and learning materials into opportunities to reconsider old inevitabilities, for the creation of new knowledge.

1.10.4 Collaborative framework

The concept of a collaborative framework derives from a combination of two terms, collaborate and framework. The term collaborate is defined in the Oxford Essential Dictionary (2017) as working with someone in order to produce something. In turn, collaboration is the art of voluntarily working together with other people with the aim of achieving a certain goal (Alberta Education, 2012). Based on these definitions, collaboration can be viewed as a process of bringing different people together to work collectively to accomplish clearly defined outcomes. On the other hand, a framework is a plan, a set of principles, rules, or steps to support arrangements of or relations among people to carry out certain tasks and achieve a specific result (Venables, Tan & Pradhan, 2014; The Oxford Essential Dictionary, 2017). Promoting sustainable learning for learners with disruptive behaviour in a rural school context is a complex issue that needs a particular plan to address. Combining the definitions of the two words gives rise to a definition of a collaborative framework as a plan designed to help

individuals and practitioners to work in a collective manner towards accomplishing a specific goal.

Collaboration mirrors the idea of the school as a community where people rely on one another (Timperley, Kaser, & Halbert, 2014). It is therefore vital that individuals in the rural school context work together to enhance sustainable learning for all learners, including those with disruptive behaviour. Zhao, Tavangar, McCarren, Rshaid and Tucker (2016) argue that people in most developing countries have experienced a crisis of community, and that schools have significant potential to reconstruct a sense of unity. In this context, I consider rural schools as communities that embrace collective values and expectations to promote interactions among members, resulting in interpersonal caring and support that encourages meaningful education. Timperley, Kaser and Halbert (2014) and Sweeney (2011) note that collaboration places much emphasis on shared goals, associations, and reciprocal interdependence as a way of life within a community. Therefore, a collaborative framework creates a sense of interdependence within the rural school system and hence supports the achievement of common goals.

Adopting a collaborative framework could enable the learning requirements of all children to be met through different teams and partnerships that are flexible, autonomous and able to work collaboratively (Rossen & Cowan, 2012; Timperley, Kaser, & Halbert, 2014; Cambridge Community of Learning, 2016). Thus, a collaborative framework renders learning more transparent as well as closely interwoven and interconnected with families and the community. Relationships within the school context are no longer purely social in nature; they have become collaborative partnerships (Timperley, Kaser, & Halbert, 2014; Sweeney, 2011). Therefore, the key components of a collaborative framework in this study may be deduced to be common goals, interdependence and equality.

Members of collaborative associations have common goals and this might be advantageous in rural school contexts. The Cambridge Community of Learning (2016) notes that the goals of a collaborative framework are discussed and framed by the participating members rather than emanating from the outside. If people in a rural

school context have a common goal, they might be inspired to collaborate so that all can contribute to successful learning. Therefore, all stakeholders within such contexts have the responsibility to work towards sustainable learning.

Equality in relationships is another indispensable component of the collaborative framework proposed in this study. Rossen and Cowan (2012) and the Cambridge Community of Learning (2016) explain that collaboration may bring together people of unequal status to run the school. Therefore, in the current study, the people who constituted a collaborative framework included learners, teachers, parents and other stakeholders. All members of the research team believed that they could make a meaningful contribution in enhancing sustainable learning for all learners, including those with disruptive behaviour in a rural school context. A collaborative framework is not a gathering where people socialise, but a strategy that enables people of different ages, sexes, educational levels, and socio-economic and political backgrounds to engage in dialogue so as to empower one another and promote transformation in order to improve their lives (Timperley, Kaser, & Halbert, 2014). Thus, the collaborative framework in this study may enable people to share power, knowledge, and influence.

1.11 OVERVIEW OF THE STUDY

This study consists of seven chapters as follows:

Chapter one

This chapter introduced the study by presenting an overview of the background. It briefly reviewed the international, sub-Saharan African and local literature on the adoption of a collaborative framework to enhance sustainable learning among learners, especially those with disruptive behaviour in a rural school context. The chapter set out the rationale for the study as well as the problem statement and the research objectives and questions. The significance of the study and its delimitations were highlighted and the key concepts employed were defined and clarified. The chapter concluded with an overview of the study.

Chapter two

Chapter two presents the theoretical and conceptual frameworks that underpinned this study. The theory of Ubuntu, which emphasises collaboration amongst members of society and the concept of CC that focuses on emancipating and empowering people so that they can transform for the better are discussed as well as how they were used to understand learners with disruptive behaviour.

Chapter three

Chapter three reviews the literature related to a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. Sub-topics include a situational analysis of the current situation with regard to collaborative frameworks and sustainable learning for learners with disruptive behaviour in a rural school context; collaborative frameworks for sustainable learning in rural contexts; understanding disruptive behaviour in rural schools; and the challenges that hinder collaborative practices to enhance sustainable learning for learners with disruptive behaviour in a rural school context. Strategies to enhance sustainable learning among learners with disruptive behaviour in rural schools are also explored, as well as the benefits of a collaborative framework to achieve this objective.

Chapter four

Chapter four presents the research design and methodology employed to conduct the study. It discusses the research paradigm (CER) and PAR that was employed as the research design to explore how a collaborative framework can be utilised to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The processes followed during the course of the study are detailed and the methods employed to gather and analyse the data are discussed. The research site is described and the chapter concludes by highlighting issues relating to trustworthiness and ethical considerations as well as the study's limitations.

Chapter five

Chapter five presents, analyses and interprets the data generated through focus group discussions (FGDs), document analysis and reflective journals. The analysis was guided by the three levels of critical discourse analysis as explained by Fairclough (1992).

Chapter six

Chapter six discusses the findings presented in the previous chapter using the themes that emerged in chapter five. The findings are also compared with those in the literature.

Chapter seven

Chapter seven presents the proposed collaborative framework to enhance sustainable learning among learners with disruptive behaviour, highlights the study's contribution to knowledge and makes suggestions for further research.

1.12 CHAPTER SUMMARY

Chapter one introduced this study on a collaborative framework to enhance sustainable learning among learners with disruptive behaviour in a rural school context. It presented the background to the study, its focus, the rationale for the study, the problem statement, objectives, and critical research questions. The study's significance was discussed, as well as its delimitations. The chapter concluded by clarifying the key concepts employed and presenting an overview of the study.

The following chapter focuses on the theoretical and conceptual framework that underpinned this study.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK ON A COLLABORATIVE FRAMEWORK FOR ENHANCING SUSTAINABLE LEARNING FOR LEARNERS WITH DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL CONTEXT

2.1 INTRODUCTION

Chapter one introduced this study on a collaborative framework to enhance sustainable learning among learners with disruptive behaviour in a rural context. This chapter focuses on the theoretical and conceptual framework that underpinned it, namely, the theory of Ubuntu and the concept of Critical Consciousness (CC). It discusses the values on which Ubuntu is based and the origins and levels of Critical Consciousness. I also explain the need for critical thinking and the development of Critical Consciousness in a rural school context and how the theory and the concept were used to understand learners in this study.

2.2 THEORETICAL AND CONCEPTUAL FRAMEWORKS

A theoretical framework is a combination of terms and interactions to frame and address a problem. It specifies the theory(ies) employed by a study (Macmillan & Schumacher, 2010; De Vos, Strydom, Fouche, Delport, Bartley, Greif, Pate, Rosenburg, Schulze & Schurink, 2011). Chinyoka (2013) and Ganga (2013) note that, the theoretical framework locates a study in the broader theoretical context. According to Earley (2014), Macmillan and Schumacher (2010) and Selela (2015), it enables the researcher to determine the degree to which his/her study links to the existing body of knowledge. A theoretical framework also enables identification of the theory's pros and cons, and provides a structure for a research project, minimising inappropriate facts and narrowing down the concepts employed (De Vos et al., 2011; Selela, 2015). In this study, a theoretical framework is viewed as the boundaries set for the study in terms of the theories employed, which leads to findings that are unique to the study. The theoretical framework clarifies the research problem, the concepts employed, and their meanings (Ganga, 2013).

On the other hand, a conceptual framework is a set of well-articulated, interconnected concepts that guide a research study (Ravitch & Carl, 2016; Imenda, 2014). Latham (2017) and Akintoye (2015) describe a conceptual framework as a set of comprehensive thoughts and principles that are employed to construct a presentation. It is thus my understanding that a conceptual framework enables a researcher to deduce the meaning of the research findings and what makes them different from those of existing studies.

A conceptual framework establishes a connection between the literature and the research objectives and questions. It thus guides the discussion of the literature, the methodology and data analysis, contributing to the trustworthiness of the study (Adom, Hussein, & Agyem, 2018; Ravitch & Carl, 2016). Since the current study was emancipatory in nature, the conceptual framework was the starting point to reflect on the problem, leading to the development of consciousness of the situation under study. De Vos et al. (2011), Akintoye (2015) and Imenda (2014) explain that a conceptual framework directs the scholar in terms of what she or he hopes to find employing dissimilar lenses and provides focus; leading to specific steps in planning and carrying out the study.

An eclectic approach involving the theory of Ubuntu and Critical Consciousness was adopted to understand learners with disruptive behaviour in a rural school context. These are explained in detail below.

2.3 UBUNTU

Ubuntu is an ancient African term that connotes extending humanity to others (Jolley, 2011). Ndhlovu (2007) states that Ubuntu is an African belief that expresses kindness, mutuality, self-respect, congruence and civilisation in the interests of structuring and preserving a community with integrity and communal caring. It thus highlights the need to treat others well. Ndhlovu adds that Ubuntu encompasses care, empathy, mutuality, self-respect and agreement within a society. I understand Ubuntu as the embodiment of an African tradition that manifests the traits found in an African way of life where people care for one another.

Lutz (2008) argues that Ubuntu highlights the need for solidarity that benefits not only individuals, but society as a whole. This study drew on the principles of Ubuntu to assist stakeholders in a rural school context to enhance sustainable learning among learners with disruptive behaviour. Letseka (2014), Metz (2007), Metz and Gaie (2010) and Zimdev (2011) state that Ubuntu is a moral theory that is linked to humaneness, sharing, charitableness and cooperation. In other words, it embraces participatory humanism. Hapanyengwi and Shizha (2010) describe Hunhu/Ubuntu as an expression of individuals' aspiration to support their fellow human beings, and to work and act in one another's interests with the communal good always at the forefront of their minds. This theory assisted the study participants to engage with the subject of disruptive behaviour in a rural school context so as to gain a clear understanding of this phenomenon. It led the research team to recognise the need to work collaboratively to enhance sustainable learning for all learners, including those with disruptive behaviour.

The following sub-section focuses on the origins of the theory of Ubuntu and its underlying values. It also deliberates on the link between this theory and disruptive behaviour in education and the use of Ubuntu to understand learners.

2.3.1 Origins and a brief overview of the theory of Ubuntu

The theory of Ubuntu became part of general civic discourse in South Africa during the 1920s, when the Zulu national movement used it as a motto in its campaign to resuscitate respect for traditional Zulu values (Tatira, 2013). Mahomva (2017, p. 7) explains that, "*Ubuntu/Hunhu* is empirically founded on a set of unwritten codes of ethics that govern the interconnectedness of the individual with other individuals as well as their environment". It was very useful in this study that employed PAR to engage stakeholders in a rural school community in dialogue in order to develop strategies to enhance sustainable learning for learners with disruptive behaviour. People within a rural school context are interconnected; hence, they depend on one another. Ndondo and Mhlanga (2014) affirm that a person announces his or her presence in relation to others or his or her connection to them. Interconnectedness fosters social interdependence which, Sibanda (2014) notes, naturally produces consent and creates self-established guidelines to separate the good from the bad.

Viriri (2018) and Sibanda (2014) explain that Ubuntu is a broad theoretical concept that expresses what is expected of a member of an indigenous African culture. I understand it to be a binding factor that unites people within a rural school. The study thus employed the theory of Ubuntu as a theoretical lens to foster collaboration among teachers, parents and learners to address the psychosocial challenges faced by learners with disruptive behaviour. In an African context, cultural practice is what an individual does for the benefit of other people in the family and/or in his or her community (Le Grange, 2011; Nondo & Mhlanga, 2014; Viriri, 2018). This study noted that, for sustainable learning among learners with disruptive behaviour to be enhanced, people should work together to find ways of involving all interested parties to improve the situation for the benefit of individuals and others in society. This is supported by Le Grange (2011), who states that Ubuntu links traditional practices and people's current experiences in society. In the context of this study, the cultural practices that were evident were initiation rites, a preference for male children, early marriage and wife inheritance. These impacted on the phenomenon under study as when boys are given preference over girls when it comes to learning, girls can behave in a disruptive manner which leads them to drop out of school in the lower grades; hence, their learning is not sustainable. Furthermore, during initiation, boys are away from school for at least a month, with negative effects on their learning. This suggests that these practices violate human rights and hence undermine social justice in rural contexts.

According to Luta (2008), cultures in sub-Saharan Africa are not individualistic. People believe that no one exists in isolation, and everyone is part of a community and therefore affiliated to and dependent on others. From this perspective, it becomes a community problem if some learners develop disruptive behaviour and, in turn, are not identified or empowered to deal with and control their behaviour in order to enhance sustainable learning. Enhancing sustainable learning through valuing education has the potential to benefit individual learners as well as others. The use of PAR enabled the participants to realise that learning is important as it sharpens the way people think about their lives. The theory of Ubuntu was employed to unite education stakeholders and empower them so that they could be transformed for their own benefit and that of

others in a rural school context. Since the study regarded disruptive behaviour as a sign of disrespect, it utilised the values embedded in Ubuntu to rebuild and to be conscious of all oppressive and constraining complexities in life. The theory emphasises the principles of passionate humanness, kindness, membership, respect, empathy and related values (Le Grange, 2011; Broodryk, 2012). It was therefore ideal to promote social justice among people so that they can fit well in the community. The theory of Ubuntu played the important role of instilling positive values and attitudes in learners in the rural school context and the wider community.

Letseka (2010; 2014) and Metz (2007) argue that Ubuntu has normative implications in the sense that it captures honourable standards and values and illuminates the communal embeddedness which creates connectedness among people. The theory thus highlighted the significance of people and their relationships in enhancing sustainable learning amongst learners with disruptive behaviour. Lutz (2008) explains that although there are multiple African beliefs, they closely resemble one another as community is the basis of the African life cycle and thought. It is assumed that human rights are based on human self-worth; thus, to observe human rights is to promote self-respect. Education is a human right. African people are interconnected and depend on one another, therefore, Ubuntu is hinged on the African cosmic reality of working together to accomplish a single goal. However, although Ubuntu stresses the value of humanness and respect, for every individual, transforming a situation requires people to be empowered. Given that Ubuntu emphasises collaboration, the concept of CC was incorporated in this study as its emphasis is on empowerment and emancipation.

2.3.2 Underlying values of Ubuntu

According to Viriri (2018), "Ubuntu is a package of precious beliefs within African cultures." Caracciola, Mungai and Thiongo (2009) and Ndong and Mhlanga (2014) note that it expresses values such as respect for human beings, human dignity, and compassion, hard work leading to achievement, honesty, tolerance, generosity, kindness, gentleness, humility, and love. I regard these values as useful in uniting people in a rural school community to address the challenge of disruptive behaviour. Lutz (2008), MacLachlan and Hutton (2011), Metz and Gaie (2010) and Le Grange

(2011) stress that although the features of Ubuntu are purely African, its roots are imbedded in human nature. The values of Ubuntu are thus not African values but human values. Ndondo and Mhlanga (2014) observe that, although all individuals are naturally human, development of humanness occurs through socialisation within communities. I deduce that members of a community are nurtured to become mature and accountable human beings who embrace the values, norms and principles of Ubuntu. Ubuntu values life, dignity, compassion, humaneness, harmony and reconciliation (Hailey, 2008; Wichtner-Zoia, 2012; Tutu, 2008). These values play a fundamental role in the lives of all people as they lead to collaboration. Metz (2011), Caracciola et al. (2009) and Lutz (2008) argue that the theory of Ubuntu is attractive as its values include love for one another, mutual respect, brother/sisterhood and respect for the sacredness of human life.

Hutton (2011) and Metz and Gaie (2010) identify five values of Ubuntu, namely, (i) survival; (ii) compassion; (iii) solidarity; (iv) respect and (v) dignity.

2.3.2.1 Survival

The central value of Ubuntu is survival, which is defined as the need to exist regardless of the challenges (Lutz, 2008; Poovan, 2005). In terms of the current study, the major challenge was disruptive behaviour among learners in a rural school setting. This affects the school, other learners, parents and the community at large, as sustainable learning is not achieved. Van Niekerk (2013) and Kangwangamalu (2008) clarify that despite differences and confrontations in African communities, there is a need for people to rely on one another so that they live well. In the context of this study, one of the means people may use to survive is reviving and empowering rural communities to realise the value in education and to collaboratively find ways to enhance it, even for learners with disruptive behaviour. Mugumbate and Nyanguru (2013) and Mangena (2012) suggest that mutual care rather than self-reliance is the best strategy for African people to survive. McClune (2018), Mugumbate and Chereni (2019) and Seehawer (2018) concur and add that African people depend on relationships in the broader community. Therefore, it was considered necessary that all education stakeholders should work together to enhance sustainable learning in this rural school context. Collectivism and collaboration were thus harnessed to address the issue of disruptive

behaviour through the value of survival, (Dolamo, 2013; Kangwangamalu, 2008; Lutz, 2008). The value of survival was important in this study as teachers, parents, learners and other stakeholders appreciated the need to assist all learners, including those with disruptive behaviour, in the rural school context, but also to learn from the disruptive behaviour in order to survive as a community by enhancing sustainable learning. If challenges and benefits are shared, it is easier to live a harmonious life regardless of differences in behaviour, and social, political and economic interests.

2.3.2.2 Solidarity

The spirit of solidarity is another value of the theory of Ubuntu. Gade (2012) and Mangena (2012) note that it is achieved through the amalgamated efforts of all community members and aims to ensure the survival of the community. In the current study, individuals worked towards the common goal of enhancing sustainable learning among the learners with disruptive behaviour in a rural school context. According to Mugumbate and Nyanguru (2013), Mangena (2014) and Owakah (2012), the value of solidarity is epitomised by the saying, “One finger requires the assistance of the other four fingers for it to be able crush a grain of wheat.” This means that the different stakeholders in a rural school context need to be involved in addressing issues. The study emphasised a non-individualistic attitude which led to voluntary participation among the stakeholders. Dolamo (2013) and Lutz (2008) indicate that Africans are socialised to take the needs of the community into account. The self is ingrained in the whole community, resulting in the notion of individual identity being non-existent in the African context. Furthermore, “...meaningful interactions among the child, family members and those outside the family circle are necessary for children to realise human excellence” (Mugumbate & Chereni, 2019, p. 28). Contextually, the Ubuntu value of solidarity is described as the opposite of self-centredness, attractiveness and antagonism; hence, it was very useful in enhancing sustainable learning for learners with disruptive behaviour in a rural school context. Practising the social values of Ubuntu/Unhu means that African culture embraces humanity, common understanding, unconditional support and a sense of unity (Owakah, 2012). The Ubuntu value of solidarity was most relevant in this study as people from different cultures worked together to enhance sustainable learning.

2.3.2.3 Compassion

Broodryk (2012), Mangena (2015), Gade (2011) and Metz (2007) describe compassion as reaching out to help others in their time of need through practicing humanism such that relationships and friendships are strengthened. It was an important value in addressing the social challenge of disruptive behaviour among learners in a rural school. The underlying belief of the Ubuntu theory is that human beings are strongly interconnected; hence, they share community responsibilities (Owakah, 2012; Mangena, 2015). Socialisation within a culture encourages one to help others to the extent that it becomes part of the psychological make-up of the individual and people display compassion in all aspects of their lives. In this study, the value of compassion enabled the collaborating stakeholders to understand the suffering of teachers, parents, other stakeholders and learners, including those with disruptive behaviour and design strategies to relieve them of their suffering. Critical emancipatory research was also very useful in emancipating teachers, parents, other stakeholders and all learners from the suffering and oppression they experience with regard to sustainable learning. Compassion enabled individuals in the rural school context to achieve meaning in life and maintain sound relationships with others. The fact that we gathered as a research team to address the challenge of disruptive behaviour among learners in a rural school context and enhance sustainable learning, was expected to bring about significant change in the way learners, teachers, parents and other stakeholders behaved during and after the study. Learners will take their learning more seriously if parents, teachers and other stakeholders attend to their needs in a humanistic way and display compassion.

2.3.2.4 Respect

Respect refers to the manner in which people conduct themselves around others, regardless of whether or not they are familiar with societal norms and values (Poovan, 2005). To be respectful means to recognise the other person in his or her own right, rather than in terms of how one perceives them (Waghid, 2015). Respect is a reciprocal process. Accordingly, respect as an Ubuntu value refers to independent,

unbiased reflection on and regard for the rights, values, principles and assets of others. In any society, some people may show great respect towards other individuals, while some may show none at all (Gade, 2011; Owakah, 2012). All the stakeholders in this study and those within the community deserve respect regardless of who they are. Respect can thus define one's social position in a rural school context. If learners with disruptive behaviour are neglected and disrespected by teachers and parents in the school and at home, they will not achieve sustainable learning. Poovan (2005, p. 26) observes that, within the African context, respect is reflected in three ways, namely, (i) respect for authority within society, (ii) adolescents are required to respect the elders in society, and (iii) the way in which Africans treat those that they come into contact with should show respect regardless of one's position in the community. However, my understanding is that respect for authority and adolescents respecting elders are one and the same thing, i.e., respecting everyone within society. Therefore, the first two aspects of respect are explained under (i) and the third way under (ii) below.

- (i) Respect for authority within society. In traditional African settings, the voice of the elder is significant to the extent that it should not be challenged (Poovan, 2005). However, in my view, critical assessment of an elder's viewpoint should not be regarded as disrespectful. Waghid (2014) concurs and explains that respect for an individual obliges one to present the thoughts of others in a socially acceptable manner. For this reason, collaboration among learners, parents, teachers and other stakeholders assisted the participants to understand that their voices are equally important in enhancing sustainable learning.
- (ii) Africans should show respect to those that they come into contact with, regardless of their position in the community. This view is explicitly portrayed in the Shona proverb, "*Gudo guru peta muswe vadiki vakutye*" ("respect is not prescribed to a certain group of people but is a two-way concept; everyone should respect one another." Battle (2009) and Eze (2011) note that, by always respecting others, Africans take part in an interactive process which enables them to achieve self-respect.

Respect thus also entails issues in relation to power and supremacy, which in my view, have no place in educational institutions. This study engaged participants holding various positions in their community to work collaboratively as community members are interconnected and cannot achieve their goals if they work as separate entities. Therefore, the use of Ubuntu as a lens for the study enabled different people to work towards enhancing sustainable learning for learners with disruptive behaviour in a rural school context.

2.3.2.5 Dignity

Dignity is the foundation of self-worth and respect from others, regardless of people's differences (Schulman, 2008; Sulmasy, 2008; Van der Graaf & van Delden, 2009). Kraynak (2008) and Sensen (2009) propose the alternative view that all human beings possess intrinsic dignity. However, both perspectives agree on the need to value human dignity because all people are born free and equal in dignity and rights. Waldron (2013) and Baertschi (2014) concur that dignity is a human right. Accordingly, dignity is high on the human rights agenda (Baertschi, 2014; Van der Graaf & van Delden, 2009, Kass, 2008). I thus contend that all learners, including those with disruptive behaviour, should be treated with dignity in order to emancipate and empower them so that they can change their lives for the better and achieve sustainable learning. Schulman (2008) states that, every person is endowed with reason and conscience and should act towards others in a spirit of brother/sisterhood.

Human dignity is the basis for the spectrum of other human rights (Kraynak, 2008; Van der Graaf & van Delden, 2009). The Government of Zimbabwe (2013, p. 29) notes that, "Each individual has an inborn dignity for his or her private and open life, and the right to have their dignity cherished and not endangered". The value of dignity assisted all the members of the research team (learners, parents, teachers and other stakeholders) to accommodate one another and work together to enhance sustainable learning for learners with disruptive behaviour in a rural school context. I realised that learners with disruptive behaviour cannot express themselves freely because teachers do not pay them attention; hence, they have low levels of autonomy. Dignity is related

to autonomy, which is defined as freedom to live one's life based on informed, un-coerced decisions (Carozza, 2008; Sensen, 2009; Baertschi, 2014; Waldron, 2013) as it creates a sense of self-respect. A lack of human dignity could cause a lack of self-respect among learners, which manifests in disruptive behaviour. In this context, learners' connections with other people in their community could promote autonomy. Baertschi (2014), Sulmasy (2008) and Van der Graaf and van Delden (2009) note that while dignity can facilitate autonomy, this is only possible if all human beings enjoy autonomy since if it involves crushing somebody else's right, it is ego. This study recognised that all the dignity of all learners, particularly those with disruptive behaviour in a rural school context, should be respected. Acknowledging the dignity of all community members and respecting them, regardless of their differences, will facilitate social cohesion (Carozza, 2008; Waldron, 2013; Baertschi, 2014; Schulman, 2008). The current study thus regards dignity as an affirmation of the human rights of learners with disruptive behaviour in a rural school context. Simply being human makes one worthy or deserving of respect (Sensen, 2009; Carozza, 2008; Waldron, 2013; Baertschi, 2014). Human dignity was understood to be a specific form of social respect that is useful in enhancing sustainable learning for learners with disruptive behaviour.

In summary, dignity is part and parcel of an African's daily life as it emphasises human worth and people's interconnectedness (Broodryk, 2012; Gade 2013; Eze 2011). This was an important consideration in the current study because the learners with disruptive behaviour were violating the social norms in the community; hence, the need to enhance sustainable learning. Including elders, that is, teachers, parents, a church leader and the headman in this study was seen as a means to change learners' behaviour and make them responsible for their education. Mahoso (2013) notes that dignity is distinct way of life for African people. Empowering and emancipating learners, parents, teachers and other stakeholders can thus enable the transformation of learners with disruptive behaviour in a rural school context. In this regard, the Ubuntu values of survival, compassion, solidarity, respect and dignity worked successfully in enhancing sustainable learning among learners with disruptive behaviour.

2.3.3 The theory of Ubuntu and disruptive behaviour in education

Ubuntu is a complex theory that can be successfully applied in many situations in order to benefit society (Ndondo & Mhlanga, 2014; Chitumba, 2013; Caracciola et al., 2009). In the current, study, it was found to be useful in eradication oppression in a rural school setting. African culture has much to offer when it comes to transformation of the education system (Ndondo & Mhlanga, 2014; Chitumba, 2013; Ndofirepi, 2011), especially in terms of the social value of interconnectedness. The theory of Ubuntu can be harnessed to address disruptive behaviour within the education system at the global, sub-Saharan African and local level, in this case Zimbabwe, as it enables stakeholders to work collaboratively to address this issue. The theory of Ubuntu has potential to rebuild and transform the lives of African people (van Niekerk, 2013). Human interdependence means that education stakeholders need to jointly address problems that arise (Jolley, 2011; Mji et al., 2011). Learners with disruptive behaviour cannot achieve sustainable learning on their own.

Daniel and Auriac (2009) note that, the theory of Ubuntu recognises that a person's pain may affect his or her neighbour. If learners with disruptive behaviour are being oppressed by not receiving proper education, all members of society are oppressed and enhancing sustainable learning would benefit all the stakeholders in the rural school context. Africans live within a community (Wichtner-Zoia, 2012). I observed that learners with disruptive behaviour were detached from other community members because they received no support from their fellow learners, teachers, parents and other community members. Crawford et al. (2011) observe that teachers tend to ignore and thus neglect undisciplined learners. Therefore, the theory of Ubuntu was used in this study to promote reconciliation and conflict resolution (Metz, 2011; Ndondo & Mhlanga, 2014). The lens of Ubuntu strengthened the relationship between learners with disruptive behaviour and other learners, teachers, parents and stakeholders through working together. The parties were then able to design strategies to enhance sustainable learning among learners with disruptive behaviour.

Ubuntu is a fountain that runs inside the African reality and epistemology, with the two characteristics 'ubu' and 'ntu' creating totality and togetherness (Elichi, Morris & Schaes, 2009). The behaviour and learning of learners with disruptive behaviour need to be transformed so that they can be emancipated and learning can be made sustainable. Caracciola et al. (2009) note that Ubuntu articulates the generality and cohesion of being human that is constant and always in motion. It embraces hospitality, caring about others, and being willing to go the extra mile for the sake of others (Daniel & Arnica, 2010; Chitimba, 2013) and enables community members to live in harmony (Fasiku, 2008; Ndofirepi, 2011).

Ubuntu articulates the original African world view that encapsulates egalitarian, humanistic, communitarian and participatory democratic values (Elichi, Morris & Schaes, 2009; Nelson & Lindin, 2010). In times gone by, every African parent was responsible for making sure that all children behaved in a manner that was appropriate to a particular context. In addressing the challenge of learners with disruptive behaviour, the theory of Ubuntu was employed in order to revive traditional African values and transform society. The theory also highlights that relationships amongst human beings should be characterised by mutual recognition and respect (Ndofirepi, 2011; Chidumba, 2013; Ndondo & Mhlanga, 2014; Fasiku, 2008). Given the interdependence among community members, the current study was based on the premise that enhancing sustainable learning for learners with disruptive behaviour within a rural school context requires a collaborative effort on the part of all stakeholders. Ndondo and Mhlanga (2014) note that the theory of Ubuntu is captured in the aphorism, '*Umuntu ngumuntu ngabantu*' ("I am because we are, and since we are, therefore, I am"). A collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural context will therefore benefit all learners in the community. Marx (2010) indicates that one's humanity is recognised by the humanity of others, based on humble relationships with them. Drawing on these principles, a sound relationship can be created amongst teachers, parents, learners with disruptive behaviour and all stakeholders in education.

2.3.4 Using the theory of Ubuntu to understand learners

Ubuntu is a way of life, a code of ethics, which is implanted in African culture (Ndofirepi, 2011). In this study, the theory was employed to highlight the importance of collaboration in enhancing sustainable learning for learners with disruptive behaviour in a rural school context. Ubuntu does not mean that individuals should not address their own problems, but that they should also assist in solving the problems faced by those around them (Nelson & Lindin 2010; Gade, 2012). This corresponds with the principles of CER, which aims to emancipate, empower and transform those that operate in an oppressive environment (in this case, parents, teachers and all learners, including those with disruptive behaviour in a rural school context). According to Ndondo and Mhlanga (2014) and Shizha (2009), learning is a social process that should be characterised by the Ubuntu values of solidarity, respect, dignity, compassion and survival. This could promote sustainable learning among learners, particularly those with disruptive behaviour in a rural school context.

Incorporating Ubuntu theory in its original form challenges Western theoretical discourses that underplay Africa's contribution to knowledge and civilisation (Ndondo, & Mhlanga, 2014; Magumbate & Nyanguru, 2013). It emphasises self-identity and self-esteem that enable people to deal with their problems in a positive way (Metz, 2011; Nelson & Lindin, 2010; Gade, 2012). Esq and Esq (2008, p. 11) note that:

An individual who possesses Ubuntu is exposed and accessible to others, encouraging to others, does not feel helpless when others are able and good, has an appropriate composure that originates from meaningfully knowledge that he or she belongs in a great whole and is lessened when other people face some kind of embarrassment, when others are being tortured or burdened.

In the current study, learners with disruptive behaviour in a rural school context are understood to be lacking Ubuntu. Gade (2012) and Mahoso (2013) add that the theory of *ubuntu/unhu* is attractive because it cherishes values and attitudes that are held by other cultures and are described as virtues. Rural people in Zimbabwe have been utilising participation as a tool for development since time immemorial. Therefore, collectivism and *unhu/Ubuntu* are appropriate to restore the education system in the country (Shizha, 2009). Working collaboratively in a rural school context will

encourage learners to adopt *unhu/Ubuntu* mentalities and will enable collective decisions to be made empower them so that change their ways, thereby enhancing sustainable learning.

While Ubuntu is mainly associated with the indigenous people of sub-Saharan Africa, it has now been adopted by the global community (Wichtner-Zoia, 2012; LeGrange, 2012). Hapanyengwi-Chemhuru and Shizha (2012) note that, it emphasises that, whether people are African, European, Shona, or Ndebele, '*sonke singabantu*' (we are all human beings) and we need to live and work together. I am of the view that, regardless of behavioural diversity, all learners are human beings who ought to receive education that can sustain their lives. This is enshrined in Zimbabwe's constitution that states that (GoZ, 2013, p. 37), "...all Zimbabwean citizens and permanent residents have the legitimate right to...education which the country, through judicious legislative and other procedures must make increasingly available and manageable". Thus, all learners, including those with disruptive behaviour, have the right to education. In the Zimbabwean context, the word *ubuntu/unhu* connotes acceptable human behaviour (Mugumbate & Nyanguru, 2013). The authors add that the Shona saying, "*Hapana nezvemunhu*" (there is no person) does not mean that there is no bodily human being, but that their behaviour does not make them a human being. In this study, the disruptive behaviour of learners in a rural school context meant that they were unable to learn effectively. Mugumbate and Nyanguru (2013) add that, in terms of Ubuntu, a person is human if he or she says *I partake, therefore I am part of a people*. The study thus involved six learners, six parents, three teachers, one deputy head, one pastor, the headman, a school inspector and a member of the School Development Committee in collaborative efforts to enhance sustainable learning for learners with disruptive behaviour in a rural school context.

Mugumbate and Nyanguru (2013, p. 84) identify three maxims of Ubuntuism which are crucial in understanding human beings, namely,

- i. Being human means recognising the humanity of other people and maintaining respectful relations with them,

- ii. When there is need for one to make a conclusive choice between riches and the preservation of human life, one should opt for the latter, and
- iii. A monarch's status includes all the power conferred on him/her by the people under him/her.

The first two maxims were drawn on for the purposes of this study. With regard to the first, in seeking to understand learners in a rural school context, there was a good relationship among the participants which made it easy for them to participate freely and come up with appropriate action. Turning to the second maxim, the lives of learners with disruptive behaviour were transformed through empowering and emancipating them, which enhanced sustainable learning.

2.3.5 Critique of the theory of Ubuntu

While Ubuntu has many positive attributes, it also has some shortcomings. One is that it lacks critical thinking, reasoning and objectivity which are important human attributes (Gade, 2012). It also falls short in terms of emancipation and transformation. Ubuntu is also criticised for limiting personal autonomy and freedom, which is relative to the freedom of others (Marx, 2010). In the context of this study, the freedom of learners with disruptive behaviour in a rural context is relative to the freedom of the community. Ubuntu asserts that captivity of one human being encroaches on humanity and undermines the freedom of all people. Bell and Metz (2011), Marx (2010) and Gade (2012) note that some practices within African settings favour social accomplishment over individual accomplishment. Including some Ubuntu principles and values in this study was problematic due to the fact that the research context is a multicultural community. For this reason, I also drew on the concept of CC which emphasises empowerment and transformation of the oppressed, and promotes critical thinking and reasoning to develop problem solving skills among learners and parents. The following section discusses the origins and levels of CC, interrogates its applicability to the phenomenon of learners with disruptive behaviour and sets out critiques of CC.

2.4 CRITICAL CONSCIOUSNESS

The origins of Critical Consciousness (CC) lie in the work of the Frankfurt School and the tradition of critical thinking developed by academics such as Herbert Marcuse, Max Horkheimer, and Adorno (Aliakbari & Faraji, 2012; Mahlomaholo, 2009; Myende,

2014; Mthiyane, 2015). Critical consciousness is a quasi-Marxist theory of society proposed by social philosophers in different disciplines that aims to promote social transformation (David & Keinzler, 2009). Freire (2005) notes that the Frankfurt School was founded by members of the Institute for Social Research in Frankfurt, Germany in 1923 and was the first Marxist-oriented research centre associated with a major German university. Scholars from this school merged philosophy and social theory from sociology, psychology, cultural studies and political economy, among other disciplines. Critical consciousness also draws on Hegelian dialectics, Marxist theory, and the work of Nietzsche, Freud and Max Weber, and aims to promote social equality. Myende (2014) and Cohen, Manion and Morrison (2011) note that it examines the extent to which social and other structures promote equal opportunity and democracy. Critical consciousness was an appropriate conceptual tool in this study to address the plight of the learners with disruptive behaviour in a rural school context and to identify strategies to enhance sustainable learning.

2.4.1 Origins and a brief overview of Critical Consciousness as a concept

Watson (2006) states that, CC was popularised by Brazilian educator, Freire Paulo in his work, *Pedagogy of the Oppressed* in 1970. Freire defines CC as the ability to intervene in social structures to transform them (Freire, 2005). Thus, community members should participate in finding solutions to challenges impacting them. In the context of this study, this involves effecting transformation that improves the lives of learners. The characteristics of CC are thus empowerment, transformative, dialectic of denomination and emancipation (Mthiyane, 2015). It was appropriate for this study as it enabled collaboration among the researcher, the researched and other stakeholders to find solutions to the problem at hand.

Critical consciousness enables people to apply critical thinking skills to scrutinise their existing circumstances, assess them, and identify and implement solutions to problems (Thomas, Barrie, Brunner, Clawson, Hewit, Jeremic-Brink & Rowe-Johnson, 2014). Using CC as a lens in this study enabled members of the research team to use critical thinking to identify strategies to enhance sustainable learning among learners with disruptive behaviour. This requires that people take the time required to observe the changes that occur in their environment (Aliakban & Faraji, 2012; Watts et al.,

2011; McWhirter & McWhirter, 2016). Fuchs and Mosco (2012) and Freire (2000) add that CC facilitates in-depth understanding of education, resulting in freedom from oppression. This means that all learners can be given unconditional equal opportunities to learning.

Diemer, Rapa, Park and Perry (2014) regard CC as a crucial tool to facilitate positive behavioural change among individuals, while Luter et al. (2017) and McWhirter and McWhirter (2016) maintain that it can be employed in the education sector to identify and implement intervention strategies. Critical consciousness promotes one's individual and shared identity (Taylor et al., 2016; Luter et al., 2017). It follows the following phases: (i) identify obstacles to development; (ii) describe and analyse the causes and consequences of such obstacles, taking into account the relationships between local and national levels and between economic and cultural actions; (iii) distinguish between the surface appearance and the essential nature of the phenomenon; (iv) evaluate resources and choose the best alternatives, bearing in mind that social reality is a constant struggle of class interests (Watts, Diemer & Voight, 2011; Luter et al., 2017; Fuchs & Mosco, 2012). In context of this study the challenge identified was disruptive behaviour among learners in a rural school context.

Critical consciousness combines anti-oppressive thinking and anti-oppressive action (Thomas et al., 2014; 2016). McWhirter and McWhirter (2016) and Diemer et al. (2015) define anti-oppressive thinking as the art of achieving a profound understanding of structural and internalised oppression. Therefore, in this study, it was considered to be the basis for people to formulate strategies that may change the way in which they view education and hence, advance sustainable learning. Diemer et al. (2014) and Shin et al. (2016) note that anti-oppressive action entails the combined efforts made to overcome and do away with oppression. Both components of CC require the development of critical awareness. Thomas et al. (2014) and Garcia (2016) assert that critical thinking and anti-oppressive thinking are core aspects of CC that combine to address oppressive practices. In other words, for a person to develop anti-oppressive thinking, he or she should have the ability to think critically. The concept of CC was used in this study to promote awareness among the participants that oppression is

socially imposed by people and that it can be addressed if everyone is involved in working for change.

2.4.2 Levels of Consciousness

Freire (2005), Dheram (2017) and Aliakban and Faraji (2012) note that CC comprises three levels of consciousness, namely intransitive, semi-transitive and critical transitive consciousness.

2.4.2.1 Intransitive level of consciousness

This is the lowest level of consciousness where people accept their lives as they are and any change that occurs is regarded as magic or a miracle (Luter et al., 2017). With regard to the current study, this would mean that the community, schools and individuals, including learners with disruptive behaviour do not make any effort to transform their situation. While they may be aware of the problems that affect them and the broader society (Dremer, McWhirter, Ozer & Rapa, 2015), McWhirter and McWhirter (2016), Taylor et al. (2016) and Luter et al. (2017) highlight that, at this level, they cannot analyse and solve such problems. I noted that all the participants, especially learners with disruptive behaviour, were aware of their unbecoming behaviour, the school rules and the expectations of the community. Through the use of CER and PAR, the study aimed to emancipate, empower and transform teachers, parents and all learners, including those with disruptive behaviour to improve the situation confronting them in the rural school context, and thus enhance sustainable learning. Freire (1973) stresses that, CC does not occur automatically. Therefore, people need to work together to develop it.

2.4.2.2 Semi-transitive level of consciousness

In the semi-transitive level of consciousness, people are part of “‘circumscribed’ and ‘introverted’ communities” and hence do not have an understanding of problems situated outside this sphere (Freire, 1973). Semi-transitive consciousness is thus characteristic of a closed society. Doughty (2006) and Fuchs and Mosco (2012) state that, at this level of consciousness, perceptions and descriptions of reality are limited to biological needs and survival; understanding of the broader structures is lacking. This means that it is not possible to make links between various phenomena in the

world. Semi-transitive consciousness is thus linked to the Ubuntu value of survival and the concepts can be combined to enhance sustainable learning for all learners, including those with disruptive behaviour in a rural school context. According to Dheram (2017), people who possess semi-transitive consciousness are aware of their problems and may possibly be able to change one thing at a time. However, they are not able to make connections with the external world and regard their problems as normal or unintentional; hence, they take short-sighted action. Thus, this level of consciousness enables people to change their circumstances rather than ignoring them (Fuchs & Mosco, 2012).

2.4.2.3 Critical transitive level of consciousness

Aliakban and Faraji (2012) indicate that, at the critical transitive level of consciousness, people regard their own problems as structural challenges and are capable of making meaningful connections between their problems and the social context in which they are rooted. This level could thus be used to enable all stakeholders to engage with the challenges they face in addressing the issue of disruptive behaviour and learning within the context of a rural school. Dheram (2017), Watts, Diemer and Voight (2011) and Diemer, Rapa, Park and Perry (2014) state that people that achieve the critical transitive level of consciousness are critical thinkers who have developed anti-oppressive thinking. In this study, all the participants, including parents, teachers, other stakeholders and all learners, including those with disruptive behaviour were given equal opportunities to express their views, leading them to question the way education is viewed in the rural school context.

The characteristics of the critical transitive level include in-depth interpretation of problems and analysis of reality; causal explanations instead of magical ones; and consistency and being open to revision of one's opinions (Barak, 2016). People at this level accept responsibility and reject a passive attitude. They formulate sound arguments that result in productive dialogue rather than polemics (De Mattia-Viviès, 2009; Fuchs & Mosco, 2012). In addition, they are receptive to new ideas and/or criticism. It is of great importance that individuals at this level are not blamed; hence, they are committed to improving their capacity to make informed choices (Barak, 2016). This study employed CC with the aim of emancipating not only learners with

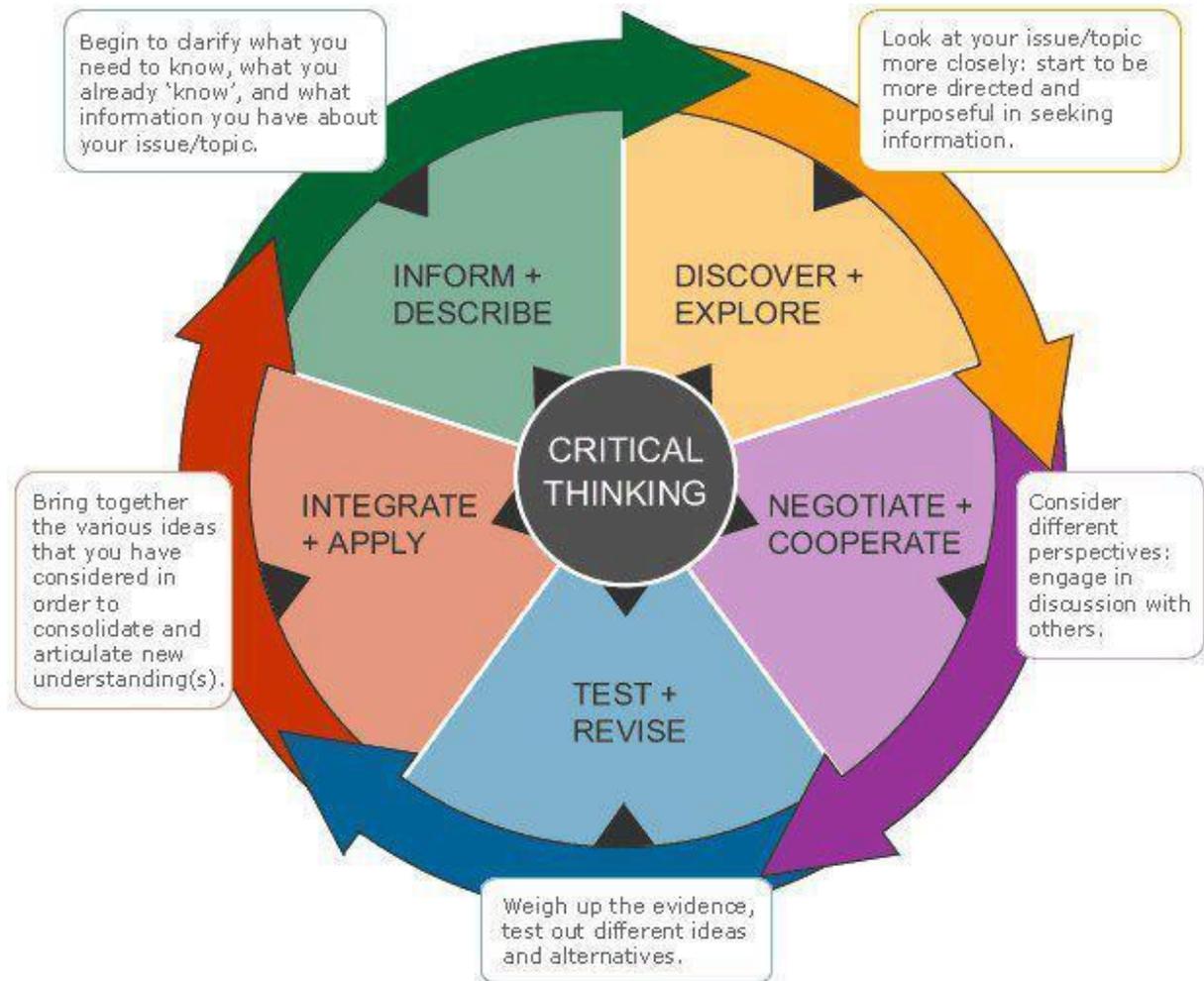
disruptive behaviour but all interested stakeholders who believe in and value education for all in rural school contexts. Luter et al. (2017) explain that smooth progression from intransitive to critical transitive consciousness promotes the development of CC. However, Aliakban and Faraji (2012) assert that such progression may not be automatic as it may be hampered by sectarian irrationality or fanaticism.

2.4.3 The need for critical thinking

Critical thinking refers to the skill of thoughtfulness with regard to existing knowledge. It enables a person to question the source, conclusions reached and the prospective uses of facts (McWhirter & McWhirter, 2016; Thomas et al., 2014). Critical thinkers scrutinise all information they receive rather than merely accepting it. Shin, Ezeofor, Smith, Welch and Goodrich (2016) note that knowledge is acquired in different ways, including personal experience and vicarious knowledge. Therefore, people should not accept their experiences without critically analysing them to reveal how they are affected by them. Luter et al. (2017) and Garcia (2016) note that, much of what we think we are acquainted with does not perfectly reflect reality, since human beings' thinking is affected by reactions, stereotypes and covert communication. Critical thinking was thus a crucial tool in transforming the outlook of parents, teachers, other stakeholders in the rural school community and all learners including those with disruptive behaviour. It enables people to appreciate new knowledge and to critique those that benefit from knowledge within systems of oppression (Diemer et al., 2014; Shin et al., 2016).

Figure 2 below illustrates the benefits of critical thinking within a school situation.

Figure 2.1: Steps in critical thinking



Source: Thomas, Barrie, Brunner, Clawson, Hewitt, Jeremic-Brink & Rowe-Johnson (2014, p. 489)

Critical thinking consists of two components, critical reflection and critical action (Diemer et al., 2014; Garcia, 2016; Vaaland, & Roland, 2013; Vaaland, Idsoe, & Roland, 2011). Critical reflection enables a person to identify the ways in which oppression and injustice are propagated within day-to-day social activities. It creates consciousness of structural oppression and promotes social equality and equal rights (Brinkman, Jedinak, Rose & Zimmerman, 2011). Through the use of PAR, learners with disruptive behaviour were made aware that they perpetuate their own oppression when they do not take education seriously. Diemer, Rapa, Park and Perry (2014) and Garcia (2016) add that critical reflection has two sub-concepts: (i) perceived inequality, which creates awareness that social structures privilege some groups over others, and (ii) egalitarianism, which endorses self-governing principles. In terms of the current study, learners with disruptive behaviour are unlikely to achieve sustainable learning

on their own. Thus, all the study participants were encouraged to put forward their ideas on the issue at hand. Critical reflection is often followed by critical action, where one acts in a manner that can initiate change to improve community members' lives (Diemer et al., 2014; Vaaland et al., 2011). Thus, this emancipatory study used critical thinking to develop CC.

2.4.4 The need to develop critical consciousness in a rural school context

According to Luter, Mitchell and Taylor (2017) and Shin, Ezeofor, Smith, Welch and Goodrich (2016), CC develops by means of group exchange of ideas, hands-on action, and liberation. I employed PAR as a research design and FGDs to generate data. McWhirter and McWhirter (2016) and Diemer et al. (2015) explain that CC develops when people come together to discuss the challenges in their society and how local circumstances affect them; they can then take collaborative action to transform themselves and improve their communities. Dialogue gives birth to richer understanding than personal opinions. Furthermore, developing CC calls for critical thinking skills, focused attention, and broad-mindedness (Diemer et al., 2014; Taylor et al., 2016). Effective communication was thus required amongst teachers, parents, learners and other stakeholders in the rural school to develop CC. Through discourse, people come to understand the ways in which they limit themselves by clinging to traditions and principles that promote oppression (Thomas et al., 2014; Luter et al., 2017). By developing CC, they are better able to counter such oppression.

Shin et al. (2016) and Diemer et al. (2015) note that, on-going interaction enables people to work collectively to achieve their desired goals and, indeed, to change the way they view themselves, the world around them, and their capacity to transform for the betterment of themselves and their community. Developing CC within a rural school context is critical to help learners understand the potential implications of disruptive behaviour (McWhirter & McWhirter, 2016; Taylor et al., 2016). Those that are not directly involved in the classroom (including parents and other stakeholders interested in education) need to create a conducive environment for learners to contribute to the teaching and learning process. According to Luter et al. (2017) and Shin et al. (2016) discussions between learners and their parents promote positive change.

Diemer, Rapa, Park and Perry (2014), McWhirter and McWhirter (2016) and Thomas et al. (2014) identify the three dimensions that can be used to develop CC in schools. The first step is to become aware of the inequality and injustice experienced by individuals. Identification of forms of oppression within the school enables learners, teachers and parents to challenge the constructs that generated inequality and hence transform the situation. Secondly, it is vital to initiate discussions and reflect on the matter so as to create a sense of efficacy among learners (McWhirter & McWhirter, 2016) to contest oppression. Finally, learners should be taught how to take action against oppression (Thomas et al., 2014; Diemer et al., 2014). The last point was crucial to this study as taking action involves learners, teachers, parents and other stakeholders crafting strategies to resist and overcome oppression which prevents sustainable learning.

2.4.5 Critical consciousness and disruptive behaviour in education

This study identified disruptive behaviour as a serious challenge that hinders sustainable learning within a rural school context. The causes of such behaviour are discussed in chapter three (see sub-section 3.2.1.2.1). Critical consciousness was used to bring about change by facilitating critical thinking.

It was understood that people living within marginalised rural contexts are not aware of the association amongst schooling, education, and improving their life chances and the development of their communities (Luter et al., 2017; Fuchs 2015). David and Keinzler (2009), Dremer, McWhirter, Ozer and Rapa (2015) and Freire (1994) emphasise that critical reflection, critical motivation, and critical action are essential in education. Critical consciousness is less likely to develop in the absence of social interaction with others in the community. Therefore, this study used PAR as a research design to facilitate interaction among all the participants throughout the research process. Learners' knowledge and understanding of the concepts of critical reflection, critical motivation and critical action are the foundation upon which CC is built (Aliakbari & Faraji, 2012) and CC is necessary to enhance sustainable learning among learners with disruptive behaviour in a rural school context due to the fact that it promotes emancipation and empowerment of the oppressed. In this case, the

oppressed were learners with disruptive behaviour and parents within a rural school context that did not value education; hence, learning was unsustainable. Through working collectively, the participants became aware of the need to value education as it leads to sustainable learning.

Cohen, Manion and Morrison (2011) assert that, a critical emancipatory study aims to promote the growth of CC in order to deepen understanding of the primary causes of a phenomenon (which in this case, is learners' disruptive behaviour) and enable them to bring about appropriate change. The use of CC enabled learners, teachers, parents and other stakeholders interested in education to understand that sustainable learning is crucial for all learners, including those with disruptive behaviour, in a rural school context. Such understanding enabled the research participants to come up with strategies to promote sustainable learning. Garcia (2016) evaluated whether a fair curriculum raises levels of CC among youth and concluded that there was increased understanding and appreciation of gender preconceptions and unfairness.

Watts, Diemer and Voight (2011) note that, self-confidence and self-efficacy that arise as a result of the development of CC motivate interventions that promote positive educational goals. Fuchs (2015) adds that motivation increases when one understands one's circumstances and believes in one's capability to initiate transformation. This suggests that, once the stakeholders in a rural school community understand the conditions, they are able to take action that involves all the relevant parties to change the situation and thus enhance sustainable learning.

Hlalele (2012), Myende (2014) and Mahlomaholo (2009) are of the view that change is most effective when people deal with practical problems using methods that are meaningful to them. Education empowers learners in general and particularly learners with disruptive behaviour to transform themselves and improve their lives. Working with other education stakeholders assists them to enhance sustainable learning within a rural school context. Once people reach the critical transitive level of CC, they are able to draw connections between the problem and the social context in which it is identified. Furthermore, CC is not restricted to academic analysis of the problem at hand, but involves praxis exercised by means of a combination of action and reflection

(Freire, 1970). Thus, the current study did not only aim to assist learners with disruptive behaviour to value education within a rural school context, but also to stress the importance of collaboration with others to accomplish common goals. Fuchs (2011; 2015) and Freire (2005) assert that learners that understand and commit to praxis are equipped to participate in cooperative action. In this study, praxis in the form of critical reflection and action was employed to engage teachers, parents and all learners, including those with disruptive behaviour to achieve the goal of creating both a better learning environment and a better world for learners with disruptive behaviour through the implementation of numerous educational practices and strategies.

Critical consciousness works towards the creation of transformative intellectuals (TI) who possess unique knowledge and skills to critique and transform existing inequalities among learners and other individuals within society (Kemmis, 2008). By engaging in discussions, learners with disruptive behaviour, parents and other stakeholders realised that learners with disruptive behaviour in a rural school context experience social injustice as their learning is not sustainable. The use of CC as a conceptual framework empowered all stakeholders to change their mind-set and work collaboratively to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The levels of CC were applied to create a dialogue among the participants and to enable them to identify appropriate strategies to enhance sustainable learning among learners with disruptive behaviour in the research context (see sub-section 2.4.2.3).

Proponents of CC maintain that the objectives of education can only be achieved by emancipating those who are oppressed so as to empower them to change their way of life (Doughty, 2006; Fleming & Finnegan, 2010). This study aimed to make learners with disruptive behaviour, parents and other stakeholders aware of the value of education within a rural school context. Critical consciousness critiques the schooling system in capitalist societies and aims to create awareness of the need to reject violation of human rights and discrimination (Gor, 2005). Freire (1972) states that it strives to transform people who are oppressed so that they shift from being objects of education to becoming subjects of their own autonomy and emancipation. Moreover, CC emphasises the problems confronting education and intensive interrogation of the

issues that are challenging to learners (Freire, 2000). This study scrutinised the problem of disruptive behaviour among learners in a rural school context so as to come up with appropriate action to enhance sustainable learning. Shin, Ezeofor, Smith, Welch and Goodrich (2016) and Kemmis (2008; 2001) suggest that it is crucial for people to become critical thinkers so that they can develop CC to change their life conditions by taking action to build a more just and equitable community. Problem solving and practical presentations are among the methods that enable learners to be actively involved in decision-making in education (Fleming & Finnegan, 2010; Freire, 2005; Mji et al., 2011). It is my understanding that learners with unbecoming behaviour lack problem solving skills. Mthiyane (2015) and Freire (1998) add that CC confronts any form of supremacy, oppression and subordination with the goal of emancipating oppressed or marginalised people. The observation I made is that, in the Zimbabwean education system learners that are well-behaved are more likely to gain access to education than those with disruptive behaviour. Thus, CC was employed to address the educational disadvantages and oppressive power relations experienced by learners with disruptive behaviour in a rural school context.

2.4.6 Utilising critical consciousness to understand learners

Rendon (2013) observes that, CC is based on the notion that individuals are transformed when they engage in on-going action-oriented, collaborative problem solving based on a critical analysis of their social circumstances. Therefore, this study views CC as the art of closely analysing the effect of the behaviour of learners on sustainable learning in a rural school context in order to find ways to change the situation for the better. The aim was to create awareness among learners with disruptive behaviour that such behaviour earns them labels which can hamper access to education and can also be used by other stakeholders in the community to further oppress them. In turn, it sought to make them aware they can choose to take action to deconstruct such negative constructions. This challenges Lute et al.'s (2017) contention that learners in underdeveloped communities do not see the connection between education and improving their lives (see sub-section 2.4.5 above).

A sound education system should promote reflection on the oppressive nature of society as a whole that denies learners the right to think for themselves, and thereby

develop CC (Freire, 2005). Thus, this study valued the roles of teachers, parents, learners and other stakeholders who were interested in emancipating and empowering learners with disruptive behaviour in order to enhance sustainable learning. Notably, some teachers and parents displayed a negative attitude towards learners with disruptive behaviour. Taylor et al. (2016) observe that, people in positions of power perpetuate an education system that reinforces their authority to control the way in which the oppressed think. The teachers, parents and other stakeholders who had a negative attitude towards learners with disruptive behaviour (the oppressors) had power over learners with disruptive behaviour (the oppressed).

According to Aliakban and Faraji (2012), CC stresses the importance of empowering learners so that they can act and think critically with the aim of changing their lives for the better. In the current study, collaborative engagement was employed to assist learners with disruptive behaviour to change their mind-set towards their learning and hence be transformed. Watson (2006) asserts that CC is a sociopolitical educative tool that enables individuals to critique the nature of their social situation. Learners with disruptive behaviour in a rural setting require support from parents, peers, teachers and other stakeholders to change their current situation. Luter et al. (2017) note that problem posing concept education (PCE) enables issues that are problematic in learners' lives to be resolved. De Mattia-Viviès (2009) describes PCE as an instrument for liberation and radicalism that promotes a forward looking, progressive outlook that aims to transform power relations based on cognition and deep understanding. It was appropriate in the current study as it supports the purpose of CC to emancipate and empower learners with disruptive behaviour, as well as parents and other stakeholders, to transform for the better.

Critical consciousness aims to establish a just society where people have political, economic and cultural control of their lives (Mahlomaholo, 2009). Emancipation and empowerment are necessary for stakeholders from different political, economic and cultural backgrounds to work collaboratively to enhance sustainable learning for learners with unbecoming behaviour. If learning becomes sustainable, social justice will have been achieved. Since the school constitutes a small society within the community, this concept unifies them and enables the whole community to work

together to address the challenges they experience. Critical consciousness thus empowered learners, teachers, parents and other stakeholders to realise the importance of working as a team to ensure successful learning.

2.4.7 Critiques of Critical Consciousness

While CC was found to be very useful in the current study, it is not without criticism. David (2009) states that the concept is criticised for not paying attention to the experiences of people who are unfavourably affected by current policies and the status quo, as it tends to focus its analysis on people and institutions in positions of power and authority. However, while I noted prior to commencing the study that learners with disruptive behaviour were denied access to education, empowerment of all stakeholders resulted in them being considered as important as other learners. Windsor, Dunlap and Golub (2011) assert that CC assumes that people are more capable of analysing situations than they are equipped to craft a prescriptive plan of action; hence, they tend to come up with naive and impracticable solutions. While CC affirms that it is impossible to completely separate knowledge from the researcher's own experience, it rejects the opinion that all analyses are relative.

2.5 INTEGRATING THE THEORY OF UBUNTU AND CRITICAL CONSCIOUSNESS

I regarded the theory of Ubuntu and CC as closely related in addressing the challenge of disruptive behaviour which hindered sustainable learning in a rural school context. Ubuntu can be easily incorporated in most of the activities of day-to-day life throughout Africa since it is a concept that is shared by numerous ethnic groups within Southern, Central, West and East Africa amongst people of Bantu origin (Shizha, 2009; Smith, 2010). In addition, the most important feature of CC is that it facilitates critical analysis of the social aspects that describe the diverse relationships among different spheres of reality and is not limited to changing aspects of the economy (Watts et al., 2011; Luter et al., 2017). Critical consciousness is thus systemic, all-encompassing, integrating, and global.

Both the theory of Ubuntu and CC consider socialisation to be of great value in emancipating, empowering and transforming individuals in order to address the challenges that confront them. This was made possible by the utilisation of PAR in this

study which emphasised full participation of learners, parents, teachers and other stakeholders within the rural school context. Thus, in this study Ubuntu and CC were understood to have the combined objective of creating a society characterised by solidarity, made up of people that are capable of reasoning and solving problems. Luter et al. (2017), Nelson and Lundin (2010) and Wichtner-Zoia (2012) note that rationalist theories assume that proper thinking can reshape the totality of life, which is connected to the concept of critical activity and interconnectedness in a community. This nurtures respect and love amongst community members which play an important role in an African context. Ubuntu proposes that, African people are generally humanist, community-based and socialist in nature (Fisher, 2010; Daniel & Auriac, 2009; Ndondo & Mhlanga, 2014). It can thus promote unity among learners, teachers, parents and other stakeholders in education within a rural society, leading to emancipation, empowerment and transformation of all the participants, including learners with disruptive behaviour, and hence, enhance sustainable learning.

Critical consciousness can be described as a facilitator amongst a number of domains of reality (that is, between parts and the whole, between appearance and essence, and between theory and practice) (Taylor et al., 2016; Aliakbari & Faraji, 2011). Fisher (2010) and Mugumbate and Nyanguru (2013) note that Ubuntu also promotes group cohesion, which is fundamental to the survival of African societies. Social realities are unveiled and the need to work collaboratively is acknowledged. African moral principles do not explain a person as self-realisation (or as ontological act); rather, they describe a person as a process of reciprocal interrelatedness of individual and community. While learners with disruptive behaviour were dismissed as if they did not exist, through the use of CC, they were emancipated and empowered, leading them to be transformed for the better. I noted that social injustice was experienced as far as sustainable learning was concerned within a rural school context. Daniel and Auriac (2009) and Ndondo and Mhlanga (2014) state that Ubuntu has the potential to deliver 'justice as fairness' as it has the capacity to promote order among people. It was thus of great value in this study in enabling people within a rural school context to work together, that is, 'interconnectedness'. However, collaboration is not sufficient to enhance sustainable learning. There is also a need to empower, emancipate and

create an opportunity for dialogue. Critical consciousness was adopted for this purpose.

2.6 CHAPTER SUMMARY

This chapter outlined and discussed the theoretical and conceptual frameworks that informed this study. The discussion on the values underpinning the theory of Ubuntu and CC showed how they were linked to the study's objectives. Through the use of the CER and PAR, Ubuntu and CC were of great assistance in crafting a collaborative framework to enhance sustainable learning among learners with disruptive behaviour in a rural school context. The following chapter presents a review of the literature relevant to this study.

CHAPTER THREE

**LITERATURE REVIEW INFORMING ON A COLLABORATIVE
FRAMEWORK FOR ENHANCING SUSTAINABLE LEARNING FOR
LEARNERS WITH DISRUPTIVE BEHAVIOUR
IN A RURAL SCHOOL CONTEXT**

3.1 INTRODUCTION

The previous chapter discussed the theoretical and conceptual frameworks that underpinned this study. This chapter reviews the international and local literature relevant to the study. It focuses on disruptive behaviour in rural schools as a stumbling block to sustainable learning; and the use of a collaborative framework to enhance sustainable learning among learners. The chapter also examines the literature on disruptive behaviour in a rural school context and the challenges that hinder collaborative practices. Furthermore, it details strategies that can be employed to enhance sustainable learning and the benefits of a collaborative framework in enhancing such learning. The chapter concludes by discussing that gaps in the literature that this study sought to fill.

3.2 LITERATURE REVIEW

Ganga (2013) notes that a literature review sheds light on the topic under study by reviewing previous studies in the field. It covers books, academic articles and other sources which are directly related to the area of research, theories employed in such studies and a summary, description and critical assessment of the work (Fink, 2014; Jesson, 2011; Sutton, 2016). Rodley (2012) affirms that a literature review is a condensed presentation of information on a specific topic in existing secondary sources, while Fink (2014) and Rodley (2012) note that it also identifies the gaps in current knowledge. The researcher contributes to existing knowledge and ideas by addressing such gaps. Jesson (2011) and Rodley (2012) add that a literature review sets out the intellectual context of a researcher's work and enables one to position one's project in relation to others in the same field. Ganga (2013) suggests that such a review also helps the researcher to identify appropriate methods for his/her study.

3.2.1 Collaborative frameworks and sustainable learning for learners with disruptive behaviour in a rural school context

The literature review on these issues covers collaborative frameworks for sustainable learning in rural contexts; understanding disruptive behaviour in rural schools; causes of such behaviour in rural schools; and the current situation of learners with disruptive behaviour in rural contexts.

3.2.1.1 Collaborative frameworks for sustainable learning in rural contexts

Miles (2013) and O'Neill, Goffin and Gellatly (2012) argue that, poor communication between the school community and the wider community in rural areas can have negative repercussions for education. This is especially true for learners with disruptive behaviour. Collective engagement is thus necessary to promote sustainable learning among learners with disruptive behaviour in a rural context. Myende (2014) notes that sustainability has been embraced by many international organisations as a means to transform societies and change the way people think. Bernier (2010) and Mapesela, Hlalele and Alexander (2012) describe sustainable education as a holistic, multi-faceted and trans-disciplinary concept which considers the needs of future generations and promotes social justice and cultural and economic development. Its seven main components are intergenerational responsibility; interconnectedness; ecological systems; economic systems; social and cultural systems; and personal and collective action.

The world is changing at a fast pace and there is a danger of some individuals and societies being left behind. Knapper (2016) notes that, in the 21st century, people need to upgrade their skills on an on-going basis in order to remain abreast of technological advances. He adds that human beings have the innate ability to become accustomed to change through learning and enhancing their lives. GGSD 4 (2016) stresses that quality education, which aims to ensure inclusive and equitable learning opportunities, should be accessible to all. According to UNESCO (2017), Education for Sustainable Development (ESD) is crucial for the achievement of the GSDGs: "It is vital that people change their way of thinking with regard to the function of education in global development because it (education) has a strong effect on the welfare of individuals and their future" (UNESCO, 2017).

The challenges and aspirations of the 21st century call for education that nurtures appropriate values and skills that lead to sustainable and inclusive learning (Bernier, 2010; Bonn Declaration, 2009) and thus sustainable growth. Education for Sustainable Development (ESD) has been embraced across the world to empower learners to be able to make informed decisions and take appropriate action to ensure environmental integrity, economic viability and a fair society for all generations (UNESCO, 2017). The Community School (2014) notes that, in order to achieve GSDG 4, the United Nations has set a number of targets, including free, quality primary and secondary education for all by 2030. The Bonn Declaration (2009) noted that education should inculcate values, knowledge, skills and competencies that facilitate sustainable living and participation within societies. Given the economic and social set-up in the Bulilima rural area in Zimbabwe, such education could enhance sustainable learning among all learners, particularly those with disruptive behaviour. According to the Community School (2014), sustainable education restores and maintains the social fabric of the community and contributes to local economic development. Such learning emphasises experimental and service learning that affords learners practical experience. The Community School (2014) adds that effective learning results in:

- A durable sense of identity,
- The desire for a positive future,
- Power to engage with adults, and
- Learning from one's own problems and experiences.

This study thus aimed to develop such attributes in learners and thus enhance sustainable learning among learners with disruptive behaviour in the rural school context.

3.2.1.1.1 International collaborative frameworks for sustainable learning

Australia's Department of Education, Employment and Workplace Relations (DEEWRA) (2011) observes that, children receive their first education from their families that continue to impact on their learning and on their personal growth during and after their school life. At the same time, schools play a significant role in nurturing and teaching future generations. This study aimed to bring about significant change in

the way the community perceived learning for learners with disruptive behaviour. Emas (2015), Stoddart (2011) and Cerin (2014) note that, sustainable development aims to improve the stability of the economy and the community and for this to be achieved, economic, environmental and social concerns should be taken into account in decision making. Therefore, people need to change their views on the value of education in a rural context and work together to enhance sustainable learning for all learners, including those with disruptive behaviour. In this regard, community education that emphasises the importance of the school in rural community life is critical (Katene, 2013). When education is integrated with the community, learners are more motivated and community members regard it as a resource that will improve their lives (Joseph, 2013; Capelo, Santos & Pedrosa, 2014). O'Neill, Goffin and Gellatly (2012), Miles (2013) and Inamorato dos Santos, Punie and Castaño-Muñoz (2016) note that learning is more relevant when it is conscious of place. Through the use of CER, the participants analysed the lived experiences of the learners with disruptive behaviour as a team and realised that there was a need to work together to emancipate and empower all to transform. Somerville (2012) found that, marginalised rural areas in Australia were improved by proper channels of communication between learning sites and community members and through grounding educational experiences in the places learners lived. Thus, in order to enhance sustainable learning, there must be connections or links between schools and communities. Piazza (2016) proposes a two-pronged approach to achieve collaboration in schools. Firstly, educational institutions should establish structures, procedures and protocols to facilitate teacher collaboration around issues relating to instruction. Secondly, school-wide behavioural standards should be set that support collaborative practices such as collective accountability for children's learning (Dooner, Mandzuk & Clifton, 2008). In the current study, a holistic approach to learning emerged where all stakeholders committed to working collectively towards the achievement of the common goal of enhancing sustainable learning for learners with unbecoming behaviour in a rural school context. Education proved to play a vital role in improving the lives of learners with disruptive behaviour. In support of this view, UNFPA (2009) maintains that education is a basic right and that it is intrinsically linked to development goals, including women empowerment, improving child and maternal health, reducing

hunger, and fighting the spread of HIV and diseases associated with poverty, prompting economic progression and peace building, among other benefits.

3.2.1.1.2 African and sub-Saharan African collaborative frameworks for sustainable learning

UNESCO's (2017) framework to support and motivate teachers is based on the conviction that sound investment in teachers will transform the education system to the benefit of a learners. The framework was implemented in Nigeria, and, although it is not a collaborative model, as it focuses on the needs of teachers, it yielded positive results. A similar framework could be used to address the plight of learners with disruptive behaviour in order to enhance sustainable learning in rural communities.

The National Education Collaboration Trust's (NECT) collaboration framework aims to promote systematic, sustainable improvements in education (NECT, 2013). It focuses on six themes, namely, (i) professionalisation of teaching services, (ii) courageous and effective leadership, (iii) improving government capacity to deliver, (iv) improved resources to create conducive and safe learning environments, and provide teachers, books and infrastructure, (v) community and parental involvement, and (vi) learner support and well-being. However, this framework does not specifically consider learners with disruptive behaviour in a rural school context. Etange (2014) proposed an integrated framework to support school management teams in handling disruptive behaviour on the part of learners. While the study focused on learners with disruptive behaviour, it did not examine how they learn, especially in a rural context, which is an area of concern in the current study. Furthermore, the context differed (South Africa versus Zimbabwe). I thus concluded that such a framework could be employed in a Zimbabwean rural school context to enhance sustainable learning among learners.

The literature review revealed that much of the existing literature on collaborative frameworks does not focus on education, while studies that do tend to be confined to higher education institutions. For example, Mthiyane (2015) investigated the experiences of orphaned students in South African higher education institutions.

3.2.1.1.3 Local frameworks for sustainable learning

Limited research has been conducted on collaborative frameworks in the Zimbabwean context and the few studies that exist focus on fields other than education. Dambudzo (2015) conducted a study on learning for sustainable development in Zimbabwe, but did not develop or use a collaborative framework. The author concluded that learner-centred methodologies which are interrelated with the environment and teachers with technical, instructional and management expertise are required for sustainable development. Chitiyo and Kibble (2014) concur and add that Zimbabwe's on-going economic crises constrain the government in providing the financial and educational resources required to promote sustainable development. I noted that many teenagers and adolescents in Bulilima district in the country cross the borders to Botswana and South Africa to seek jobs before completing secondary school.

Collaborative learning encompasses cooperative learning (Noguchi, Guevara & Yoruzu, 2015) which is grounded on theories of social interdependence (Reed, 2014).

The current study aimed to fill the gaps identified in the literature reviewed in this subsection by investigating a collaborative framework to meet the needs of rural learners who behave in a disruptive manner in order to enhance sustainable learning.

3.2.1.2 Understanding disruptive behaviour in rural schools

Seidman (2012) concluded that disruptive behaviour amongst learners is a significant barrier to effective teaching and learning. Among the challenges faced by educational institutions is the inability of most teachers to handle learners with behavioural problems. Marais and Meier (2010) note that, disruptive behaviour is a recurrent and serious problem in South African schools. They add that the stress it imposes on teachers renders them unable to perform at their best, leading to deterioration in learners' performance. This implies that such behaviour has a negative impact on sustainable learning in schools. Moreover, the behaviour displayed in classrooms is replicated on the playground and often has racial connotations (Marais & Meier, 2010). Douglas, Moye and Douglas (2016) assert that learners with disruptive behaviour can be a toxic influence within classroom contexts. Teachers in Hong Kong reported that the bad behaviour exhibited by learners induces stress and requires that they spend

much of their time and energy trying to manage the class (Sun & Shek, 2012). This obstructs learning and thus undermines sustainable education. In the same vein, Marais and Meier (2010) state that time spent trying to address disruptive behaviour could be better spent on productive educational activities. Furthermore, many teachers do not have the expertise to deal with learners who behave in a disruptive manner, resulting in some learners being sent out of class or expelled from the school. Moyes, Dunn and Douglas (2015) observe that teaching staff seldom attempt to make sense of what is happening and how they can offer support and manage such situations. If teachers in rural schools, neglect learners with upsetting behaviour (Otero-Lopez, Castro, Villardefrancos & Santiago, 2009), such behaviour can lead to stress amongst among teaching staff and eventually lead to burnout. Sun and Shek (2012) state that, regular disturbances can inhibit the efforts of the teacher as well as other learners. When the teacher is trying to deal with disruptive behaviour, other learners are neglected. This could result in poor performance among all learners. Learners with disruptive behaviour do not heed the teacher's instructions (Douglas et al., 2016), preventing sustainable learning. Finally, Marais and Meier (2010) contend that disruptive behaviour by a learner encourages other learners to misbehave, which further compromises learning.

3.2.1.2.1 The current situation with regard to learners with disruptive behaviour in rural contexts

Disruptive behaviour continues to be a stumbling block to sustainable learning in rural settings. Such behaviour is prevalent around the world. Metzger and Riepe (2013) note that, in the US, it includes Oppositional Defiant Disorder (ODD), Conduct Disorder (CD) and Attention Deficit Hyperactivity Disorder (ADHD). They add that disruptive behaviour negatively impacts learners, teachers, parents and the entire community. Teaching and learning are compromised, thus hampering sustainable learning. Habibi, Zamani, Monajeni and Fadaei's (2015) study revealed high levels of disruptive behaviour in Iranian schools. The authors also noted that learners that exhibit such behaviour are at increased risk of mental problems during such times and later in adulthood hence they advocated for effective therapeutic interventions. For reason such behaviour that are as a result of mental illness are not covered in this study. The

current study thus aimed to identify appropriate strategies to address disruptive behaviour [as a socially constructed challenge] among learners in order to improve the lives of all who live in the rural community. Turro, Urbano, Peris and Ortiz (2014) noted that, in India, learner misbehaviour included not abiding by classroom rules, absenteeism, and blaming others for reckless behaviour and damage to school property. In the rural school context, I observed that teachers and other learners spend a disproportionate amount of time addressing disturbing behaviour, thus losing time for teaching and learning and compromising sustainable learning for all learners.

Severe disciplinary problems have been observed in South African schools since corporal punishment was abolished (Marais & Meier, 2010). These include fighting, disrespect towards teachers, bullying, stealing, using bad language, disrupting classroom activities and vandalism (Sun & Shek, 2012). Informal discussions with teachers in different rural schools in Zimbabwe revealed that similar problems are experienced in these school settings, with the result that some learners with potential fail to perform well at O'Level (equivalent to Grade 10 in South Africa). Banda and Mweemba (2016) and Mweemba's (2013) research found that teachers in Zambia devote considerable time to addressing behaviour that disrupts teaching and learning. Mweemba (2013) recommends a holistic approach to manage the behaviour of learners in rural schools. It is against this background that the current study explored the use of a collaborative framework to address the plight of learners with disruptive behaviour and enhance sustainable learning in a rural school and sought to identify the challenges that hinder collaborative practices in this context.

Marais and Meier (2010) identify the following basic categories of disruptive behaviour among learners:

- Behaviour that hampers teaching and learning. In this study, typical examples of such behaviour included learners who interfere with other learners during lessons, daydreaming, fidgeting, doodling, tardiness, inattention, disobeying instructions, and violent behaviour.
- Behaviour that prevents other learners from learning, for example, a learner that interrupts when the teacher is talking, or talks to classmates during lessons.

- Dangerous behaviour such as swinging a chair on its back legs, reckless use of tools, and threatening, mocking and harassing classmates.
- Behaviour that causes destruction of property on the school premises.

In the Zimbabwean context, Gadyanga, Matamba and Gudyanga (2014) reported high levels of disruptive behaviour among O'Level learners in secondary schools in Gweru, including bullying, physical fights, lying and truancy. It is difficult to establish how widespread this phenomenon is, as many incidents are not reported, especially in rural schools (Gadyanga, Nyamande & Wadesango, 2013; Manguwo, Whitney & Chareka, 2011). Furthermore, there is a paucity of evidence on the measures adopted to address such behaviour and empower learners in order to achieve sustainable learning. Chikwature, Oyedele and Ganyani (2016) note that disruptive behaviour takes many forms in schools in Mutare in Zimbabwe and that this problem is becoming more prevalent, particularly in rural areas. They add that educators struggle to discipline learners, especially those with chronic behavioural problems. In my view, making learners repeat forms, expelling them and other punishment will not resolve the issue of learners' disruptive behaviour. Welch and Payne (2011) observe that learners that are expelled remain a danger to others in society; indeed, this may result in worse behaviour. Teachers and other education stakeholders thus have a responsibility to initiate processes that empower learners, parents and other stakeholders to work together to formulate strategies to address disruptive behaviour among learners. Empowering learners with skills that promote appropriate and independently guided behaviour could enhance sustainable learning. Furthermore, disruptive behaviour among learners is not solely destructive, but can also play a constructive role in education. It can be indirectly constructive as it can trigger teachers and parents to find ways to handle such behaviour (see subsection 1.10.1 in chapter one).

3.2.1.2.2 Causes of disruptive behaviour in rural schools

Disruptive behaviour is a complex, multidimensional challenge that is caused by a number of factors (Lukes & Poncelet, 2011; Mameed-ur-Rehman & Sadruddin, 2012; Belle, 2017; Gutuza & Mapolisa, 2015; Ghazi, Gulap, Muhammad & Khan, 2013; Ngwokabueni, 2015). Marais and Meier (2010) explain that the roots of such factors

lie in social systems whereby learners are directly influenced by the acts of significant others, while Belle (2017) notes that they include the school, family, the media, peer pressure and the community. This is in line with Bandura's triadic reciprocal determinism where the individual, the environment and behaviour all influence one another (Bruce & David, 2011; Santrock, 2010). Therefore, there is need for all stakeholders to work together to achieve a desired goal.

The characteristics of the school have a significant impact on learners' behaviour since a school is a social background for them (Belle, 2017). These characteristics include the teachers, classroom, other learners, the administration, the School Development Committee (SDC), the disciplinary committee and non-teaching staff. Azad and Gracery (2013), Gutuza and Mapolisa (2015) and Belle (2017) note that disruptive behaviour can be caused by overcrowded classrooms; severe disciplinary procedures; student alienation; ineffective leadership by school principals; a lack of proper supervision; poor communication and insufficient interaction; teacher-centred methods; a lack of extramural activities and sporting activities; feelings of rejection by friends and teachers; prohibition of corporal punishment; and inadequate support for learners with academic and behavioural problems. Latif, Khan and Khan (2016) and Ali, Dada, Isiaka and Salmon (2014) add that learners' disruptive behaviour is due to (i) the physical environment of the classroom, i.e., the type of furniture, arrangement of desks and the size of the class; (ii) Problems relating to teachers and teaching methods. If the teacher does not effectively communicate his/her expectations for appropriate behaviour and does not execute his/her duties in an appropriate manner, disruptive behaviour can occur; (iii) Health problems. Learners with hearing and vision problems can exhibit disruptive behaviour; (iv) The psychological environment in the classroom. This ranges from cultural diversity in the classroom, to learners' maturity and learners who enjoy diverting the teacher's attention (Belle, 2017); and (v) Learners with psychological problems including superiority, hostility and laziness, among others. Save the Children (2017) notes that the majority of countries have endorsed the United Nations Conventions on the Rights of the Child (1989) and the African Charter on the Rights of the Child (1990) which emphasise that children's rights are human rights. This led to the abolition of corporal punishment in schools. However,

some teachers and parents argue that corporal punishment is effective in preventing bad behaviour in the classroom (Mugabe & Maposa, 2013; Belle, 2017).

Moreover, disruptive behaviour among learners can be attributed to neglect by parents or caregivers. When parents do not spend time with their children, this results in moral laxity (Gutuza & Mapolisa, 2015). Magwa and Ngara (2014) add that domestic violence, the use of weapons and drugs at home, divorce and remarriage can cause disruptive behaviour among learners. Thus, this study aimed to increase parents' involvement in their children's education in order to enhance sustainable learning. I observed that substance abuse on the part of parents, and divorce and remarriage contribute to disruptive behaviour among learners. Secondary school learners are adolescents, a stage of life which is often stressful (Bruce & David, 2011). Parental neglect and allowing children too much leeway to make their own decisions can inculcate lawlessness and anti-social behaviour (Garcia & Santiago, 2017; Bruce & David, 2011). Such children do not recognise authority and tend to be disruptive in the classroom (Santrock, 2010). On the other hand, Santrock (2010 p. 525) asserts that "authoritarian parents have a tendency to use harsh disciplinary style in which parents expect children to obey their instruction and respect their work and effort". Dictatorial caregivers impose rules on children without negotiation and if they do not obey, they are punished (Garcia & Santiago, 2017; Mouton, 2015; Belle, 2017). This may lead to disruptive behaviour among learners as they might want to experiment with new things away from home.

Magwa and Ngara (2014) observe that peer pressure influences what learners value, know, wear, eat and learn. Interacting with or observing their peers can teach learners to behave in an unacceptable manner (Santrock, 2010). Belle (2017), Magwa and Ngara (2014) and Fosch, Frank and Dishion (2011) identify coercion and contagion as two factors that could influence learners' behaviour. The first describes a situation where a learner adopts hostile behaviour to avoid practices he/she does not like, while the second occurs when learners mutually reinforce their aggressive behaviour and emotional patterns. Peer pressure thus has a significant effect on how learners behave in the school setting. Kiprop (2012) observes that social and economic factors also determine how learners behave. Poverty stricken communities where people's basic

needs are not met due to unemployment and a lack of social services become dysfunctional as people turn to drugs and crime. Furthermore, such communities lack unity among neighbours as well as public networks (Belle, 2017; Mugabe & Maposa, 2013). Learners who live in such communities are prone to anti-social behaviour.

Rapid technological advancements can also contribute to disruptive behaviour among learners. The Council on Communications and Media (2013) notes that, new media such as Facebook, Twitter, WhatsApp and the internet dominate the lives of the learners world-wide. When learners send messages, and chat on social networks on their phones and laptops during lessons, they disrupt learning. Mark (2013) and Njoroge and Nyabuto (2014) add that many video games encourage anti-social behaviour.

I also acknowledge in this study that disruptive behaviour is a complex issue that can also be caused by some health problems such as mental illness (see detail in subsection 3.2.1.2.1 above). However it is important to note that the current study is focusing on disruptive behaviour as a socially constructed challenge, therefore I did not give more detail on disruptive because as a result of mental illness. This is because in as much it is admitted that the behaviour caused by mental illness can disruptive teaching and learning, they are rather psychological health problems which require clinical interventions.

3.2.2 Challenges that may hinder collaborative practices to enhance sustainable learning among learners with disruptive behaviour in a rural school context

Dambudzo (2015) notes that achieving sustainability is not an easy task, and hence, all stakeholders should work collaboratively to ensure success. Likewise, a number of challenges arise in achieving sustainable learning among learners with disruptive behaviour in a rural school context. Awang, Jindal-Snape and Barber (2013) and Reed (2014) suggest that collaborative frameworks are effective in promoting transformation at institutional level. This section highlights the challenges that may impede sustainable learning among learners with disruptive behaviour in rural contexts.

3.2.2.1 Factors that may affect sustainable learning among learners with disruptive behaviour in rural contexts

Teachers' attitudes towards teaching learners with disruptive behaviour is among the factors that affect sustainable learning in many countries (Katane, 2013; Marcelo & Gabrial, 2009; Noguera, Alvarez & Urbano, 2013). Many teachers ignore learners who misbehave and devote their time to those that behave in an acceptable manner. Awang, Jindal-Snape and Barber (2013) and Coffey and Horner (2012) note that, in particular, teachers have a negative attitude towards undisciplined boys that do not respect them. Katane (2013) points out that teachers tend to feel that misbehaviour is planned or premeditated and that learners that engage in such behaviour do not value education. The author (Katane, 2013) adds that one of the most essential characteristics of a good teacher is the ability to manage learners' behaviour so as to facilitate effective learning.

Education crises in rural areas in many countries are also attributed to government policies and social injustice (Miles, 2013; Somerville, 2012; Somerville & Green, 2011). For example, educational policies do not always cater for the needs of learners with disruptive behaviour and teacher shortages exacerbate the situation (Lane, Capizzi, Fisher & Ennis, 2012; Miles, 2013; Capelo, Santos & Pedrosa, 2014; Katane, 2013). A sufficient number of good teachers is required in rural schools in order to enhance sustainable learning for learners with disruptive behaviour. Furthermore, teachers should work collaboratively with parents and other stakeholders. In 1998, the US amended its constitution to enable it to adopt measures to increase the supply of rural teachers (Coffey & Horner, 2012; Miles, 2013). I am of the view that the Zimbabwean government should also adopt initiatives to attract and retain teachers to teach in rural areas. There is also a need for further research on other appropriate strategies to facilitate sustainable learning in rural schools, such as improved resources, and mentoring of rural teachers (Coffey & Horner, 2012; Somerville & Green, 2011). Finally, collaboration among all stakeholders is required to achieve sustainable learning among learners with disruptive behaviour (Hume & McIntosh, 2013). The current study employed PAR to promote such collaboration and emancipate and empower parents, teachers, other stakeholders and learners to come up with

strategies to enhance sustainable learning among learners with disruptive behaviour in a rural school context.

Miles (2015) notes that travelling long distances to and from school can also impede sustainable learning. In the current study, learners travelled between 15 and 20 kilometres to reach their secondary schools. This results in high dropout rates as well as disruptive behaviour such as drug abuse, truancy and early sexual activity. Coffey and Horner (2012) note that urban schools are safer environments than their rural counterparts and that they have higher teacher retention rates, especially among staff with skills in specialty subject areas. Thus, rural schools should be located in close proximity to where learners live and policies should be crafted to ensure that they attract teachers with skills to teach the subjects required in the modern world. They should also be equipped with broadband wireless Internet.

3.2.2.2 Pedagogical challenges faced by schools with regard to learners with disruptive behaviour

Crawford, Kydd and Riches (2011) note that teaching learners with disruptive behaviour is stressful, especially when teachers are not trained to do so. Indeed, Katane (2013; 84) observes that, “some teachers unintentionally do contribute personally to students’ behaviour”. This calls for teachers to undergo guidance and counselling to change their attitude towards teaching learners with disruptive behaviour. They need to craft work plans and identify appropriate methods to deliver the curriculum content (Joseph, 2013; Capelo, Santos & Pedrosa, 2014). Effective communication among learners, teachers, parents and other stakeholders would enhance sustainable learning as learning then becomes a social experience that incorporates everyone within the community in which the school is located. Maduwesi and Ezeoba’s (2010) study in Nigeria concluded that a well-integrated education system is important in achieving sustainable development.

Dobson and Tomkinson (2012, p. 234) indicate that, “some of the methods that are mostly used by teachers include, lecture, hands-on, workshops, seminars, use of computer software, project based computer assisted”. They fall within two broad

categories, namely, teacher-centred methods and learner-centred methods. I have observed that many teachers in rural schools, favour teacher-centred teaching methods. However, such approaches do not assist learners to develop critical thinking; rather, they are passive recipients of knowledge (Dobson & Tomkinson, 2012; Van den Branden, 2015). Empowering learners with disruptive behaviour with critical thinking skills that will enable them to create knowledge on their own would enhance sustainable learning. Katane (2013) and Dobson and Tomkinson (2012) highlight that if educational results are relevant to sustainable development, this should be visible to the community. The current study used PAR and CER to enable the research team and community members to realise that learners with disruptive behaviour should not be deprived of the opportunity to obtain sustainable education.

Zimbabwe's MoPSE (2015) highlights that teaching and learning should foster lifelong learning through problem solving, and technological and leadership skills. This calls for hands-on teaching approaches that stimulate learners and make the curriculum content more meaningful and easy to understand. It would also increase appreciation of education among both learners and the broader community (Capelo et al., 2014; Joseph, 2013; Treare, Bandara & Jayawardena, 2013; Dobson & Tomkinson, 2012). Joseph (2013) adds that teachers trained in sound pedagogical approaches have greater capacity to assist learners to develop critical thinking and to offer well-rounded education that addresses the needs of individuals and the community. Roilly, Vandenhiuten, Gallagher-Lepak and Ralston-Berg (2012) and Miles (2015) suggest that for teaching and learning to be meaningful to learners, the subject matter, communication, teaching approaches, assessment and the environment should be tailored to learners' learning needs. Miles (2015) maintains that, in the absence of appropriate pedagogy, it is difficult for learners to comprehend what is being taught. In relation to the above view, during my teaching experience and during the course of the current study I realised that the teaching methods which were used may be regarded as a serious challenge that hindered sustainable learning for learners with disruptive behaviour.

3.2.2.3 Parental involvement

Downey's (2014) study in Washington D.C. concluded that communication with parents and their full participation in school activities is important as it enables them to understand how their children are learning and they can work at home to enhance their children's education. Parental involvement promotes continuity in learning and thus enhances sustainable learning for all learners, particularly those with disruptive behaviour in a rural school context. Mathegka (2016) noted that parent-family-community involvement was required to address bad behaviour among primary and secondary school learners in India. Noel, Stark, Redford and Zukerberg's (2013) study in the US also recommended improved interaction between teachers and parents to address indiscipline among learners. Furthermore, a positive relationship between parents and educational institutions promotes learner educational success, especially at secondary school level (Mathegka, 2016). Studies in Ghana have demonstrated a positive relationship between parental involvement and good academic performance in schools (Chowa, Ansang & Osei-Akonto, 2012; Topor, Keane, Shelton & Calkins 2010; Nyrako & Vorgelegt, 2017). However, Ngwenya and Pretorious (2014) found that parents in rural areas in Zimbabwe were too busy to attend school functions including general meetings. Berger (2017) and Gu (2008) also highlight that marginalised rural communities have a tendency to not be involved in their children's education and claim that they do not have time to do so. Muchuchuti's (2014) research in the Matabeleland region of Zimbabwe found that most parents whose children attend public and rural schools do not attend school activities or meetings (they rarely attend consultations or have voluntary discussions with either teachers or school heads). The current study aimed to encourage parents to work with the school to ensure that sustainable learning was achieved for all learners, especially those with disruptive behaviour.

3.2.2.4 Community factors

Community factors can also hinder sustainable learning among learners with disruptive behaviour, especially in a rural school context. These factors are classified into three major categories: cultural characteristics, social characteristics and knowledge/education (Noguera, Alvarez & Urbano, 2013; Shahzad, Ali, Qadeer, Hukamdad & Khan, 2011).

A study conducted in Brazil found that different cultural beliefs disturb the flow of learning (Meuleman & Roeland, 2009). Brazil is a multicultural country with a heterogeneous mix of customs and practices. Apsalone and Sumilo (2015) and International (2010) contend that it is difficult to impose strict rules, laws, policies and regulations in a multicultural society. One of the goals of education is to advance human development and transform society. This is difficult to achieve if learners engage in unexpected behaviour (Meuleman & Roeland, 2009; Marais & Meier, 2010; Aktas, Gelfand & Hanges, 2015).

Cultural factors that discourage risk taking or impede innovative thinking can negatively impact a learner's intellectual growth (Apsalone, & Sumilo, 2015; Turro et al., 2014; Noguera, Alvarez & Urbano, 2013). Aktas et al. (2015) argue that culture affects productivity as it shapes social decision-making processes, and determines attitudes towards innovation, thus impacting on people's willingness to embrace change that fosters social equality.

Traditionally, boys were given preference when it came to education as they were expected to be leaders and to provide for the family. Sons were expected to provide social security to their parents during their old age, while girls were expected to marry early, carry the domestic tasks and be good wives (Maqsood et al., 2012; UNESCO, 2010; Apsalone, & Sumilo, 2015). Such practices persist in rural communities. Furthermore, many girls in such areas fall pregnant before they complete secondary school. Cultural factors thus dampen learners' interests in education, thereby increasing the likelihood that they will engage in disruptive behaviour at school.

Shaukat and Pell (2016) and Shaukat and Siddiquah (2013) note that social factors such as class, ethnicity, inequality and crime influence the teaching and learning process. I observed that there was a high rate of crime among teenagers in the study area and concluded that this was in part due to the oppression that learners with disruptive behaviour suffer. Learners' reliance on social media also determines their behaviour (Haralambos & Holborn, 2010) and can result in problems in school (Shahzad, Ali, Qadeer, Hukamdad, Khan, 2011; Nozhin, 2016). The current study thus

aimed to promote collaboration amongst all stakeholders to develop an education system based on values such as respect for life, liberty, justice, solidarity, and tolerance which are imbedded in the theory of Ubuntu (see sub-sections 2.3.2 to 2.3.2.5 in chapter two).

Given that social characteristics bring about inequality, access to education is a prerequisite to empower, emancipate and transform society for the better (Silo & Mswela, 2015; Mogensen & Schnack, 2010). Furthermore, education helps people to understand collective norms; embrace self-sufficiency; disavow discrimination based on individual characteristics, beliefs, religion and social class, and become critical thinkers, thus enhancing their quality of life (Mogensen & Schnack, 2010; Shaukat & Pell, 2016; 2017; Batool, Sajid & Ur-Rehman, 2013). It is thus a powerful tool to cultivate the values of Ubuntu.

Participation is thus a key concept in learning. Silo (2011) and Silo and Mswela (2015) note that the ladder model differentiates participation from non-participation. As Hart (2013) notes, non-participation and token participation represent the bottom rungs, while genuine participation stands on the top rung.

Token participation occurs when grown-ups create the impression that minors' opinions matter, but in reality, they do not participate in decisions on what they do or how they participate in certain activities (Silo, 2009; 2011; Simovska, 2013). Silo and Mswela (2015) illustrated token participation in Botswanan schools where learners were involved in waste management. In the context of the current study, learners could participate in co-curricular activities where they perform manual work and participate in sporting activities. Rural schools in Zimbabwe currently have very low levels of learner participation in decision-making activities. For example, when teachers make plans, they do not consult learners. This means that learners become submissive beneficiaries, which could result in disruptive behaviour.

In contrast, genuine participation allows learners to initiate and participate in decision-making with adults such as teachers and parents (Hart, 2013; Mogensen & Schnack, 2010). The current study thus aimed to promote collaboration where the views of all

participants (learners, parents, teachers and other stakeholders) are considered in decision-making, thereby enhancing sustainable learning among learners with disruptive behaviour.

Silo and Mswela (2015) and Silo (2009) describe real participation as a process where children are given opportunities to make decisions that affect their lives and those of their communities. Children cannot grow into adults who are responsible citizens if they have not performed duties and services that develop their competence (Mogensen & Schnack, 2010; Silo, 2011; Simovska, 2013). Real participation enables them to become more aware of their responsibilities through engagement in collaborative activities with people who are more experienced and older than them (Silo & Mswela, 2015; Hart, 2013). Simovska (2013) highlights that genuine participation promotes meaningful learning and develops competence. Thus, this study aimed to promote genuine participation among learners, parents and other stakeholders to develop strategies to find solutions to the problems encountered by learners with disruptive behaviour.

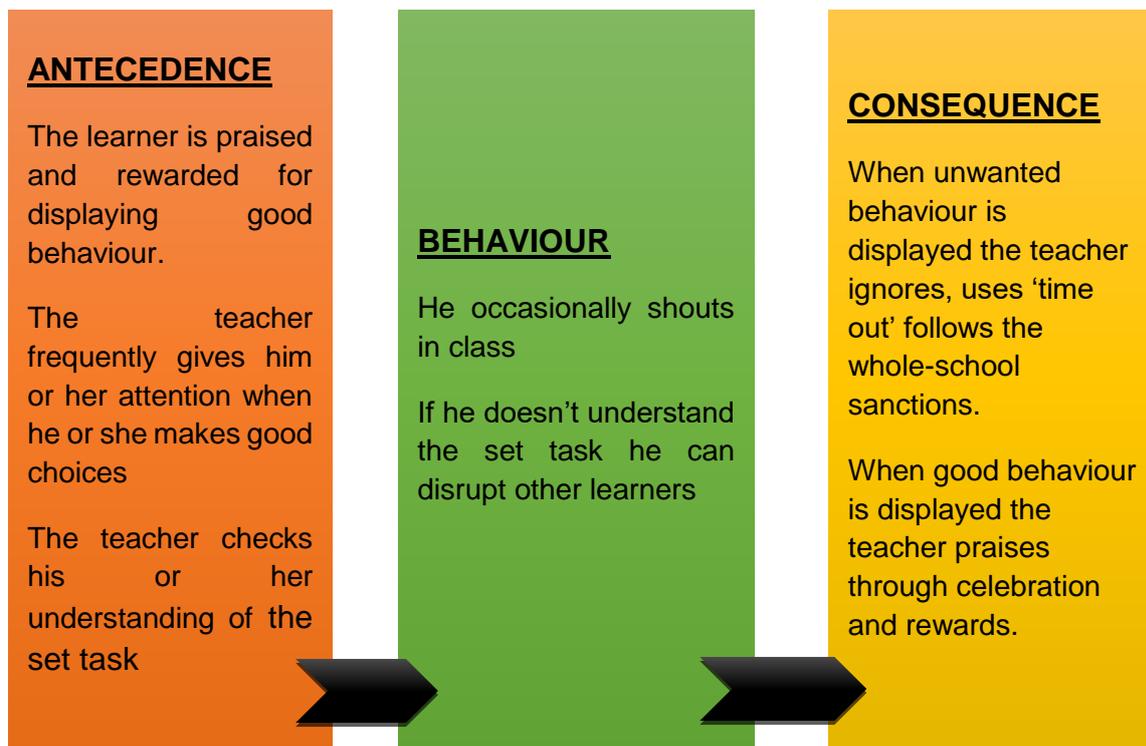
Participating in teaching and learning practices creates awareness among learners of the causes of a particular problem (Hart, 2013) and who, how and what it affects. In this case, the research team carefully analysed socio-cultural factors around learner participation to find solutions to the problem of learners with disruptive behaviour in a rural school context and thus enhance sustainable learning.

3.2.3 Enhancing sustainable learning among learners with disruptive behaviour in rural schools

Every type of behaviour has a meaning and communicates something to the teacher. Coffey and Horner (2012) and Awang et al. (2013) thus note that the teacher has the duty to try and identify the reason for particular behaviour. The Antecedent-Behaviour-Consequence (ABC) method can be used to understand learners' behaviour as it generates the information required by observing the events that occur within a learner's local environment (Dobson & Tomkinson, 2012). It traces what happened before the behaviour occurred (Maduewesi & Ezeoba, 2010; Mathews, Holt &

Arrambide, 2014), and observes the behaviour and its results. This strategy was used by the research team to identify the causes of the disruptive behaviour observed among learners. According to Awang et al. (2013) and Mathews, McIntosh, Frank and May (2014), this is a useful process to reduce learners' disruptive behaviour over time.

Figure 3.1: ABC



Adapted from Dobson and Tomkinson (2012, p. 45)

The Problem-Solving Approach (PSA) is a non-prescriptive strategy that helps the individual to understand and manage his or her own behaviour (Dobson & Tomkinson, 2012; Maduwesi & Ezeoba, 2010; Mathews et al., 2014). This method was also employed in the current study. Probing questions were put to the participants which led them to explore the underlying causes of disruptive behaviour among learners. Greiff, Wüstenberg and Funke (2012) and Awang et al. (2013) note that a series of specific questions are posed to foster understanding of the nature, causes and consequences of the behaviour. Thus, in the current study, a combination of ABC and PSA was employed to empower all the participants to enhance sustainable learning for learners with disruptive behaviour in a rural school context. Disruptive behaviour among learners can also be prevented by adopting proactive strategies, redirecting

and choices (Dobson & Tomkinson, 2012; Treare, Bandara & Jayawardena, 2013). These approaches are discussed below.

3.2.3.1 Proactive strategies to enhance sustainable learning

Proactive strategies are designed to enable teachers to implement preventive measures before the disruptive behaviour occurs and create a strong routine to reduce frustration (Treare et al., 2013). Teachers should also be good role models so that learners imitate their behaviour. Maduwesi and Ezeoba (2010) observe that, if the instructor bends the rules for one student, others might demand similar treatment. Therefore, teachers are encouraged to be consistent and genuine in managing learners' behaviour. In collaboration with parents and the school administration, they should strategically adopt proactive interventions so that they do not reach the point where they react emotionally to disruptive behaviour. Six proactive strategies were considered for the purposes of this particular study: (i) treat all learners with dignity and respect, (ii) identify learners' learning goals, (iii) focus on learner needs, (iv) spend more time observing and less time micromanaging, (v) establish good relationships with learners, and (vi) plan thoroughly.

3.2.3.1.1 Treat all learners with dignity and respect

The theory of Ubuntu that underpinned this study places great value on treating everyone with dignity and respect. Linsin (2012) affirms that paying attention to what learners say, addressing them politely and being fair to everyone play a pivotal role in curbing disruptive behaviour among learners. Hensley, Powell, Lamke and Hartman (2011), Linson (2013) and the Institute of Education Sciences (2012) add that teachers should not engage in conversations with learners when they are angry, but should hold off discussing the matter until both parties can engage in a peaceful and unemotional manner.

3.2.3.1.2 Identify learners' learning goals

Lentfer and Franks (2015) assert that teachers have a duty to gauge a learner's level of learning and assist them to articulate their immediate personal goals. (Linson, 2013; Mafa, et al., 2013). This study recognised that parents, teachers and other stakeholders in education need to work with learners with disruptive behaviour to set

immediate and long-term learning goals grounded on curriculum standards in order to enhance sustainable learning in this rural school context. Hensley et al. (2011) add that learners' progress and achievements should be monitored and support should be forthcoming from their teachers.

3.2.3.1.3 Focus on learner needs

Mafa et al. (2013) note that when learners can relate to their lessons and the subject matter, they are more likely to act in an appropriate manner. Instructional approaches should also take learners' learning styles into account. When learning is pleasurable, learners concentrate on their learning and hence achieve sustainable learning.

3.2.3.1.4 Spend more time observing and less time micromanaging

Linsin (2012) maintains that many teachers are talkative and assertive, and tend to offer too much assistance to learners. The Institute of Education Sciences (2012), and Lentfer and Franks (2015) note that micromanagement causes learners to be needy, demanding and dependent on the teacher even for things that they can easily do for themselves. Therefore, this study endorses the importance of offering "efficient assistance" to learners so that they spend more time working towards their own success rather than disrupting teaching and learning activities. Spending more time observing learners rather than micromanaging them would promote sustainable learning.

3.2.3.1.5 Establish good relationships with learners

Sound teacher-learner relationships are essential to ensure sustainable learning (Hensley et al., 2011; Lentfer & Franks, 2015). Linsin (2013), the Institute of Education Sciences (2012) and Lentfer and Franks (2015) concur that a warm, natural and pleasant attitude, and being approachable and tolerant build good relationships. While rules should be complied with, they should be applied in a fair, consistent and respectful manner. Teachers should communicate the high expectations they have of learners and impart critical social skills that help to build solid relationships (Linsin, 2012; 2013; Lentfer & Franks, 2015). Thus, this study emphasised the need for teachers, parents, learners and other stakeholders to build positive relationships in

order to address the problem of learners with disruptive behaviour and enhance sustainable learning.

3.2.3.1.6 Plan thoroughly

Hensley et al. (2011) and Lentfer and Franks (2015) state that thorough planning is required to deliver lessons that take learners' learning levels into account and offer teaching and learning that motivates them. I noted that teachers in the study area did not factor learners with disruptive behaviour into their planning, thus impeding sustainable learning. Furthermore, teachers should provide a comprehensible and efficiently paced lesson in order to make learning more attractive to learners (Lentfer & Franks, 2015; Institute of Education Sciences, 2012). Linsin (2012; 2013), the Institute of Education Sciences (2012) and Mafa et al. (2013) note the need to make provision for smooth changeovers which do not interfere with learners' activities.

3.2.3.2 Redirection as a strategy to enhance sustainable learning

Dobson and Tomkinson (2012) describe redirection as engaging learners in activities that enable them to concentrate on the expected behaviour. In most cases, when learners display disruptive behaviour, this is a sign to teachers and parents that they are heading in the wrong direction. Such behaviour can be curbed by redirecting them (Mathews et al., 2014). Thus, as soon as the signs are recognised, action should be taken to stop the behaviour from getting worse. I observed that teachers spend too much time and energy on unwanted behaviour. However, Treare et al. (2013) argue that an appropriate sanction must be calmly implemented. When a learner displays appropriate behaviour, teachers and parents should celebrate (Dobson & Tomkinson, 2012) as this motivates the learner to maintain such behaviour. Basing on the above literature, in an attempt to redirect teachers can assign some educational tasks to the learners who are disruptive, for example they can give them more work to that learners always busy. Learners may also be given other responsibilities such as monitoring the class. By so doing the disruptive behaviour can be reduced amongst learners thereby enhancing sustainable learning among them (learners).

3.2.3.3 Choices as a strategy to enhance sustainable learning

Choices refer to opportunities extended to learners to select material or content for consideration during teaching and learning (Lissin, 2012; Mathew et al., 2014). Learners can also be given the chance to make choices regarding the consequences of the displayed behaviour (Coffey & Horner, 2012; Dobson & Tomkinson, 2012). Carlson, Luiselli, Slyman & Markowski (2017), Lentfer and Franks (2015) and the Institute of Education Sciences (2012) maintain that this could assist in decreasing problematic behaviour and increasing learner participation in school activities. Following time out, learners could be asked whether they want to continue with the bad behaviour and be sanctioned, or return to the classroom and display good behaviour (Treare et al., 2013; Mathews et al., 2014).

3.2.4 The role of guidance and counselling as a resource to enhance sustainable learning

Disruptive behaviour calls for urgent interventions in order to ensure sustainable learning. Guidance and counselling are useful tools in this regard. Counselling aims to improve the psychological health, moral behaviour and future intentions of an individual, family or group (Subasinghe, 2016; Muganga, 2014; López, Pilar & Rosario, 2016; Mikaye, 2012). Kochhar (2013), Mwape (2015), Oviogbodu (2015), Muganga (2014), Vishala (2012) and Lai-Yeung (2014) note that it is an interactive, systematic process that is designed to help individuals solve problems or plan for the future. In this study, counselling refers to services that aim to promote behavioural change among learners with disruptive behaviour, thereby enhancing sustainable learning.

Guidance is a systematic process to assist the learner to develop personally, socially, academically and in their career so that he or she can play a meaningful role in society (Gudyanga, Wadesango, Manzira & Gudyanga, 2015). It helps learners to understand themselves and their world with the aim of enabling them to make sound decisions. Taken together, guidance and counselling offer diverse activities and services that assist people to understand the problems they encounter and to find lasting solutions to them (Gudyanga et al., 2015; Odoemalam & Uwam, 2009; Oniye & Alawaye, 2008).

They were used in this study to help learners with disruptive behaviour to discover themselves, set goals and to work collaboratively.

Social and psychological challenges often arise amongst learners during adolescence (Heyden, 2011; Kundu, 2015; Kochhar, 2013), which coincides with the start of secondary education. Adolescent learners experience alienation that results in feelings of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. Moreover, finding solutions to bad behaviour such as stealing, sarcasm, avoiding school or absenteeism, late coming, and aggressive behaviour calls for counselling services to be rendered to learners (Mapfumo and Nkoma 2013). Nkechi, Ewomaoghene and Nkechi (2016) observe that guidance and counselling help learners to understand and adjust to the conflicting demands and expectations of this developmental stage and to take learning seriously in order to advance their future careers.

Lai-Yeung (2014), Oviogbodun (2015), Nkechi et al. (2016) and López et al. (2016) note that school guidance and counselling assist learners to make sound decisions in planning their education, choosing careers and resolving personal problems. Such services can help learners with disruptive behaviour to become independent individuals who are able to accept responsibility for themselves and others while being well-adjusted members of society. This is in line with Ubuntu that emphasises that people should respect others in society. Since it was understood that learners with disruptive behaviour confront oppression, guidance and counselling could help them to think for themselves and thus achieve sustainable learning. Guidance and counselling changes the attitudes, feelings, thinking and behaviour of learners, teachers and parents (Muganga, 2014; Mikaye, 2012).

Most schools in Zimbabwe do not have teachers who are trained in guidance and counselling; instead, senior teachers provide these services in minor cases. Chireshe (2014a) observes that a lack of human resources has negatively impacted guidance and counselling services in the country's secondary schools. Well-structured services reduce school drop-out rates and encourage optimistic attitudes towards oneself, others, one's nation and to learning (Muganga, 2014).

3.2.5 Benefits of a collaborative framework to enhance sustainable learning in a rural school context

Collaboration amongst all stakeholders in education supports diversity, promotes community engagement and fosters productive interaction between learners and other stakeholders (Mathews et al., 2014; Lunenburg, 2010). Bolman and Deal (2008) note that a genuine collaboration exists when the parties involved craft a meaningful relationship to achieve a shared goal. The theory of Ubuntu was of much assistance in establishing how a collaborative framework could be utilised to enhance sustainable learning as its underlying values made it easy for the participants to understand the need to work together to assist learners with disruptive behaviour in the rural school context.

Collaboration in education is vital as it encourages parents and other stakeholders to become involved in school activities and programmes, thereby improving learning outcomes (DuFour & Marzano, 2011; Hipp & Huffman, 2010). Through the use of PAR, the research participants collaborated to identify strategies to support learners with disruptive behaviour in order to enhance sustainable learning.

Hipp and Huffman (2010) and Bolman and Deal (2008) note that a collaborative framework in educational settings promotes innovation and positively affects learners' welfare and accomplishments. Such a framework consists of five critical elements, namely, communication, partnerships with parents, community collaboration, decision-making and the school culture (Mathews et al., 2014; Lunenburg, 2010; DuFour & Marzano; 2011; Hipp & Huffman, 2010). These are discussed below.

3.2.5.1. Communication

A collaborative framework fosters effective communication between the school, parents, learners and other community stakeholders and creates the basis to develop and maintain partnerships (Bolman & Deal, 2008; DuFour & Marzano, 2011). Hipp and Huffman (2010) note that this should take the form of a genuine conversation where ideas are exchanged. Through the use of a collaborative framework, this study created

a platform where all the stakeholders easily communicated using a common language. Schools should assist parents to understand the 'language of instruction' used by teachers in the teaching and learning environment (Lunenburg, 2010) as this enables them to discuss the importance of learning with their children at home and to interact productively with teachers.

3.2.5.2. Partnerships with parents

Improving learners' welfare and school performance calls for a joint effort on the part of teaching staff and parents (Lunenburg, 2010; DuFour & Marzano, 2011; Hipp & Huffman, 2010). Mathews et al. (2014) maintain that learning is incomplete if it is confined to the classroom since the beliefs, expectations and experiences of parents are powerful determining factors in learning environments. Employing a collaborative framework in this study enabled the participants to better understand the school, home and the community, hence creating a holistic learning environment which enhanced sustainable learning among learners with disruptive behaviour in a rural school context.

3.2.5.3. Community collaboration

A school is not an isolated entity, but a vital part of a community. A collaborative framework leverages the position of the school in the community through working as a team to benefit all stakeholders (Mathews et al., 2014; Lunenburg, 2010). Hipp and Huffman (2010) add that effective collaboration enables schools to gain a better understanding of their community and to build strong relationships within their local context. Community members possess unique knowledge, capabilities and opinions that are necessary to enhance learners' welfare and learning (Mathews et al., 2014; Lunenburg, 2010; Bolman & Deal, 2008; Hipp & Huffman (2010). Thus, in this study, a collaborative framework was employed to address community issues that hinder sustainable learning among learners with disruptive behaviour in a rural school context.

3.2.5.4. Decision-making

Mathews et al. (2014) and Hipp and Huffman (2010) state that decisions with regard to education should be based on collaborative consultations with stakeholders.

Furthermore, all relevant information, including evidence-based research, should be shared to enable stakeholders to make sound decisions (Hipp & Huffman, 2010; Hord & Sommers, 2008; Mathews et al., 2014). The use of CER as the research paradigm and CC as a concept enabled the participants to develop critical thinking skills and thus make informed decisions regarding strategies to address disruptive behaviour among learners. Involvement in decision-making creates a sense of ownership and commitment to follow through on decisions.

3.2.5.5 The school culture

Mathews et al., (2014), Lunenburg (2010), DuFour and Marzano (2011), Hord and Sommers (2008) and Lunenburg (2010) point to the need to establish firm connections among the school, learners, parents and the broader community that inspire commitment to the school culture. This explains that school system must allow the engagement of all the stakeholders who are willing and interested in education. In this study I realised that if people work as isolated individuals or groups, the school may not achieve its objectives. The school culture provides a safe, supportive, encouraging, inviting and challenging relationships among administrators, teachers, learners and parents which in turn allows working together thereby promoting learners' ability to learn (Widodo, 2019, Setyawawan & Widodo, 2019). In this study, school culture has developed a central concept in an effort to transform learners, teachers, parents and all the stakeholders within a rural school context so as to enhance sustainable learning for all learners including those with disruptive behaviour. For Sutarman, Heru and Hamami (2017) and Sugiyono (2018) state that while a school culture is heavily influenced by its institutional history, it shapes social patterns, practices, and dynamics that influence future behaviour, which could become an obstacle to reformation of individuals. This denotes that school culture ought to be beneficial to professional satisfaction, determination and effectiveness, as well as to learning, fulfillment, and well-being of all learners particularly those with disruptive behaviour in a rural school context. To this understanding Setyawawan and Widodo (2019), Sugiyono (2018) and Widodo (2019) reveal some characteristics commonly associated with positive school cultures as follows:

- The individual successes of teachers and learners are predictable and distinguished.
- Relationships and interactions are characterised by openness, trust, respect, and appreciation.
- Relationships of teachers, learners, parents are supposed to be collegial, collaborative, and productive, and held to high professional standards.
- Learners and teachers feel emotionally and physically safe, and the school's policies and facilities promote student safety.
- School leaders, teachers, and stakeholders have the responsibility to model positive behaviour for students to imitate.
- Mistakes are not punished as failures, but they are seen as opportunities to learn and grow for both learners and teachers.
- All learners are consistently obliged to high educational expectations, and a majority of them meet or exceed those expectations.
- Important leadership decisions are made collaboratively with input from teachers, learners, and parents.
- Criticism, when pronounced, is rather productive and well-intentioned, not antagonistic and self-serving.
- Educational resources and learning opportunities are equitably distributed, and all learners, including minorities and learners with disabilities.
- All learners have access to the educational support and services they may need to succeed.

In light of the above, this study appreciates the fact that culture has a direct impact on the success of learners, teachers, parents and all the stakeholders. It embodies the relationships that are created hence encourages active participation. Notably, a positive school culture leads to commitment to lifelong learning hence a sense of holistic responsibility for everyone (Widodo, 2019; Sugiyono, 2018). Therefore, a collaborative framework has a benefit of creating a solidarity team that enhances sustainable learning amongst all learners particularly those with disruptive behaviour within a rural school context.

3.4 CHAPTER SUMMARY

This chapter presented a review of the literature relevant to this study. It examined the international, sub-Saharan African and local literature on a collaborative framework to enhance sustainable learning among learners with disruptive behaviour and analysed the current situation relating to collaborative frameworks and sustainable learning among learners with disruptive behaviour in a rural school context. The review also focused on understanding disruptive behaviour in rural schools, its causes, the current situation with regard to learners with disruptive behaviour in rural settings and the challenges that hinder collaborative practices to enhance sustainable learning for such learners. The factors that affect sustainable learning among learners with disruptive behaviour in rural contexts, the pedagogical challenges that arise in relation to this issue and parental involvement and community factors were also discussed. Proactive strategies to enhance sustainable learning among learners with disruptive behaviour were explored as well as redirecting and choices. The role of guidance and counselling as a resource to enhance sustainable learning was explained. The chapter concluded with a discussion on the benefits of employing a collaborative framework to enhance sustainable learning in a rural school context.

The following chapter presents the research design and methodology employed to conduct this study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY ON A COLLABORATIVE FRAMEWORK FOR ENHANCING SUSTAINABLE LEARNING FOR LEARNERS WITH DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL CONTEXT

4.1 INTRODUCTION

The previous chapter reviewed the international, sub-Saharan African and local literature on learners with disruptive behaviour and identified the gaps in the literature that this study aimed to fill. This chapter discusses the research design and methodology employed to conduct this study. It focuses on the Critical Emancipatory Research paradigm, the Participatory Action Research design and the qualitative research approach. The sampling methods used to select the study participants are detailed, as well as the tools adopted for data collection and analysis. The chapter concludes with a discussion on issues of trustworthiness and the ethical considerations taken into account.

4.2 RESEARCH PARADIGM

A research paradigm is an approach or research model that is accepted by the scholarly community as a valid and appropriate approach to guide the development of a research methodology (Punch, 2014; Huitt; 2011; Mertens, 2015). This study was underpinned by the CER paradigm, which is highly suited to qualitative research. According to Noel (2016), CER emerged in response to critiques of prevailing research paradigms and processes. It aims to facilitate social transformation by empowering and emancipating members of society (Ramirez, Qunitana, Sanhueza & Valenzuela, 2013). In this study, CER was employed to empower parents, community members and learners, including those with disruptive behaviour, to realise the need to change their situation. Mertens (2015) notes that CER involves the use of critical theories, including PAR, Marxism, feminism and ethnographic studies that uphold the fundamental values of openness, participation, accountability, empowerment and reciprocity. Ubuntu and CC were employed to achieve the study's aim to emancipate and empower learners with disruptive behaviour in a rural school context in order to

enable them to transform their lives and hence enhance sustainable learning. Utilising PAR as the research design ensured full and equal participation of all the research participations throughout the study. Both CER and PAR emphasise collaboration among all stakeholders in order to analyse a situation and craft strategies to effect change (Berg, 2012; Merriam, 2015). Therefore, this study employed a collaborative framework where the stakeholders worked as a team to enhance sustainable learning among learners with disruptive behaviour in a rural school context.

4.2.1 Ontology

Ontologically, critical researchers view the social reality of the study participants through the lens of their historical background with the aim of empowering and transforming them through creating a liberating, joint relationship that encourages critical thinking amongst all members (Freshwater & Cahill, 2013). Canales (2013) and Ramirez, Qunitana, Sanhueza and Valenzuela (2013) note that this calls for a participatory methodology. Following a close analysis of the history of the study context, learners, parents and other stakeholders critically analysed the situation of learners with disruptive behaviour and raised awareness among these learners of the importance of taking education seriously, hence promoting sustainable learning.

4.2.2 Epistemology

According to Noel (2016), the epistemological assumptions of the CER paradigm are that knowledge is constructed by means of proper communication between the researcher and the participants. I thus worked closely with the participants to form a research team that collaboratively constructed knowledge on ways to transform the situation for learners with disruptive behaviour and the community as a whole. Close interaction between the participants and the researcher was established in order to outline the history and the social background of the community and develop new knowledge through collaboration. Merriam (2015) notes that qualitative researchers seek to understand the ways in which individuals interpret their own experiences and construct their perceived worlds.

4.2.3 Axiology

The axiological assumptions in research are based on the values and ethics of a study. The CER paradigm values knowledge that can be used to change a particular situation (Fuchs & Mosco, 2012; Aliakbari & Faraji, 2012; Merriam, 2015). Aliakbari and Faraji (2012) highlight that knowledge is a means to work for positive change. The knowledge that was created in this study helped the participants to take appropriate action to emancipate learners with disruptive behaviour in a rural school context so as to empower and transform them for the better. Through equal and full participation, members of the research team agreed on the action required. Mthiyane (2015, p. 27) notes that, “critical emancipatory research is practical and motivates people to action, transforming and empowering, changing the lives of the participants and context in which they live as well as places of employment”. However, Merriam (2015), Fuchs (2011) and Fuchs and Mosco (2012) affirm that knowledge must be purposeful.

4.2.4 Methodology

Canales (2013) states that CER employs participatory and political concepts in collective research that is underpinned by logical ideas. This qualitative study employed the CER paradigm and the PAR design. Discussions were held with prospective participants to explain the study’s objectives. Data was generated through the use of qualitative methods, including FGDs with the parents/guardians, learners, the headman and teachers, which were conducted during phase two of PAR. These enabled in-depth understanding of the social reality of members of the research team and the research context. School documents (see sub-section 4.11.2) were analysed in order to enable the research team to trace the history of the learners under study and the role played by the school in this rural community. Finally, before and after the FGDs in the second phase of PAR, all the participants recorded their reflections in reflective journals. The use of critical discourses in these discussions encouraged the participants to share knowledge in order to identify strategies to enhance sustainable learning among learners with disruptive behaviour.

4.3 RESEARCH DESIGN AND METHODOLOGY

The research design aimed to answer the following research questions:

4.3.1 Research questions

4.3.1.1 Main research question

How can we enhance sustainable learning, utilising a collaborative framework in a rural school context?

4.3.1.2 Research sub-questions

The following sub-questions were posed to answer the main question:

1. What is the current situation with regard to collaborative frameworks and sustainable learning among learners with disruptive behaviour in a rural school context?
2. What are the challenges (if any) that hinder collaborative practices to enhance sustainable learning among learners with disruptive behaviour in a rural school context?
3. What strategies can rural school communities utilise to enhance sustainable learning for learners with disruptive behaviour?
4. How can a collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context be proposed?

4.3.2 Objectives of the study

The study's objectives were:

4.3.2.1 Main objective

To propose how sustainable learning for learners with disruptive behaviour can be enhanced utilising a collaborative framework in a rural school context.

4.3.2.2 Sub-objectives

1. To explore the current situation with regard to collaborative frameworks and sustainable learning for learners with disruptive behaviour in a rural school context.
2. To find ways to mitigate challenges (if any) that hinder collaborative practices for enhancing sustainable learning among learners with disruptive behaviour in a rural school context.

3. To identify strategies that rural school communities can utilise to enhance sustainable learning for learners with disruptive behaviour.
4. To propose a collaborative framework to enhance sustainable learning for learner with disruptive behaviour in a rural school context.

4.4 RESEARCH DESIGN: PARTICIPATORY ACTION RESEARCH

This study adopted PAR as a research design. The origins of participatory research can be traced back to the mid-1990s. It is mainly associated with the adult education movement in Africa, India and the US, international development efforts, and the Social Sciences and it is often practiced in multicultural contexts (Tshwane, 2013; Kemmis, Wilkinson, Hardy & Edwards-Groves, 2010). Given that the research context was a multicultural community, PAR was regarded as the most appropriate research design. According to MacDonald (2012) and Mencke (2013), it focuses on collective research and the production and diffusion of new knowledge through open communication. Participatory action research aims to facilitate full and equal participation of different participants in the research process and recognises the uniqueness of the ideas they contribute (Stern, Townsend & Rauch, 2014). Therefore, in this study equal opportunities were given to all participants to express their thoughts. Goodall and Barnard (2015) define PAR as a well-structured collaborative method that is used to conduct a survey on issues that affect those under study and provide a basis for taking action. Therefore, PAR encouraged collaboration among the participants to resolve a problematic situation and take action to effect change.

The study employed Chevalier's (2015) four steps/phases of PAR, namely, problem identification, investigation, reflection on action taken and making meaning. At the onset, the participants identified the challenge they wanted to address (Goodall & Barnard, 2015), i.e., learners with disruptive behaviour in a rural school context. During the second phase, the research team investigated and dug deeper into the problem. Chevalier (2015) notes that team members require sufficient time to generate data on the specific problematic situation. In this phase, the participants came to understand the challenges that the learners with disruptive behaviour encountered and identified the risks associated with them in the rural school context. The third phase, which was fundamental in this study, was taking action. Goodall and Barnard (2015) note that,

this is when the research participants take decisions on the action required to effect change. Regardless of the type of action or consequences of the action, as the research team, we reflected carefully on the whole process.

Figure 4.1 below illustrates the PAR process.

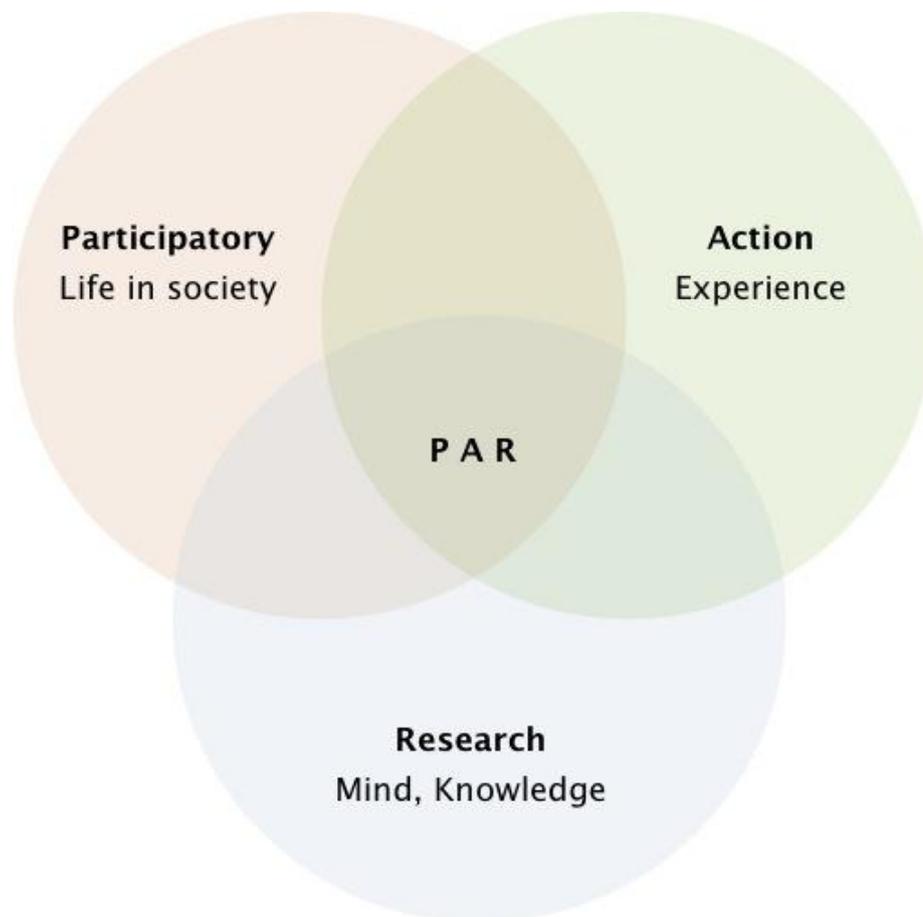


Figure 4.1: The PAR Process

Adapted from Chevalier and Buckles (2013, p. 16)

As Figure 4.1 above illustrates, PAR is a research design that emphasises participation and collaboration among community members in order to take appropriate action to transform a situation (Chevalier & Buckles, 2013). In applying PAR, I reviewed some of the PAR methodologies that were developed during the late 1990s (Kamber, 2013; Delman, 2012). Goodall and Barnard (2015) note that participatory approaches are reflexive, flexible, and collaborative and aim to unearth knowledge and perceptions in the participants' natural setting. I did not adopt a rigid

approach as I could always refer back to the subject. This study was therefore conducted in flexible manner that promoted open communication among the participants.

Chevalier and Buckles (2013) identify four modes of PAR: (1) The **contractual** mode, which focuses on getting people to participate and engage in order to provide the data required by the researcher; (2) The **consultative** mode that emphasises the need for consultation to establish people's views before change is effected; (3) The **collaborative** mode, which requires that when engaged in the contractual and consultative modes, all people work as a team. This enables the researcher and community members to work together to identify, design and implement strategies to address a particular situation; and (4) the **collegiate** mode which enables local people and researchers to work and learn collectively as co-workers with distinct expertise, all the while ensuring that local people control the entire process. The modes were applied during data generation, when the participants worked together as co-researchers to come up with informative data that led to the utilisation of a collaborative framework within the rural school context.

4.4.1 Application of the phases of PAR in this study

While different phases of PAR have been proposed, this study utilised four, namely, problem identification, investigation, action and making meaning.

4.4.1.1 Phase one: Problem identification

During the problem identification phase, the research participants identified the challenge they wanted to resolve (Goodall & Barnard, 2015) and the consequences of the problem. I commenced the study with the assumption that disruptive behaviour was a problem that needed to be dealt with within schools in general. I then shared my views with the participants, which marked the beginning of the study. After thorough discussion, we agreed that only teachers were addressing the problem of disruptive behaviour in rural schools and that it hindered sustainable learning. The parents that participated in the study thus agreed to become part of efforts to find solutions.

4.4.1.2 Phase two: Investigation

During the second phase, the research participants dug deeper into the problem that they had identified. This phase was helpful in enabling them to understand the needs of the researched and the methods that could be used to discover more about the identified problem and to address the risks related to it. The participants were divided into three groups (learner participants, parent participants and teacher participants) to discuss the topics set out in the FGD guide (see Appendix M). All were free to express their views and make suggestions. Reflective journals were also used. The initial plan was to allow the parent and teacher participants to do verbal reflections, with learner participants keeping written reflective journals. However, both the parents and teachers opted to keep written reflective journals that provided comprehensive information on their views. Some documents were also analysed to confirm information relevant to the study topic.

4.4.1.3 Phase three: Action

Phase three was considered to be very important since action was taken which led to the empowerment and emancipation of learners with disruptive behaviour. Goodall and Barnard (2015) note that, in this phase, the participants identify appropriate action to address the problem and reflect carefully on the whole process. The participants utilised a collaborative framework as appropriate action which assisted in enhancing sustainable learning among learners with disruptive behaviour in a rural school context.

4.4.1.4 Phase four: Making meaning

Making meaning refers to the process whereby the research participants capture, interpret and understand the group's experiences (Chevalier, 2015; Creswell, 2012). This study generated and analysed data on the experiences of learners with disruptive behaviour in a rural school context. Since it adopted the lens of CER, the analysis was conducted using CDA. Selecting an appropriate method to interpret the diverse experiences of the researched is key to understanding a situation (make meaning of the situation) (Creswell, 2012; Khanare, 2009; Mencke, 2013) as it assists in avoiding common assumptions and questioning dominant values (Chevalier, 2015). In order to

promote meaningful collaboration, I considered multiple perspectives and methods of data generation and the findings were later communicated to all the participants.

4.4.2 Features of PAR

The PAR process comprises a sequence of steps (Chevalier, 2015) which were followed so as to emancipate, empower and transform the parents, teachers, other stakeholders and all learners, especially those with disruptive behaviour in a rural school context. Chevalier (2015), Kemmis (2008) and Lykes and Mallona (2015) note that PAR involves four phases (see sub-section 4.4.1 above). Therefore, the research team created an environment where they joined one another as co-participants in an effort to empower and transform the learners, parents and the community at large so as to enhance sustainable learning.

Creswell (2014) and Chevalier (2015) identify seven key features of PAR that are discussed below.

4.4.2.1 Participatory action research is a social process

Participatory action research explores the relationship between the realms of the individual and the social; hence no individuation is possible without socialisation, and no socialisation is possible without individuation (Creswell, 2012; Lykes, McDonald & Boc, 2012; Bertram & Christiansen, 2014). Furthermore, Myende (2014) and Chikoko and Khanare (2012) posit that the processes of individuation and socialisation continue to shape individuals and social relationships in all settings. In this study, collaboration among all the stakeholders helped to rebuild and transform learners with disruptive behaviour in a rural school for the betterment of the community and themselves. Participatory action research involves people individually and collectively examining how they are formed and reformed as individuals, and in relation to one another, in a variety of settings (Khanare, 2009). For example, in this study, when the school worked in collaboration with parents, learners, the community and other stakeholders, sustainable learning for learners with disruptive behaviour in a rural school was enhanced.

4.4.2.2 Participatory action research is participatory

Stern, Townsend and Rauch (2014), Khanare (2009) and Mencke (2013) note that, PAR engages people in examining their knowledge (understandings, skills, and values) and the ways in which they interpret themselves and their action in the social and material world. For this particular study, participants understood the value of the emancipation of learners with disruptive behaviour in a rural school context and acquired skills through interpreting their own ways of life; hence, sustainable learning was enhanced through the utilisation of a collaborative framework. The PAR process enables all the individuals in a group to understand the ways in which their knowledge shapes their sense of identity and agency and to reflect critically on how their current knowledge frames and constrains their action (Myende, 2014). Goodall and Barnard (2015) and Khanare (2009) add that PAR is also participatory in the sense that people can only do action research “on” themselves, either individually or collectively. In this study, the researched were learners with disruptive behaviour who were also part of the research team.

4.4.2.3. Participatory action research is practical and collaborative

Chevalier (2015), Stern, Townsend and Rauch (2014) and Bertram and Christiansen (2014) indicate that PAR engages people in examining the social practices that link them with others in social interaction. It enables them to explore their communication, production practices, and social organisation and identify how to improve their interactions by reducing the extent to which they experience such interactions (and their longer-term consequences) as irrational, unproductive (or inefficient), unjust, and/or unsatisfying (alienating) (Goodall & Barnard, 2015; Myende, 2014; Chevalier, 2015). Therefore, the researcher worked with all the stakeholders within the rural school context to reconstruct the social interactions of learners with disruptive behaviour through changing the acts that they performed in order to achieve transformation.

4.4.2.4 Participatory action research is emancipatory

Participatory action research aims to help people recover, and release themselves from, the constraints of irrational, unproductive, unjust, and unsatisfactory social structures that limit their self-development and self-determination (Kemmis, 2008;

Ozanne & Saatcioglu, 2016). In this instance, through full participation of all the stakeholders in this study, learners recovered from their disruptive behaviour and were emancipated from oppression. For their part, parents, teachers and other stakeholders realised the need to change the way they perceived learners with disruptive behaviour in a rural school context. Kamber (2013) and Delman (2012) add that PAR is a process in which people explore the ways in which their practices are shaped and constrained by wider social (cultural, economic, and political) structures and consider whether they can intervene to release themselves from such constraints or, if they cannot, how best to work within and around them to minimise the extent to which they contribute to irrationality, lack of productivity (inefficiency), injustice, and dissatisfaction (alienation) as people whose work and lives contribute to the structuring of a shared social life.

4.4.2.5 Participatory action research is critical

Participatory action research also aims to help people to recover, and release themselves from, the constraints embedded in social media where they interact using language (discourses), modes of work, and social relationships of power (in which they experience affiliation and difference, inclusion and exclusion relationships in which, grammatically speaking, they interact with others in the third, second, or first person) (Lykes & Mallona, 2015). Thus in the current study, PAR was a process in which learners with disruptive behaviour, parents, teachers and other stakeholders in a rural school context deliberately set out to contest and reconstitute irrational, unproductive (or inefficient), unjust, and/or unsatisfactory (alienating) ways of interpreting and describing their world (for example language, discourses), ways of working (work), and ways of relating to others (power) (Myende, 2014; Kamber, 2013) in order to enhance sustainable learning among learners with disruptive behaviour.

4.4.2.6 Participatory action research is reflexive

Participatory action research helps people to investigate reality in order to change it (Chevalier & Buckles, 2013; Lykes & Mallona, 2015; MacDonald, 2012) and to change reality in order to investigate it. In this study, this was a deliberate process through which teachers, learners, parents and other stakeholders in the rural school context transformed their practices through a spiral of cycles of critical and self-critical action and reflection. According to MacDonald (2012), PAR is a deliberate social process

designed to help collaborating groups of people to transform their world so as to learn more about the nature of the recursive relationships among the following:

- Their (individual and social) *practices* (the work)
- Their *knowledge of their practices* (the workers)
- The *social structures* that shape and constrain their practices (the workplace)
- The *social media* in which their practices are expressed (the discourses in which their work is represented and misrepresented)

The use of the Ubuntu theory in this study was of great assistance in getting people within a rural school context to work together with the aim of emancipating and empowering learners, parents and other community members and hence enhancing sustainable learning among learners with disruptive behaviour. Furthermore, Delman (2012), Kemmis (2008) and Chevalier and Buckles (2013) stress that PAR does not take an armchair view of theorising; rather, it is a process of learning by doing and changing the ways in which we interact in a shared social world. In the current study, all the participants were equal and there was respect for everyone's views.

4.4.2.7. Participatory action research aims to transform both theory and practice

Goodall and Barnard (2015) observe that PAR does not privilege either theory or practice, but rather aims to articulate and develop each in relation to the other through critical reasoning about theory and practice and their consequences. It was of value in this study to strike a balance between the theory and the action using the lens of CC as it focused on empowering and emancipating people within a rural school context. All the participants agreed to employ a collaborative framework as action towards enhancing sustainable learning among learners with disruptive behaviour. In addition, PAR does not aim to develop forms of theory that stand above and beyond practice, as if practice could be controlled and determined without regard to the particulars of the practical situations that confront practitioners in their ordinary lives and work (Stringer, Traill & Culhane, 2010). In this study, the practical situation required that action be taken to transform the lives of learners with disruptive behaviour in a rural school context through enhancing sustainable learning. Delman (2012) and Ozanne and Saatcioglu (2016) further affirm that PAR does not aim to develop forms of practice that might be regarded as self-justifying, as if practice could be judged in the absence

of theoretical frameworks that give them their value and significance and provide substantive criteria to explore the extent to which practices and their consequences turn out to be irrational, unjust, alienating, or unsatisfactory for the people involved in and affected by them.

Fundamentally, PAR involves “reaching out” from the specifics of particular situations, as understood by the people within them, to explore the potential of different perspectives, theories, and discourses that might help to illuminate particular practices and practical settings as a basis to develop critical insights and ideas about how things might be transformed (Delman, 2012; Goodall & Barnard, 2015). Equally, it involves “reaching in” from the standpoints provided by different perspectives, theories, and discourses to explore the extent to which they provide practitioners themselves with a critical grasp of the problems and issues they confront in specific local situations (Stringer et al., 2010). In the current study both the people who were within and those outside the school were consulted and expressed their views on learners with disruptive behaviour in a rural school context; hence, sustainable learning was enhanced. Notably, PAR aims to transform practitioners’ theories as well as practices and the theories and practices of others whose perspectives and practices may help to shape the conditions of life and work in particular local settings (Lykes & Mallona, 2018; MacDonald, 2012). In this study, PAR helped to connect learners with disruptive behaviour to local stakeholders and the global village in order to enhance sustainable learning.

4.5 THE QUALITATIVE RESEARCH APPROACH

Qualitative research is a type of social science research that generates and works with non-numerical data and seeks to interpret meanings from the data that help people to understand social life through studying a particular population in a specific place (Crossman, 2017). According to Berg (2012), the term qualitative denotes that the focus is on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity or amount. Qualitative research is interested in the socially constructed nature of reality, and there is a close relationship between the researcher, co-researchers and what is studied. Crossman (2017) adds that, qualitative forms of inquiry are used by social and behavioural

scientists to offer perspectives on how to approach a problematic situation. Therefore, this qualitative study valued the views of all the participants throughout the research process, rendering it easier to utilise a collaborative framework to enhance sustainable learning among learners with disruptive behaviour.

4.6 Elements of qualitative research

Merriam (2015), Crossman (2017) and Berg (2012) identify three key elements that define qualitative research, namely, naturalistic, emergent and purposeful.

Naturalistic: This focuses on studying real life situations in their natural settings and the researcher does not attempt to manipulate or control the situation (Merriam, 2015; Berg, 2012). The study was conducted in the participants' natural setting and yielded appropriate information that paved the way for action to be taken to address the real problems faced by learners with disruptive behaviour.

Emergent: According to Merriam (2015), qualitative researchers should avoid rigid designs that constrain opportunities to pursue new paths of discovery. A PAR design was selected due to its flexibility in valuing the points of view of different participants. Berg (2012) affirms that, this entails adapting the inquiry through deep understanding of changing situations. In this study, all the participants were able to freely share their opinions and to suggest how the proposed collaborative framework could be utilised to enhance sustainable learning among learners with disruptive behaviour in the rural school context.

Purposeful: Merriam (2015) explains that people offer useful interpretations of the phenomenon under study, enabling more in-depth insight. The research team identified that disruptive behaviour was a major obstacle to sustainable learning in a rural context. Crossman (2017) notes that cases for study should be selected in a purposeful way to provide rich information that is illuminative. In addition, the qualitative research approach does not allow for empirical generalisations of situations. In this study, all information was generated for a reason and selection was not done in a random way; every participant had a specific purpose in relation to the study.

The literature cites a number of critiques of the qualitative approach. Nachimias and Nachimias (2016) contend that it starts with a general problem without specific questions to guide the research. Therefore, at the onset of this qualitative study, we started with a general perspective of the phenomenon and this led to the employment of unstructured data generation methods. Ganga (2013), Chinyoka (2013) and Chindanya (2011) state that qualitative research presents the results mainly in words without interpreting them. In order to counter these critiques, I was guided by well-structured research questions which strengthened the study and directed the methodological choices (Mthiyane, 2015). I also used multiple methods to generate data in its natural state, including FGDs, document analysis and reflective journals, rendering the conclusions more reliable and enhancing the study's trustworthiness.

4.7 The research process

This section presents a concise summary of the process followed to conduct this study and an explanation of the different activities that took place. The study was conducted over a period of two years, with four sessions of FGDs with learners, teachers, parents, an SDC member, a church representative and the headman. In order to avoid disrupting teaching and learning, the FGDs were conducted after school hours and lasted one-and-a-half hours each.

I realised that the participants were not comfortable with engaging in discussions as a single group and they were thus organised into three groups (learners, parents and teachers), while individual discussions were held with the school inspector, the headman and the church representative as time constraints did not allow them to attend the FGDs. To increase the trustworthiness of the data generated through the FGDs, documents were analysed (see sub-section 4.6.4) and all the participants kept reflective journals (refer to sub-section 4.6.5). To ensure accurate recording of the data, a digital voice recorder was used after having gained the participants' permission. Some participants also provided written opinions.

4.8 Research context

This study was qualitative in nature and was conducted in a Zimbabwean rural school context in Matabeleland South province which is one of the most marginalised provinces in the country. It is bordered by three provinces in Zimbabwe, that is, Midlands, Masvingo and Matabeleland North and two countries, South Africa and Botswana. The school is located in Bulilima district which is home to a multi-cultural community. The selection of Bulilima as the context of this study was based on the observation I made that amongst the five district I worked in as a teacher in Matabeleland South Province, it (Bulilima) had a great number of children of school going age who are not attending school. I also noted high rate of disruptive behaviour among learners in this rural district. Moreover Bulilima have all of its school rural schools where as some other eight districts have a combination both rural and urban schools. I also noted quite a big number of girls who are between the age of fifteen and twenty within Bulilima district who had children. Again, it (Bulilima) is underdeveloped, as is evident in the poor state of the road serving the school, and has limited teaching and learning infrastructure. This means that there were inadequate classrooms, furniture and even textbooks to use during the teaching and learning processes. The people in the area rely on farming and some depend on family members working in Botswana and South Africa. I observed that many teenagers of school going age were not attending school, while some of the boys were abusing drugs and alcohol and some girls fell pregnant at the age of 14. These circumstances motivated me to select the school for the study.

The school is situated 77 kilometres north of the Plumtree growth point. The meetings were held at a secondary school about ten km from my work place. Given the lack of public transport in the area, I arranged transport for parents and the headman who lived several kilometres from the meeting venue. The school is small, with four classroom blocks consisting of two classrooms each, nine teachers and 370 learners. The learners were divided into six classes (with two classes each for Forms 1 and 2 and one each for Forms 3 and 4).

4.9 Selection of participants

Selection refers to the process or technique employed to select a suitable sample of participants (StatPac, 2012). Given the nature of this study, I utilised purposive selection, where the researcher uses his or her own judgement when choosing people to participate in a qualitative study (Saunders, Lewis & Thornhill, 2012; Suri, 2011). The selection criteria included participants who were knowledgeable about or had experienced the phenomenon of interest. Moreover, in line with ethical requirements, they had to be available and willing to participate. The final sample comprised 20 participants made up of six learners, two class teachers, six parents, the headman, the school inspector, the deputy head of the school, a senior teacher, a member of the SDC and a church representative. Selecting participants from different groups helps to generate data that is replicable, solid and relevant to the research topic as it provides a diverse range of cases (Tongco, 2007). Crossman (2019) adds that purposive selection of diverse participants offers rich insight into the phenomenon under examination. In the current study, the range of participants yielded robust views on disruptive behaviour in a rural school context. All the participants were recruited because of the contribution they were likely to make to this study and their in-depth knowledge and interest in education in a rural context. Individual discussions were held with some, while others like learners, parents and teachers participated in group discussions. However, before the study commenced, prospective participants were brought together in one meeting. Sandra (2014) defines a meeting as a gathering of two or more people that is convened for the purpose of achieving a common goal through verbal interaction. Reberi (2011) notes that meetings are necessary to coordinate individual efforts, collaborate and reach consensus-based decisions. Thus, a meeting should have a well-defined purpose, participants, structure, location and time, agenda, responsibilities and confirmation. The purpose of the meeting was to clarify the study's purpose and objectives and to respond to any questions, as the initial letter sent to potential participants merely invited them to join the research team. Those that attended the meeting also suggested others that might wish to participate in the study. However no members were added due to the fact that this is a qualitative study which does not require too many participants, instead I compile a list of prospective participants who could be incorporated as participants should other

participants withdraw their participation in the study. The composition of the research participants is illustrated below.

Composition of research participants and their characteristics

Psuedonyms	Gender M/F	Age group	Ethnic group	Designation	Level of education
Sondlo	M	45+	Kalanga	Headman	O'level
Svondo	M	18-25	Shona	Teacher	Diploma in Education
Mafa	M	25-35	Shona	Teacher	Bachelors of Education degree
Masango	M	45+	Kalanga	Deputy Head	Bachelors of Education degree
Matsu	F	25-35	Ndebele	senior Teacher	Master of Education student
Hove	F	35-45	Ndebele	SDC Rep	O'Level
Jones	M	45+	Kalanga	School Inspector	Bachelors of Education degree
Siwela	M	35-45	Ndebele	Parent	O'level
MaDliwayo	F	45+	Ndebele	Parent	Form 2
MaNdlela	F	35-45	Kalanga	Parent	O'level
MaMathe	F	35-45	Kalanga	Parent	Grade 7
Gozo	M	45+	Shona	Parent	Diploma in Education
Mr Mave	M	25-35	Ndebele	Parent	O'level
Rv Zenda	M	45+	Kalanga	Church Rep	Bachelors degree
Tshelela	M	10-18	Shona	Learner	Form 4
Mercy	F	10-18	Ndebele	Learner	Form 3
Jane	F	10-18	Ndebele	Learner	Form 3
Senzo	M	10-18	Ndebele	Learner	Form 3
Jabulani	M	10-18	Kalanga	Learner	Form 3
Sazini	F	10-18	Kalanga	Learner	Form 3

Table 4.1

4.10 Profiling the participants

Sandra (2014) explains that profiling participants refers to the practice of regarding particular individuals as more likely to commit themselves to a study due to their experiences, knowledge and interest in the topic. I profiled prospective participants based on their observed characteristics and on information gleaned on the role they were playing in education.

4.10.1 Schools Inspector

A school inspector was selected to participate in the study as these individuals are responsible for supervising and monitoring teaching and learning in schools within a district. His office is located at the district headquarters, and he reports to the District Schools Inspector (DSI). I visited the DSI's office to extend my written invitation. This participant was also the coordinator of non-formal education in the district and he was respected by parents and local leaders as his work encouraged all community members to value education. He also had comprehensive knowledge of the Ministry's expectations regarding teaching and learning in Zimbabwean schools.

4.10.2 School Deputy Head

The deputy head of the school was selected to participate in the study as he was responsible for staff development programmes and was also in charge of the school's disciplinary committee. He reports to the school head, whose permission was sought to invite him to participate. He made a valuable contribution and also provided the team with information that facilitated data generation.

4.10.3 Senior teacher

The senior teacher selected to participate in the study was a full-time teacher who was also responsible for guidance and counselling programmes. I asked the head to refer me to the senior teacher responsible for counselling and she agreed to participate in the study. This participant provided information on the role of counselling services in the school and she also added value to the study by encouraging learners to participate constructively throughout the research process.

4.10.4 Class teachers

Two Form 3 (Grade 10 in South Africa) teachers were selected to participate in the study. They were also recruited with the assistance of the school head. The school divided the Form 3 class into two sections and although different teachers taught the Form 3 classes, I selected the class teachers because they were responsible for the overall affairs of the class. They were also issued with formal letters inviting them to participate. These teachers helped to select learners who could volunteer information on disruptive learners even if they were not disruptive learners themselves.

4.10.5 School Development Committee member

The SDC member that participated in the study represented parents on this committee. I requested the head of the school to extend my invitation to members of the SDC and the participant volunteered to take part. As the member of the school governing board, he was involved in school governance and addressing the challenges the school faced with regard to learners in general, including those with disruptive behaviour. His experience thus added value to the study and to data generation.

4.10.6 Headman

A headman who was the senior head of the villages that surround the school was selected to be a participant. I approached the chief, who referred me to the appropriate person. Learners from the headman's villages attended the school and one of his responsibilities was to coordinate community members to work together towards the development of the community. He was also an ex-officio member of the SDC. The headman had extensive experience in resolving issues among groups of people and his participation was helpful in bringing together stakeholders who had interest in developing the community through education.

4.10.7 Learners

Six Form 3 learners were selected to participate in study, including four with disruptive behaviour. A gender balance was achieved, with three boys and three girls. The Form 3 class was divided into two sections, green and blue. Hence, three learners were selected from each. Although I extended my invitation to the whole class so as to enable those that wished to participate to do so, the class teachers assisted in identifying learners with disruptive behaviour who were willing to take part in the study and also incorporated some learners who were interested in the study, even if their behaviour was not disruptive. This form was chosen because the dropout rate was high. Furthermore, it was more likely that we would be able to complete the study while they were still at school, unlike Form 4 learners, who were left with only one year at the school.

4.10.8 Parents

Six parents or guardians were selected, three of whom were parents of participating learners with disruptive behaviour, while the other three were volunteers whose children were not participants. I liaised with the teachers to recruit these participants and sent them written invitations through their children that explained the study's aims and purpose and the importance of their participation.

4.10.9 Church representative

The local church pastor was selected to participate in this study as he provided spiritual support to members of the community that subscribe to the Christian faith. In general, pastors motivate people to live moral lives and support and care for others. I personally visited the pastor to explain the objectives of the study. He was then invited to the meeting for prospective participants. His participation added value to the data generation process because of his experience and knowledge in dealing with the spiritual and emotional challenges confronting individuals and the community at large.

4.11 DATA GENERATION METHODS AND PROCEDURE

Data generation methods are used to collect data from selected sources (Blarr, 2012). In this study, FGDs, document analysis and reflective journals were employed to generate data. These are discussed in the following sub-sections.

4.11.1 Focus group discussions

Escalada and Heong (2014) define an FGD as a rapid assessment, semi-structured data generation method in which a purposively selected team of participants gather to discuss issues and reach consensus based on a list of key themes drawn up by the researcher. An FGD is a structured discussion that is used to obtain in-depth information from a group of people about a particular topic (Gerritsen, 2011). As a qualitative data generation method, information generated by means of FGDs cannot be quantified, as it includes people's behaviour, perceptions and attitudes. Mosavel and Oakar (2012) note that FGDs provide rich descriptions of processes, people's opinions and attitudes and when combined with other data, offer a holistic picture of a particular phenomenon. In this study, FGDs were conducted with parents, teachers, and learners, with separate groups for each. The SDC representative was included in the parents' group and the researcher was part of all the groups. Notably, the headman, schools inspector and the church representative could not join the three groups due to the reason that they had very tight schedules with their work. I had to arrange individual discusses with them. This strategy was adopted to promote free discussion and eliminate the influence of existing power relations. Thus, all the participants in each group had equal standing. Times and venues for the meetings that suited everyone were confirmed beforehand. We also agreed on recording all the discussion made so as to capture all the views said by all the participants. Parents and learner participants chose to use isiNdebele during the discussions since they were not comfortable with the English language. I then explained to the participants that the recordings will be transcribed and translated into English. Furthermore, I made it clear to all the participants that the data was going to be presented and analysed following the three levels and eight principles of Critical Discourse Analysis (CDA) (see detail of CDA on subsection 4.12.1, page 104 to subsection 4.12.1.2.3, page 111) where verbatims were to be given as they are and meaning attatched according.

The FGD process occurred in four phases as follows:

Phase 1: All the participants met in a meet and greet session. I explained the nature and objectives of the study, as well as the PAR process where participants are co-researchers. I suggested that for easier management and to generate in-depth data,

the groups should be separated, but I would be part of all group discussions. I also stressed that the groups would come together as a team to generate and analyse the data so as to come up with solutions. The participants agreed on the dates, time and venues for group meetings.

Phase 2: The groups worked well together and worked through the FGD schedule. The length of each FGD was determined by the discussion. The study had fifteen (15) FGDs altogether where groups of learners, teachers and parents had four (4) discussions each and the headman, schools Inspector and the Church representative (Pastor) had one (1) discussion each.

Phases 3 and 4: Having exhausted the points of discussion in the FGD schedule in Phase 2, all the participants came together to engage with what was discussed in separate groups. The learners were provided with reflective journals which were part of the data generation process, but they were also part of the separate group discussions as well as the whole team discussions. The reason was that they did not feel free to participate fully in the presence of their elders, parents and teachers.

These phases were effective in empowering the participants to solve challenges confronting their community, especially in a rural school context. They enabled them to explore and explain their experiences, adopt a more empathetic attitude towards learners with disruptive behaviour, and work collaboratively to come up with strategies to attend to the problems.

Focus group discussions are different from small and large group discussions as they are used to probe for further clarification, not to educate participants, and they should not last for longer than 90 minutes (Gerritsen, 2011; Shuttuck & Associates Inc., 2010). The participants feed off one another as they respond to other participants' comments. Participants support or disagree with one another, creating more energy and thus more data. Their tone of voice, facial expressions and body language can also be observed. However, this method also suffers shortcomings. Gerritsen (2011) notes that these include conflict and power. Furthermore, the environment within which they are conducted can have an impact on the responses, groups are generally difficult to manage, and shy people may be intimidated by those who are more assertive. I thus made it a point to ensure that all the participants respected the opinions of others and that the environment was always conducive for everyone to freely share their views.

4.11.2 Document analysis

Document analysis is a form of qualitative research where the researcher scrutinises and analyses documents that are relevant to the research topic (Bear & Williams-Woolley, 2011). Best and Khan (2013) define document analysis as a systematic examination of instrumental documents in order to identify needs and challenges. In this study, documents were used as data generation tools and the data was not just described, but critically analysed to check its relevance to the topic so as to come up with sound conclusions and recommendations regarding learners with disruptive behaviour in a rural school context. Bear and Williams-Woolley (2011) note that, similar to the way in which data from other sources is analysed, document analysis involves coding content into themes. O’Leary (2014) groups the documents that can be used as data generation instruments into three types, namely, public records, personal documents and physical evidence. In this study, I documented activities in the school, and analysed official records, including learners’ progress reports, the mission statement, policy documents, and the register and log book. While this an easily accessible source of data, document analysis has some disadvantages. Firstly, documents are not created with research agendas in mind (Lemmer, Meier & Van Wyk, 2012). Secondly, document analysis does not allow the researcher to probe for clarity. To overcome this, I used document analysis in tandem with FGDs (Madzanire, 2016). The official documents were used as a backup to the data generated from the FGDs and reflective journals, thus improving the trustworthiness of the findings. Furthermore, they revealed some issues that did not come to light in the FGDs and reflective journals. Extensive notes were taken on matters relating to disruptive behaviour. The documents analysed in this study were not older than two years and included:

1. Written sources such as minutes of the SDC where issues of discipline were discussed. Since the SDC represents the parents at the school, it was important to establish how they approached the issue of indiscipline.
2. Minutes of School Disciplinary Committee meetings and hearings. The frequency of incidents of indiscipline of learners, the name of those involved, the nature of the offence, how it was dealt with, and whether or not parents were part of the process, were noted.

3. The school's Code of Conduct, policies and school rules that set out required behaviour as well as that which was prohibited.

4. The guidance and counselling records were scrutinised to establish what kind of guidance and counselling was offered and how effective it was.

5. Attendance registers revealed levels of absenteeism, while the log books recorded incidents of disruptive behaviour that were compared with those in other records.

4.11.3 Reflective journals

Ferrah (2012) notes that a reflective journal facilitates critical and analytical thinking. In this study, reflective journals were used to enable the participants to critically reflect on the issue of learners with disruptive behaviour in a rural school, as well as strategies to promote sustainable learning. The journals were also used to analyse the progress made during FGDs and how they felt about the views expressed during those meetings.

However, only the learners and teachers that participated in the study kept reflective journals, as learners lacked confidence to express themselves verbally and some teachers could not attend meetings due to work commitments. Learners that opted to reflect verbally were requested to jot down something at home that they wanted to share in the FGD sessions. As the principal researcher I also kept a reflective journal throughout the research process as this assisted in analysing the data. Mthiyane (2015, p. 158) highlights that, "keeping a reflective journal is useful in searching out evidence, reflecting on it while trying to find out meaning". This was achieved by drawing conclusions on the evidence.

Mahlanze and Sibiya (2016) and Griffin Care and McGaw (2011) observe that keeping a record of one's experiences can also facilitate personal development. Griffin et al. (2011) quote the saying, "you don't know what you know till you have written it down". By recording what they had learned, members of the research team gained a deeper understanding of the views raised in the meetings and discussions and were thus able to address the question of how to enhance sustainable learning among learners with disruptive behaviour in a rural school context.

4.12 DATA ANALYSIS APPROACH AND PROCEDURES

Data analysis is the process of assessing and analysing the data in order to reach conclusions (Bernier, 2010; Blanche, Durrheim & Painter, 2014). It is a logical process to categorise the data and draw connections among the categories (Creswell, 2014). Ganga (2013) and Chinyoka (2013) add that data analysis entails capturing, coding and analysing the gathered information into themes to reveal its meaning. Critical discourse analysis (CDA) that was developed by Fairclough (1992) was employed to analyse the complex data gathered by means of FGDs, document analysis and reflective journals during the course of this study.

4.12.1 Critical Discourse Analysis

The ideological and linguistic bases of CDA are grounded in branches of social theory and earlier discourse analysis, text linguistics and interactional socio-linguistics (Barker, 2006). Fairclough and Graham (2002), Fairclough (2009) and Hart (2010) note that its proponents were influenced by Marxist critiques of capitalism's exploitation of the working class, and by Marx's historical dialectical method, his definition of ideology as the superstructure of civilisation and his notion of language as product, producer and reproducer of social consciousness. Van Dijk (2009) states that CDA is naturally embedded within CC. Wodak and Meyer (2015) observe that critical theories are employed to critique and change society. They illustrate the connections among social phenomena and reveal power structures and the ideologies behind discourses to produce knowledge that helps social actors to emancipate themselves from domination through self-reflection. Critical discourse analysis is thus concerned with the dialectical relationships between discourse and other elements of social practices (Fairclough and Wodak 2010). It is based on semiosis as an irreducible element of all material social processes. In the current study, both verbal and non-verbal elements such as body language and visual images were analysed to make meaning of the data. Heart (2010) suggests that attention to language use in analysing data promotes meaning making and social action that is socially constitutive and socially shaped. The CDA approach proved to be very useful in this study as it revealed the covert meaning of the data generated that was of significant assistance in enhancing sustainable learning for learners with disruptive behaviour in a rural school context. Critical discourse analysis is marked by an explicit and unapologetic

attitude as far as values and criteria are concerned (Van Leeuwen, 2009); commitment to the analysis of social wrongs such as prejudice or unequal access to power, privilege and material and symbolic resources (Fairclough, 2014); its interest in determining the prevailing hegemonic social practices that have caused such wrongs, and its development of methods that can be applied in a study (Farrelly, (2017). Myende (2014) and Van Dijk (2010) concur and note that, CDA is an analytical tool that primary concerns itself with the ways in which abuse of social power, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context. Myende (2014) adds that it systematically explores relationships of causality and determination between discursive practice, events, texts, wider social and cultural structures, and relationships and processes. In this study, CDA enabled in-depth understanding of the data which was generated using different methods. This approach seeks to combine or to unite and establish the relationship between three levels of analysis. In this study, CDA was used to analyse spoken and written language so as to comprehend the norms, rules and beliefs that are followed by learners with disruptive behaviour within a rural school context. All the participants engaged in dialogue in order to gain deep understanding of the problem. Mthiyane (2015) and Myende (2014) observe that CDA enables interpretation of text and dialogue in order to understand the covert motivation and the meaning behind them or the choice of words. The challenges that the learners with disruptive behaviour in a rural school context were exposed to were understood and appropriate action was taken in an effort to transform them for the better.

I was motivated to use the CDA as data analysis method in this study because it is approach makes use of a multidisciplinary and joint strategies to analyse data from a range of strategies. Notably, CDA is tied to CER as a paradigm for social justice, democratisation and transformation of a society (Biesta, 2010). Furthermore, it is claimed that CDA derived its theoretical origin from critical theory (Van Dijk, 2008) from which CER advanced. Basing on these views, in this study I viewed CDA to form part of the social lives of people on the basis of its aims and relationship to social problems or orientation such as learner disruptive behaviour in a rural school context. Secondly, CDA declares a leaning towards social transformation (Liasidou, 2008). This means that CDA cannot be separated from the change that is needed within the education

system particularly in rural school context which may lead to sustainable learning amongst all learners including those with disruptive behaviour. Nevertheless, CDA is not an apolitical technique, but is used by mediators who have declared their stance and interest in support of the transformation agenda (Biesta, 2010; Msimanga, 2017; Rocha-Schmid, 2010). During this study the mediators (who are the research participants) pursued the facilitation of the construction of collaborative framework for enhancing sustainable learning among learners with disruptive behaviour in a rural school context. CDA in this study adhered to ideologies of freedom, equity, hope, social justice and peace, operationalized through values of mutual respect, trust and humility (Dominiquez, 2008; Mahlomaholo & Netshandama, 2012). I regarded this to be closely linked to the theoretical and conceptual framework that underpinned this study.

The third importance of CDA in this study is that it endeavours to reconnoitre how non-transparent influences are a factor in stimulating power and supremacy, and it magnets responsiveness to power disproportions, social inequities, nondemocratic practices, and other injustices in hopes of spurring people to corrective actions” (Fairclough, 1992). The target of the analysis is the power of the elites that ratifies, endures, authenticises, tolerates or disregards social discrimination and prejudice (van Dijk, 1993). For this reason, CDA was relevant to this study, because I interrogated the power relations evident in communities, which often seek to dominate young learners and adults (teachers and parents). CDA enabled me to discern the power structures that are used by adults to sustain the status quo. I was also enabled to challenge any domination, social inequality and exploitation that exist in the education system particularly in a rural school context so as to enhance sustainable learning among learners with disruptive behaviour. Therefore, I interrogated the data through the lens of CDA, which argues that all domination should be challenged, to emancipate people.

Furthermore, CDA reveals social problems, especially where power imbalances are evident, through an exhaustive account, clarification and analysis of the textual strategies in text and discourse (Rahimi & Riasati, 2011). This means that the interest of the oppressed (learners with disruptive behaviour) was often taken into

consideration ahead of that of the advantaged members of the community (teachers, parents, religious leaders and other stakeholders). In support of the above view, van Dijk (2010) expresses that, if the experiences and sentiments of disadvantaged affiliates are taken seriously, it becomes easy to support the struggle against inequality for the betterment of everyone in the community. Therefore, in this study CDA was not understood as politically neutral, but was considered as a movement committed to ensuring sustainable social change. It therefore follows that CDA is a theory that seeks social change where the interests of the learners with disruptive behaviour in a rural school context were taken into consideration so as to enhance sustainable learning as it rejects any forms of inequality that are exhibited either in language, text, discursive or social practice.

4.12.1.1 Principles of Critical Discourse Analysis

Heberle (2014) explains that CDA does not consider language to be influential as an individual entity, but that it promotes control when used by powerful persons within a given context. The study gathered and analysed data generated through interaction with different people, including a headman, church leader and school inspector, who are all prominent figures within a rural school community. This enabled vivid analysis and clear interpretation of the situation with regard to learners with disruptive behaviour. Critical discourse analysis examines the viewpoints of those who suffer, and scrutinises the language use of those in power who are responsible for imbalances and are also in a position to change the circumstances (Johnson & Castrellon, 2014). As outlined by Fairclough and Wodak (1997), McGregor (2010) and Maxwell (2010), it is based on the following eight principles:

Firstly, CDA analyses social problems using an interdisciplinary approach that focuses on the verbal nature of sociocultural processes or difficulties that is not confined to language use (Mogashoa, 2014). Disruptive behaviour among learners is a social problem which is a barrier to effective teaching and learning. Thus, the study was concerned with the consequences of such behaviour.

Secondly, power and discourse are consistent themes in CDA; hence, it rigorously scrutinises the contemporary and long-standing effects of power relations influenced

and brought about through dialogue (Ulinnuha, Udasmoro & Wijaya, 2013; Mogashoa, 2014). Social power is based on privileged access to socially valued resources such as wealth, income, position, status, group membership and education or knowledge which can limit the freedom of action of others and influence them (van Dijk, 1993). I thus ensured that all the participants were given equal opportunities to express their views regardless of their age and/or position in the school or community.

The third CDA principle is that society and culture shape discourse and are shaped by it (McGregor, 2010; Maxwell, 2010). Social life can be categorised into illustrations of the world, associations between people and their social and particular characteristics, and the use of language in replicating or changing these practices. Thus, the study participants worked as a team and PAR was employed to enable them to contribute to the enhancement of sustainable learning for learners with disruptive behaviour, which saw their lives change for the better.

The fourth principle identified by Fulcher (2010), Morgan (2010) and McGregor (2010) is that thoughts are social tools to institute or disassemble power relations either through communication or text. Language use in writing is conceptual; hence, Maxwell (2010) affirms that it is important to analyse texts for the way in which they are understood and the effects they create. Only then can social reality and its representations be understood. I thus analysed the verbatim words spoken by the participants during the FGDs and those recorded in their reflective journals.

Fifthly, discourses are inter-textually associated with their antecedents or social group, rooted in ideology, culture and history and can only be followed by means of reference to them (Morgan, 2010; McGregor, 2010). I analysed the participants' views in the form of text in order to understand disruptive behaviour in a rural school context and to formulate strategies to enhance sustainable learning among all learners, including those with such behaviour.

Sixth, the link between text and society is secondary (Morgan, 2010; Fulcher 2010) and can be made apparent through the order of discourse, a socio-psychological approach and a socio-cognitive model (McGregor, 2010). Although some data were

obtained from documents, there was a need to analyse the data generated through FGDs so as to support the text in the documents.

Seventh, Fulcher (2010) notes that CDA is a logical technique that is informative and descriptive. It reviews the relationships between the text, society, ideologies, power, new settings and facts and focuses on social conditions. Clarifications and justifications are not closed and static, but exposed and dynamic. This study followed a systematic sequence of analysis that involved three levels. Analysis at all three levels is interpretive, descriptive and explanatory (Myende, 2014; Mogashoa, 2014; Ulinuha, Udasmoro & Wijaya, 2013). Therefore, full descriptions of the meaning of facts were provided, enabling conclusions to be drawn.

Eighth, CDA is a scientific model that views discourse as social behaviour (McGregor, 2010; Maxwell, 2010) and its principal objective is to uncover denseness and power relations, resulting in self-reflection that makes overt its interests and pays attention to practical issues. Wodak and Meyers (2015) explain that CDA aims to critically investigate social inequality as it is expressed, constituted, and legitimised by language use (or in discourse). I considered people from the social background of the learners with disruptive behaviour to be the most suitable participants to examine this issue with a view to coming up with ways to enhance sustainable learning.

4.12.1.2 Level of Critical Discourse Analysis

Fairclough developed a three-dimensional framework to study discourses, where the three separate forms of analysis are mapped in relation to one another (Dremel & Matic, 2014; Amer, 2016). Amer (2016) suggested that the three levels be labelled (a) micro, (b) meso, and (c) macro whereas Mthiyane (2015), Myende (2014) and Dremel and Matic (2014) refer to them as (a) actual text, (b) discursive practice, and (c) social context.

4.12.1.2.1 Level one: textual analysis

At this level, the analyst considers various aspects of textual analysis, for example, syntactic analysis, and the use of metaphor and rhetorical devices (Wodak & Meyer,

2009; Amer, 2016) in written and spoken texts. Myende (2014, p.92) affirms that, “textual analysis focuses on how language text is used and what relationships exist between text, interactions and social practices”. At the micro (textual) level, the social reality of the phenomenon is established through written and spoken information. The analysis focuses on content, function, reinterpretation and how the participants were located (Mthiyane, 2015, p.168). In this study, the textual level was utilised to analyse communication or speech in meetings, FGDs, documents and reflective journals so as to portray how disruptive behaviour hampers sustainable learning in rural contexts against the background of socio-political and historical factors.

4.12.1.2.2 Level two: discursive practice

This level focuses on issues of production and consumption; for instance, which institution produced a text (Amer, 2016). Mthiyane (2015) notes that discursive practice involves interpretation of the connection between the interaction and the text. In this context, the research team compared the participants’ interaction with the text and checked whether there was any coherence. Coherence should be considered as a property of text throughout the analysis (Amer, 2016; Fairclough, 2014; Van Leeuwen 2009). Dremel and Metic (2014) note that, in analysing the grammar, vocabulary or structure of texts, attention is paid to speech acts, coherence and inter-textually that connect the text with the context. In this study, discursive practice was applied to analyse texts from the documents and reflective journals. Myende (2014, p. 92) states that, “...it is concerned with how text is produced and interpreted by participants, to interpret the configuration of discourse practice”. It thus enables sound conclusions to be reached.

4.12.1.2.3 Level three: social practices

At this level, the analyst is concerned with inter-textual and inter-discursive elements and takes into account the broad societal currents that affect the text (Fairclough, 2014; Van Leeuwen, 2009). In this stage, I described and explained how social issues (gender, power, culture, religion and politics) may have influenced what people perceived as knowledge and how these issues impacted on the construction of such knowledge. I described and explained how social issues with regard to learners with disruptive behaviour influenced their learning and impacted the generation of

knowledge, with negative consequences for sustainable learning within the rural school context. It should be noted that the three levels were not dealt with as isolated entities.

4.13 ISSUES OF TRUSTWORTHINESS

The trustworthiness of a qualitative inquiry is generally measured in terms of its (1) credibility, (2) dependability, (3) conformability, and (4) transferability (Chindanya, 2011; Ganga, 2013; Gunawan, 2015; Hadi, 2016).

4.13.1 Credibility is concerned with the research methodology and data sources used to establish a high degree of harmony between the raw data and the researcher's interpretations and conclusions (Devey, Guigu & Coryn, 2010; Hadi, 2016). All the research participants were involved in data generation and interpretation throughout the duration of the study and triangulation was employed to ensure credibility. Triangulation is defined by Chinyoka (2013) as the use of different sources of information to form themes or categories in a study. This study employed (i) methodological triangulation, which Ganga (2013) notes entails the use of either the same methods on different occasions or different methods on the same object of a study. In this study, methodological triangulation was achieved by utilising meetings, FGDs, document analysis and reflective journals to generate data; and (ii) theoretical triangulation which refers to the use of more than one theory to explain a single concept (Kufakunesu, 2015). This study employed Ubuntu and CC.

4.13.2 Dependability refers to the stability of data over time and under different conditions (Elo, Kariainen, Kanste, Polkki, Utriainen, & Kyngas, 2014; Hadi, 2016). It is concerned with whether or not the same results would be obtained if one could observe the same thing twice; that is, the results should be consistent. Davey et al. (2010) argue that dependability recognises that the most appropriate research design cannot be completely predicted. Dependability in this study was achieved by accounting for the ever-changing context within which research occurs through the use of PAR as the research design, and triangulating the methodology (during data generation).

4.13.3 Conformability denotes that the researcher's interpretations and conclusions are grounded in actual data that can be verified (Davey et al., 2010). This study used member checking; that is, participants reviewed the generated data and the way it was interpreted, as well as audit trails, and ensured a high degree of transparency. Noble and Smith (2015) and Hadi (2016) validate that conformability is achieved when truth value, consistency and applicability have been addressed.

4.13.4 Transferability refers to generalisation of the study's findings to the other situations and contexts (Noble & Smith, 2015; Chindanya, 2011; Elo et al., 2014). I was aware of the fact that it might be difficult to generalise qualitative research findings since the treatment differs. However, the theoretical framework and triangulation of data generation significantly strengthened the trustworthiness of the study.

4.14 THE ROLE OF THE RESEARCHER

My role as the researcher in this qualitative study was critical, as I led the participants in generating data and implemented its analysis and presentation. Creswell (2012) states that the researcher should be capable of gathering accurate and in-depth information from the participants. Therefore, my role in this study was that of a researcher-participant, as I was the primary figure in generating, coding and analysis of data from FGDs, reflective journals, and document analysis to uncover the emerging phenomena and patterns that hinder sustainable learning within a rural school context.

The researcher should be a keen observer of phenomena, should not engage in speculation or guesswork, and should analyse and interpret the generated data with a positive spirit and in the proper sense, notwithstanding his/her personal preferences (Heong, 2014). I was aware that there was a potential for bias on my part, which could have impacted the outcome of the study. I thus ensured that I was objective and broad-minded in my thoughts and actions and was sensitive to difficulties that I encountered during the study. Creswell (2012) and Morgan (2010) state that the researcher should have the moral courage required to face difficult situations and should not be discouraged due to non-cooperation of the participants or the nature of the research problem under study. The attitude I adopted assisted me in data generation, presentation, analysis, and interpretation and in understanding the processes and phenomena under study, as one needs to truly experience something before one can

write about it clearly. The use of CDA was thus vital in recording and analysing the data.

Creswell (2012) stresses that the researcher should utilise his/her time properly in a balanced manner. I thus scheduled the FGDs so that they did not disrupt teaching and learning. My knowledge of the language used by the participants enabled me to not only communicate the questions properly but also to interpret the responses. I established good rapport with the co-participants so as to elicit proper responses from them using the language they were comfortable with.

Researchers should be genuinely curious about what is new and successful and should be able to identify different ways to address problematic situations (Chinyoka, 2013; Gerritsen, 2011; Shuttuck & Associates Inc., 2010). He/she is thus not a passive observer but an active observer as well as a voracious reader (Chinyoka, 2013; Creswell, 2012). It was essential that I conducted a thorough review of the literature. I was also required to be innovative as a researcher in order to adopt and implement new approaches which were better than existing ones. My attitude motivated the participants to take part in this study and to produce the necessary data.

4.15 THE ROLE OF THE RESEARCHERS AND THE RESEARCHED

The success of this study lay in the hands of both the researchers and those that were researched. Each participant made a unique contribution to the study both in terms of knowledge and experiences and with regard to critically analysing the situation and ensuring the transformation of learners with disruptive behaviour (the researched). To this end, the study strove to strike a balance with regard to power relations between the researchers and the researched. Mthiyane (2015) explains that CER is concerned with changing a social situation through involving those that are affected. Learners with disruptive behaviour (the researched) were not regarded as passive participants but as important tools in knowledge creation through data generation. According to Chevalier and Buckles (2013), PAR emphasises the need to work for change by ensuring full participation of community members. The voices of the both the main researcher and the co-researchers were heard through the use of FGDs and reflective journals. Thus, the researchers and the researched worked as a team so as to enhance sustainable learning in a rural school context.

4.16 ETHICAL CONSIDERATIONS

Kufakunesu, Ganga, Chinyoka, Hlupo and Denhere (2013, p. 833) define ethics in research as the “principles of right and wrong that guide people undertaking research in an effort to protect the participants, the researcher and the professions of researchers”. Ganga (2013) observes that these moral principles are widely accepted and offer rules and expectations regarding proper conduct towards experimental subjects and participants, employers, sponsors, other research assistants and students. Such guidelines (Chinyoka, 2013) include confidentiality, anonymity, non-maleficence and voluntary participation.

Permission to conduct the study was sought from the University of KwaZulu-Natal (UKZN) where I was registered as a PhD student (see Appendix A) and a full research proposal was submitted to the university’s Ethical Research Committee. In accessing sites, I sought permission from the head of the school as a gatekeeper, to conduct research on the school. Permission was also sought from the Zimbabwe Ministry of Primary and Secondary Education to work with the identified school (see Appendix B). This was channelled through the District Schools Inspector to the Provincial Educational Director and the Permanent Secretary (see Appendices B-D). All the participants signed informed consent forms (see Appendices E-K) that stated that they voluntarily agreed to take part in the study after being furnished with all relevant research details such as the procedure, and risks and benefits of participating (Cohen, Manion, & Morrison, 2011; Lahey, 2009; Feldman 2009). I also acknowledged that some of the participants (learners) were minors (under the age of eighteen). Therefore I made sure that learners signed the assent forms to indicate that they agreed to participate in the study (see Appendix D).

I explained to the participants that participation in the study was voluntary and that they were free to withdraw at any stage (Rubbin & Babbie, 2010). In order to protect the autonomy of the learner participants, they also signed consent forms. I ensured that all participants’ views were respected during the FGDs and that power relations did not prevent free and equal participation. Furthermore, learner participation was not

limited to learners with disruptive behaviour; an invitation was extended to all learners in order to avoid stigmatisation. This was also due to the fact that addressing the challenge of disruptive behaviour and enhancing sustainable learning called for a collaborative framework.

Anonymity was maintained by not disclosing the names of the participants and the school during data generation, analysis and discussion of the research findings as well as in the final report; instead, pseudonyms were used (Kufakunesu, Ganga, Chinyoka, Hlupo & Denhere, 2013). In this respect, I requested all participants to give themselves other names (not their real names) which they wanted to use during the course of the study. Therefore in this study I used pseudonyms for all the participants so that it is not easy to identify them. Confidentiality was protected by ensuring that any confidential or sensitive information provided by the research participants was not released to third parties unless permission to do so had been sought and granted (Lahey, 2009). This was important in preventing discrimination against learners with disruptive behaviour as the psychosocial challenges identified affect not only learners with disruptive behaviour but sometimes the entire community.

Non-maleficence stipulates that participants must not be subjected to physical, emotional or psychological harm during the study (Kufakunesu, 2015). In cases where learners with disruptive behaviour, their guardians or other participants showed signs of emotional and psychological stress during the study, counselling was arranged with an educational psychologist who was on standby during and after data generation (Kufakunesu, 2015). As highlighted by Ebel and Frisbie (2008) and Desai and Potter (2010), debriefing helps to maintain a collegial relationship with the participants from the beginning to the end of the research process. Therefore, the educational psychologist was informed of the nature and objectives of the study and requested to provide counselling services to participants should the need arise.

4.17 LIMITATIONS OF THE STUDY

The first limitation of the study was financial constraints as the participants had to be transported to the meeting venue and provided with refreshments during the meetings. To address this, I prepared the refreshments at home and the participants were

selected from the village closest to the school where the meetings were held. For this reason, the study was confined to one rural school in Bulilima District of Matabeleland South province.

The second limitation was people's unwillingness to participate in the study. Many local community members do not value education and therefore had a negative attitude to academic work. In countering this challenge, I selected parents/guardians who were willing to and interested in education and thus represented all the parents' participants.

Research calls for much concentration and determination. In this respect, time constraints hindered the smooth flow of the study. The senior inspector and the deputy head had tight work schedules. To counter this, I held meetings with them during weekends and school holidays.

4.18 CHAPTER SUMMARY

This chapter described and justified the qualitative research design and methodology employed to conduct this study. The research questions and objectives were restated in order to show how the choice of the design and methodology was guided by the research problem. Participatory action research, which was selected as the research design, was explained and the procedures used to select the participants were discussed. This was followed by a description of the research context. The methods employed to generate and analyse the data were highlighted, as well as the steps taken to ensure the study's trustworthiness. The chapter concluded by discussing the ethical considerations taken into account, and the study's limitations and how these were addressed.

The following chapter presents, analyses and interprets the data.

CHAPTER FIVE

PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA ON A COLLABORATIVE FRAMEWORK FOR ENHANCING SUSTAINABLE LEARNING FOR LEARNERS WITH DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL CONTEXT

5.1 INTRODUCTION

Chapter four presented the research design and methodology employed to conduct the study. This chapter presents, analyses and interprets the data generated to answer the critical research questions. Due to the volume of the data, the findings are interpreted in the chapter that follows. The data is presented according to the themes that emerged during data analysis. Data collected by means of FGDs, individual written reflective journals and document analysis was analysed in line with the eight principles and three levels of CDA (see subsections 4.9.1- 4.9.1.2.3). In order to ensure that the collective voice of the participants is captured, the data covers the views of learners, parents and teachers.

5.2 PREPARING FOR DATA PRESENTATION, ANALYSIS AND INTERPRETATION

As a critical researcher as well as a member of the research team, I was responsible for ensuring the ethical integrity of the study. This included faithful representation of the participants' viewpoints. It was achieved by recording the discussions with the participants' permission. The recordings were then transcribed in Ndebele and translated into English.

The study's main objective was to propose how sustainable learning can be enhanced by utilising a collaborative framework in a rural school context. This was divided into sub-objectives. The following sub-sections describe how each of these was achieved.

5.2.1 To explore the current situation with regard to collaborative frameworks and sustainable learning for learners with disruptive behaviour in a rural school context

Data were generated by means of FGDs to achieve this objective. We discussed disruptive behaviour and collaborative practices in order to understand these constructs within the rural school context. Document analysis was employed to establish the types of disruptive behaviour recorded and how they were dealt with in the school. We also perused the school's code of conduct. Finally, the participants reflected on what they discussed in the FGDs in their reflective journals.

5.2.2 To establish ways to mitigate challenges (if any) that hinder collaborative practices for enhancing sustainable learning among learners with disruptive behaviour in a rural school context

The second objective was addressed using the data from the FGDs on strategies that could be adopted to mitigate the challenges that hinder collaborative practices. Based on these discussions, the participants also recorded their thoughts on this issue in their reflective journals.

5.2.3 To identify strategies that rural school communities can utilise to enhance sustainable learning for learners with disruptive behaviour.

Data to address this objective was generated in FGDs. The discussions focused on strategies to enhance sustainable learning. Once again, the participants reflected on the discussions in their reflective journals.

5.2.4 To propose a collaborative framework to enhance sustainable learning for learner with disruptive behaviour in a rural school context.

The participants discussed how a collaborative framework could be utilised to enhance sustainable learning in the FGDs and later recoded their thoughts on these discussions in their reflective journals.

5.3 THE CURRENT SITUATION WITH REGARD TO COLLABORATIVE FRAMEWORKS AND DISRUPTIVE BEHAVIOUR AMONG LEARNERS IN A RURAL SCHOOL CONTEXT

In analysing the current situation with regard to collaborative frameworks, the prevalence of disruptive behaviour among learners and the causes and effects of such behaviour, the participants stated that many parents were not interested in their children's education; nor did they care about how their children behave. They agreed that it is important to embrace collaboration in order to identify strategies to enhance sustainable learning among learners with disruptive behaviour. The detailed responses are discussed in the following sub-sections.

5.3.1 Collaborative practices in a rural school

While some participants indicated that, "there was collaboration", others were of the view that, "it has never happened". It was also noted that parents only come to school when there is a "serious issue" or for consultations and the annual general meeting (AGM). Parents had this to say:

"...akukaze kwenzakale ukuhlanganyela ndawonye ngaphandle kokuthi umzala olomntwana ophambanisileyo abizwe ..." ["It has never happened other than calling a single parent"] *"Umbalisi nguye ocina ezithathala inyathelo lakhe yedwa."* ["At the end the teacher is the one to make the final decision on the issue"], *"... akula kuhlanganyela ndawonye okwenziwayo ukuze kulungisiswe uhlu pho lokungezwa kwabantwana."* ["...there are no collaborative practices to address the issue of disruptive behaviour among learners"].

The statement that, "teachers are the ones to make decisions" suggests that teachers and parents work as separate entities and that parents are not involved in making decisions on issues that arise at school. These discussions made parents aware of the need to work with the school to address children's disruptive behaviour. One parent said, *"yazi kubuhlungu ukuthi untanakho ehluleke ukufunda kuhle ngenxa yokungezwa and wena njengomzali ungayingeni indaba yakhona"* ["It is painful that your child can fail to continue learning due to disruptive behaviour and as a parent I don't take action"]. All the parents seemed to want to be involved in addressing disruptive behaviour. Mrs Dhliwayo (parent) shouted, *"... izolo ngibone omunye umntwana echatshile ngemva kwamasimu ..."* ["... I saw another child hiding behind

the ...]. Her anger about not taking action despite the fact that the child was not hers reflected the overall frustration caused by the lack of collaboration

Learners noted that, *“Ababuyi abazali ngaphandle kungaba lendabenkulu kulapho ababizwa khona then sebesiyatshelwa yidisciplinary committee ukuzenzakala.”* [*“Parents don’t come unless if there is a serious issue, that is, when the parents are called to be told by the disciplinary committee what will happen”*]. In contrast, one of the documents that were analysed stated, *“This has been agreed between the disciplinary committee and the parent.”*

I interpreted the learners’ responses to infer that the school sometimes involved parents in issues relating to disruptive behaviour by learners. However, they were denied the opportunity of being part of the solution, thus oppressing them. Furthermore, the learners’ responses indicated that some issues were regarded as “serious”, implying that other forms of behaviour were not taken as seriously. Parental involvement is crucial as it lays a strong foundation for a collaborative framework to be utilised to enhance sustainable learning among learners with disruptive behaviour in a rural school context. I thus sought to establish whether or not the parents wanted to work with the school. The parents expressed their willingness to do so, with one stating, *“nxa kungabonakala ukungezwa kwabantwan kumele sitshelane ukwenzela ukuthi sonke sikhangele abantwana.”* [*“If bad behaviour has been discovered, we should tell each other so that we all monitor the learner”*].

On the same note one of the teachers (Svondo) said that, *“There are days which are specifically for consultations where teachers talk to parents about the learners’ behaviour, academically and behaviour wise...”* However, Mafa noted, *“We try, but through the AGM where all the issues with regard to the school are announced. If the learner did something wrong the disciplinary committee deals with the learner ...”*

The headman Sondlo expressed his frustration regarding this issue: *“Ukukhuluma iqiniso esigabeni sethu leai ngike ngakuzama kodwa ngahlangana lobunzima babantu abangela mbono owakusasa labo”* [*“To tell the truth, in our area I have tried this but I found that most of us are troubled by the short-sightedness of people with no vision”*]. I interpreted this last statement to mean that if people care about their child’s future, they will be concerned about their education.

The pastor responded, *“At present, people have not made an attempt to address the issue together. It is swept under the carpet.”* In contrast, the school inspector Jones explained, *“There are things such as consultation days where parents come and check learners’ books and get feedback from teachers on the behaviour of their children.”* This supports the assertions made by the teachers. My sense was that there were misconceptions regarding what collaboration entails (see chapter one, sub-section 1.10.4 and chapter three, sub-section 3.2.1.1).

The pastor’s use of the words, *“it is swept under the carpet”* suggests that bad behaviour by learners is hidden. This gels with the response from a parent who said, *“Okwenzakalayo kanengi yikuthi abazali bayahamba esikolo nxa ababalisi sebetshaye abantwababo kuphela.”* [*“At times parents come to school when their children have been beaten by teachers”*]. Many parents or guardians within rural school contexts do not want their children’s disruptive behaviour to be exposed and they over protect them.

The responses with regard to this issue highlight the need for collaboration within the rural school context. They show that parents were only partly involved in school activities through consultations and AGMs. Notably, there were no collaborative efforts to address learners’ concerns.

5.3.2 Prevalence of disruptive behaviour in the rural school context

Most of the participants confirmed the prevalence of disruptive behaviour within the study context. Asked to provide examples, they cited *“many things”*, *“disrespect”*, *“disturbing”*, *“dating”* and *“rude”*. Parents stated:

“Ukungezwa kukhona kulesisikolo lesi” [*“Disruptive behaviour is evident at this rural school”*]. *“Ukungwezwa okulapha kugoqela”* [*“The types of disruptive behaviour include”*]: *“ukungahloniphi amateacher okwenziwa ngabantwana* [*“Learners disrespecting the teachers”*], *“Ukungabhala imisebenzi ephiweyo”* [*“Learners tend not to do the work given by the teachers”*], *“Ukuphambanisa abanye abantwana ukufunda”* [*“Disturbing other learners during the learning process”*], *“Ubuqolo”* [*“Being rude”*], *“Ukutshaya abanye abantwana”* [*Bullying*

other learners”], “Ukuthandanda kwabafana lamankazana” [“Engaging in love affairs while they are at school”] and “Ukuzichomba” [“Use of make-up”].

The learners offered the same examples, but added “*Bunking classes*”, “*Ukubaleka esikolo*” [“*running away from school*”] and “*gambling*”.

The teachers noted:

“During adolescence, many things can happen. For example, learners start dating when they are still young (Form 1 and 2)” (Mafa); and “There is also smoking and drinking, especially among boys, drug abuse, and peer pressure where learners influence each other to behave in a manner that disrupts learning” (Svondo).

Mafa suggested that certain behaviour is expected during adolescence. Furthermore, Matsu used the phrase “...*difficult to judge*...” suggesting that an offence like late coming might not be due to bad behaviour, but could be caused by other factors.

The analysis of school disciplinary committee minutes revealed that the offences noted in three entries were: “*Offences: persistent late coming, absenteeism, leaving school area without permission...*”; “*Offences: sexual relationship...*”; “*Offences: Drunken behaviour, persistent late coming...*”

Drawing on the third level of CDA (see subsection 4. 9.1.2.3) and its third principle (sub-section 4.9.1.1), people’s culture and social life influence their behaviour. The types of behaviour identified within the study content were similar to those cited in the African literature. In seeking to address the types of disruptive behaviour cited in this sub-section, it is thus important to identify the causes of such behaviour. These are discussed below.

5.3.2.1 Causes of disruptive behaviour within the rural school context

Asked to identify the causes of disruptive behaviour, the participants cited “*child headed families*” and “*peer pressure*”. The terms used included “*imizi yezinsizwa*”, “*anti-school*” and “*no serious business*”. Three groups of factors were identified, namely, home, school and community factors. Learners responded:

“Abanye abantwana bahlala bengabantwana bodwa ...”, “Abazali kabanaki okwenziwa ngabantwababa...”, “Ekuthatheni izidakamizwa sifunda kubafowethu ekhaya” “Ukukhomba yinto eyadalwayo kuyazenza kodwa kwesinye isikhathi iPeer pressure iyaphambanisa abafundi ikakhulu lapha esikolweni” [“Some families are child headed families ...”, “Parents don’t care about what their children do...”, “In terms of drug abuse, we learn from our brothers and sisters at home”, “Dating is something natural, but sometimes it’s due to peer pressure especially at school”].

The parents echoed these views:

“...abantwana ikakhulu abangamankazana babe lamarooms kumbe indlu yakhe yedwa yokulala ...” [“... each child, especially girls, is given her own room where she sleeps alone, giving her too much freedom.”] (MaMdlongwa); “Abazali batshiya abantwana behlala bodwa bona besebenza eGoli. Imizi yonaleyo isibiza ngokuthi koShirichena kumbe Emizini yezinsizwa” [“Parents leave the children alone while they are working in South Africa; such homes are referred to as ‘koShirichena’ or ‘Emizini yezinsizwa’] (MaMathe).

The teachers recorded the following causes of disruptive behaviour in their reflective journals:

“Lack of parental control and guidance. Loss of traditional values where the parent was the first disciplinary authority” (Mafa); “Home is anti-school, no positive encouragement to love school and pursue school work” (Svondo); and “There are many families which are child headed families. Learners lack parental guidance and hence behave in a disruptive manner” (Matsu).

The causes of disruptive behaviour identified by learners were child headed families which allow children too much freedom and parents that neglect their children. A learner with experience of dating, said, *“Ukukhomba yinto eyadalwayo kuyazenza...” [“Dating is something natural...”].* Drawing on the third level of CDA, this suggests the need for change in the way children are socialised in order to address the prevailing situation in this rural school community. Most worrisome was the fact that some homes were referred to as *“imizi yezinsizwa” [“Homes of men”]*, because men were always there as they were in relationships with girl children who were school learners.

The learners also pointed to the school environment as a cause of disruptive behaviour:

“Abafundi basuka endaweni ezehlukeneyo so bayatshelana okwenzakalayo ngendawo okwenza kubelokungezwa esikolo. Njalo lababalisi bayanatha utshwala abafundi bekangale ...lokuthandana labantwana besikolo” [“Learners are from different backgrounds so they share experiences which lead to disruptive behaviour. Also teachers drink beer in the presence of learners and... have love affairs with school children.”

A parents responded:

MaDliwayo: *“Ababalisi bayesabeka so abantwana bayacatsha endleleni kumbe bayekele ezinye izifundo”, “Izifundo zikhangelwa okwamabala kodwa abanye abantwana bathanda amapractical subjects” [“... some teachers are fearsome which leads learners to behave in a disruptive manner.”, “The school curriculum is biased towards academic subjects, yet other learners are good in practical subjects”].*

Teachers’ recorded the following in their reflective journals: *“... punishment at school has a bearing on their disruptive behaviour ...”* (Svondo); and Mafa, *“Learners not kept busy, no serious business tone, those who break rules are not given deterrent disciplinary measures.”*

The fifth principle of CDA emphasises that discourse is rooted in the social background. In this context, peer pressure plays a pivotal role in contributing to learners’ disruptive behaviour. Furthermore, learners learn by observing bad behaviour on the part of teachers. The curriculum’s bias towards academic subjects at the expense of practical subjects was cited as a cause of disruptive behaviour at school. The teachers also expressed concern about the way in which punishment was administered. Svondo said, *“I realised that....punishment has a bearing on disruptive behaviour”*. Mafa’s reference to, *“...no serious business tone”* suggests that teachers’ negative attitude towards their work contributes to disruptive behaviour among learners.

Some of the factors contributing to disruptive behaviour are rooted in the community. A teacher (Svondo) noted that, *“The other thing is that they do not accept the service*

they are given by the teachers in schools; for example, the learner may pass his or her exams but fail to learn further.” The headman (Sondlo) said:

“Abantwabethu kabala bantu abayizibonelo, abenza kuhle ngenxa yemfundo ... bayahamba eSouth Africa bengela ngitsho loform four (4) certificate...” [“Our children do not have role models who are doing well in their lives due to education ... they go outside the country, especially to South Africa without even an O Level certificate”

These statements reflect community members’ negative attitudes towards education. MaMdlongwa also observed that, *“Esigabeni kungafiwa abafundi bayaloviswa babesebelahlekelwa yizifundo ezinengi.”* [“If there is a funeral in the village or community the children do not go to school, then they lose out”]. Thus, some beliefs and customs in the community lead to disruptive behaviour among learners. The pastor added that, *“We have heard so many cases of members of the community fighting at the beer halls.”* Such negative role models could cause boys to bully other learners, resulting in such learners staying away from school.

In summary, home, school and community factors can lead to disruptive behaviour among learners. Such behaviour is thus regarded as a socially constructed phenomenon. The following sub-section discusses the effects of disruptive behaviour on learners.

5.3.2.2 Effects of disruptive behaviour on learners in a rural school context

During the FGDs, the participants used the following terms to describe the effects of disruptive behaviour on learners: *“loses out”*, *“lead to failure”* while the other participant perceived it (disruptive behaviour) to have a positive impact as he said *“it denote wisdom”*.

Jones noted that, *“The children lose lessons and teachers may spend more time through disciplinary procedures.”* Parents expressed the following views:

“Ukungezwa kuyabaphambanisa kakhulu, ngoba bayakhuthwa yizifundo ezinengi acine engasennzanga kuhle” [“It affects them in the sense that, learners lose out on lessons almost on a daily basis which leads to failure”].

Sondlo said:

“...mina ngombono wami omncane njengomuntu mhlawumbe ongafundanga ukungezwa ngikhaliphe ngihlale ngiphambili kwakhe lowo mntwana ngamaqinga okumlungisa. “...as someone who is not learned, I think disruptive behaviour can make me a bit wiser so that I look for a way to solve the problem of that learner”].

A female learner observed:

“Ukungezwa kwenza umuntu engafundi kuhle njalo kuphazamisa thina abanye esiyabe sifuna ukufunda. Mina njengami ngize ngifise ukumtshaya sibili”
[“Disruptive behaviour means that one does not learn properly and it also affects those of us who want to learn. Sometimes I feel like beating the person who disrupts our learning ...”].

These responses show that the participants highlighted more negative than positive effects of disruptive behaviour on teaching and learning, as learners lose out on some lessons, undermining sustainable learning. Sondlo used the words, *“...laye uyapheluthando”* [*“...may lose interest”*]. This suggests that a teacher may develop a negative attitude towards a learner who disrupts learning and hence may not fulfil his/her responsibilities with regard to that learner. A learner (Mercy) said angrily, *“Mina njengami ngize ngifise ukumtshaya sibili coz uyenza lezifiso zethu singazifezi ekucineni”* [*I really feel like beating the person who disrupts our learning because we won't achieve our wishes in the end”*]. It is thus clear that disruptive behaviour needs to be decisively addressed. Interestingly, the headman (Sondlo) perceived disruptive behaviour in a more positive way. Noting that he is not as educated as the teachers, he said that he could learn lessons from disruptive behaviour that could assist in addressing this problem.

The situational analysis of the data on collaborative frameworks and disruptive behaviour revealed that many community members in the rural school context have misconceptions with regard to what a collaborative framework entails. For example, I noted that a number of participants regarded group work as a collaborative framework. Of great concern was evidence of disruptive behaviour in the school and that, among

the causes, teachers were blamed for such behaviour. Furthermore, the school dealt with disruptive behaviour without collaborating with other stakeholders within the rural school community. Given that it was noted that the causes of disruptive behaviour include home, school and community factors, it is difficult for the school to deal with this issue on its own. Finally, it was noted that disruptive behaviour negatively affects teaching and learning. It is thus necessary to utilise a collaborative framework to address the prevailing challenge of disruptive behaviour and thereby enhance sustainable learning in this rural school context.

5.4 KEY APPROACHES TO ADDRESS THE CHALLENGES THAT HINDER COLLABORATIVE PRACTICES

This section identifies the challenges identified by the participants that hinder collaborative practices and the key approaches they suggested to address these challenges.

5.4.1 Challenges that hinder collaborative practices

The participants identified the challenges that hinder collaborative practices within the rural school context during the FGDs and in their reflective journals. Parents responded as follows:

“...abantwana bahlala njenge zintandane. Akula bazali lapha emakhaya lapha kuhlala izisebenzi kuphela” [“...learners stay like orphans, there are no parents. Homes are taken care of by house maids ...” (Siwela); *“...kodwa lathi esikhona emakhaya kasilandaba lemfundo yabantwa bethu. Mina ngihlala ngibona abantwana behamba ... kodwa angikaze ngibone umzali oyedwa esiza khonapha esikolo Mina kunje ngize lapho ngenxa kaLunga”* [“...but even those of us who stay at home don’t care about the education of our children. I always see learners walking ...but I have never seen a parent coming to school Even myself I am here because of Mr Lunga (the researcher)”] (MaDliwayo); and *“Yikusela imfundo okwenza abantu bengasebenzi*

ndawonye” [*“Lack of education causes people not to work together”*]
(MaNdlela).

Siwela used the words, “...*bahlala njenge zintandane*”, meaning children with no one to care for them. While agreeing that absent parents are a problem, MaDliwayo noted, “...*kodwa lathi esikhona emakhaya kasilandaba lemfundo...*” [*“...even those of us who stay at home don’t care about education...”*] This suggests that parents have a negative attitude towards education. She added, “...*mina kunje ngize lapho ngenxa kaLunga.*” [*“...Even myself I am here because of Mr Lunga”*], demonstrating that she was also not involved in the activities of the school. In the same vein, the headman (Sondlo) commented emotionally:

“Lunga! ...ngeke bahlanganyele ezinto zokufundisa abantwana ngeke Lunga ngeke! Kumele kube ngendlela yokutshintsha imindset first” [*“Lunga! ...they will never be involved in any matter to do with their children’s education, never! There must be a way to change the mind-set first”*].

This points to the challenge of changing community members’ attitudes towards education, something the headman obviously regards as a hard nut to crack.

The teachers’ views were expressed in their reflective journals and included the following:

“I am not very sure what exactly hinders collaborative practices. Maybe what I can say is that most learners stay with grandparents or house maids, so those people don’t care about education” (Mafa); *“Some of the teachers lack knowledge ...so obviously I wouldn’t want the parent to come because I won’t have much to tell him/her. Secondly, people in this community do not have passion for education to be honest”* (Masango); and *“Sometimes parents do not want to be embarrassed because of their children’s behaviour so they opt not to come to school”* (Matsu).

Mafa concurred with the parents and the headman that parents’ attitudes hinder collaborative practices. On the other hand, while Masango noted that community members are not interested in education, he added that a teacher that lacks knowledge would not be likely to encourage parental involvement, *“because I won’t*

have much to tell him/her.” This suggests that teachers’ competencies play a role in involving parents in school matters.

A learner (Jane) commented with tears in her eyes:

“Abanye ayisikho ukuthi kabala ndaba but kuyabe kungela muntu omdala ekhaya ...” [“Some of our parents, it’s not that they don’t care, but some homes have no parents.”].

I discovered that she had lost both her parents, who I was told were very passionate about education.

Parents’ lack of involvement was thus due to either not living with their children or having a negative attitude towards education. This hindered collaborative practices. The lack of qualified teachers was also identified as a hindrance to collaboration. With this in mind, approaches to mitigate these challenges are detailed in the following subsection.

5.4.2 Approaches to mitigate the challenges that hinder collaboration

Having identified that challenges that hinder collaboration, the research team went on to discuss possible approaches to mitigate such challenges. The two main proposals were parental involvement and teacher capacity development.

5.4.2.1 Parental involvement

Parental involvement was cited by most of the participants as the foundation for collaboration in a school and they suggested ways to encourage such involvement. The pastor felt that, *“the first port of call is to make sure that parents are involved in all school activities so that they are aware of the challenges that the school is facing”*. His reference to *“the first port of call...”* suggests that, prior to adopting a collaborative framework, parents need to be involved in their children’s education. On the same note, parents stated that:

“...kumele kubelendlela yokuthi abazali bafinyelele esikolweni kuqala”, “... abazali basegoli kumele batshiyele umlandu komunye umuntu omdala ukuthi amkhangelele abantwana” [“...first we need to find ways to encourage parents to be involved in school activities”, “...parents that are in South Africa can nominate elders to take care of their children ...”].

One went on to suggest that dramatic performances could be staged to enlighten parents on the need for them to be involved. Furthermore, MaMathe advised parents working outside the country to nominate elders to represent them. This thoughtful response demonstrates the participants’ commitment to address the issue under study.

The headman Sondlo was of the view that:

“...yikubambana, so ukuze sibambane kudingakala indlela enhle ezasetshenziswa ukukhuthaza abantu ukuze babone indingeko yokuhlanganyela njengabazali.” [“... for us to be united, a good approach should be used to encourage people to see the need for them to be involved as parents”].

Learners noted the following in their reflective journals:

“Nxa umphathi angakhulumisana labaphathi bezigaba ukuthi bakhuthaze abazali ukuthi baphatheke ihlelweni zesikolo kungaceda ukudonsa labanye abangela bantwana basongele” [“The school head should talk to the village heads so that they encourage parents to be involved in school programmes” (Mercy), and “Njengezimuli abantu kumele bakhulumisa behlela ukuthi izimuli lezo ezingela bazali abakhona zibelomuntu omdala ozabe ekhangele abantwana” [“As families, people should sit down and plan so that child headed families have an elder to stay with the children”] (Senzo).

The teachers had this to say:

“Parents have a great influence on collaboration. Parental involvement is very critical in initiating collaboration ...So I think if parents can be fully involved in the learning of the learners, it will be easy for different stakeholders to collaborate” (Mafa), and “Some parents are involved as they participate by

assisting their children to do homework. However, I feel there is a need for them to take part in addressing the way their children behave” (Masango).

The teachers, learners and the headman thus acknowledged that parental involvement is essential to mitigate the challenges that hinder collaborative practices.

5.4.2.2 Teacher capacity development

There is a need for capacity development among teachers in rural school contexts. The participants noted that teachers’ skills need to be upgraded to cope with the new curriculum in Zimbabwe. The terms used in this regard included “*non-traditional methods*”, “*teacher-centred approaches*” and “*meaningful teaching*”.

The teachers recorded the following in their reflective journals:

“Teachers need to use non-traditional methods of teaching that generate interest among learners. In trying to move from teacher-centred approaches to learner-centred approaches, teachers find it difficult to adapt and adopt the right methods to implement meaningful teaching and learning” (Mafa), and “Curriculum is not integrative enough and not all teachers have enough skills to handle every type of student. The curriculum is designed with the average learner in mind and not the unique” (Matsu).

These responses suggest that teachers lack the specific skills required to teach the new learning areas in the current curriculum. There is thus a need for capacity development.

Parents commented:

“Lapha esikolo kudingakala ababalisi bafundise izifundo abazifundelayo. Kumbe uhulumende abahambise bayefunda ukuze benelise ukufundisa kuhle phela ukufunda akupheli” [“There is a need for teachers at this school to teach the subjects they were trained for. Or they should go and learn so that they learn how to teach those subjects. Learning does not end”] (MaDliwayo), and “Khathesi kulesisekelo esitsha lesi esabuyayo so ababalisi sebephongokufundisa okunye abangakwaziyo. Qiniso kumele bahambe

besiyafunda.” [“These days there is a new curriculum and teachers are teaching subjects they are not sure of. Honestly, they should go and learn those subjects”] (MaMathe).

This reiterates the need for teacher capacity development.

The learners responded:

“Abanye ababalisi sebesifundisa amasubjects angayisiwo abo uyabona ukuthi uyabe engela sure ngalokho akufindisayo. So kumele bayenze njengabanye abafungayo njengabo Mr Tshelela” [“When some teachers teach, you can easily see that they are not sure of what they are teaching. So they should go to school like what Mr Tshelela is doing”].

The suggestion that some teachers are not confident about what they teach in class is of great concern. The learner goes on to suggest that, “...they should go to school ...” highlighting the need for teacher capacity development. In turn, this would promote collaborative practices.

In summary, the participants agreed that parental involvement and teacher capacity development are essential to enable a collaborative framework to be adopted to enhance sustainable learning among learners with disruptive behaviour in a rural school context. The following sub-section presents the participants’ responses on how learners with disruptive behaviour can move from oppression to sustainable learning.

5.5 SHIFTING FROM OPPRESSION TO SUSTAINABLE LEARNING AMONG LEARNERS WITH DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL CONTEXT

Disruptive behaviour has been a cause of oppression among learners in a rural school context. The study participants proposed measures that could be adopted to enhance sustainable learning in this context.

5.5.1 Clubs as a strategy to enhance sustainable learning

Teachers suggested in the FGDs that clubs could be utilised to address disruptive behaviour. In this regard, they used terms like “*foster discipline*” and “*redirect*”:

“We can make use of clubs as a strategy We once had the junior call (where members from Zimbabwe Republic Police call all the youth in school and teaching them how they should behave both at school and in the community)... learners would learn to obey. The junior call can also be used to foster discipline.” (Mafa).

The parents concurred: “*Kuqakathekile ukuthi sibe lama clubs esidayenza ndawonye labantwana ...*” [“*It is important that we have some clubs that we do together with the learners*”]. Mercy (a learner) wrote in her reflective journal, “*Ukuthi ababalisi bakhombisele abafundi kokunye kuqakathekile ikakhulu kumele bananzelele ukuthi yena ugood kukuphi...*” [“*It is important that teachers redirect the disruptive learner to other things that he is interested in ...*”]

Interestingly, a parent noted that different stakeholders could be involved in clubs: “*...sibe lama clubs esidayenza ndawonye labantwana lababalisi esikolweni...*” [“*...it is important that we have some clubs that we do together with the learners and the teacher at school...*”]. Mercy suggested redirecting disruptive learners’ attention to things they are interested in as a strategy to handle learners with disruptive behaviour in a rural school context. Both strategies would encourage learners to focus on their education, enhancing sustainable learning. Moreover, clubs could be used as a proactive strategy to identify learners’ needs and goals.

5.5.2 Identifying learners’ interests as a strategy to enhance sustainable learning

The participants acknowledged the importance of identifying learners’ interests and treating them with respect in order to address disruptive behaviour and enhance sustainable learning in a rural school context. A parent noted, “*Njengabazali lababalisi kuqakathekile ukuthi sinanzelele izinto ezithandwa ngabantwana ...*” [“*As parents and*

teachers it is important that we identify the interests of our children...”] (Mr Mave).

Similarly, a learner commented:

“Thina njengabafundi silezinto esizifisayo ezimpilweni kodwa amateachers abasibuzi ... kuyasibisela emuvaso if bengafaka abantwana kumaclases belandela amainterest kungasiza khakhulu” [“As learners we have our own ambitions, but teachers just put us in classes without consulting us ... if they put us in classes based on our interests, this could be of great assistance”] (Jabulani).

The parents express their willingness to work collaboratively with the teachers to identify and recognise the learners’ interests. For their part, the learners noted that if their interests are not considered, it is likely that they will drop out of school. The way they described the problem suggested that it is painful to them when their interests are not considered: *“Thina njengabafundi silezinto esizifisayo ezimpilweni kodwa amateachers abasibuzi...”* [“As learners we have our own ambitions, but teachers just put us in classes without consulting us...”]. The pastor also observed that, *“it is important to know what the learners want so that we can assist them to achieve their goals.”* This remark suggests that considering learners’ interests would enhance sustainable learning. However, one teacher (Mafa) expressed a different opinion: *“...it is good to identify the learner’s interests, but dangerous to consider as a teacher because some learners have very wild interests”*

This teacher highlighted that some learners’ interests can be disruptive; hence, the need to closely analyse such interests before accommodating them.

5.5.3 Establishing good relationships as a strategy to enhance sustainable learning

Good relationships between teachers, parents and learners could also enhance sustainable learning among learners with disruptive behaviour. Terms used in this regard included *“befriending”* and *“them against us”*. Parents suggested that teachers should befriend learners with disruptive behaviour so that they become easier to control:

“Ukubumba ubungane labafundi kungancedisa ekwehliseni ukungezwa kwabantwana ...kwenza ababalisi babelamathuba okubuza inhlupho

zabantwana” [“Befriending the child can also help in reducing disruptive behaviour ... it gives teachers an opportunity to identify the problems faced by the learner at school”].

The teachers recoded the following in their reflective journals:

“Good teacher/parent-learner relations are very important because they ensure cooperation for resource mobilisation and use, and help with motivation and curbing of indiscipline” (Svondo), “It breaks down ‘them against us’ attitudes among the three parties involved...” (Matsu), and “...it improves participation of all the people in learning activities. A strong bond can be created amongst all the parties...” (Mafa).

The teachers believed that good relationships lead to collaboration among stakeholders. They used the following phrases: *“...ensure cooperation for resource mobilisation...”, “...it improves participation of all the people...”, and “It breaks down ‘them against us’ attitudes among the three parties involved”*. The responses on this issue also revealed that teachers, parents and learners do not trust one another; hence the reference to *“them against us attitudes”*. However, a learner expressed a different viewpoint:

“Ukuba lobudlelwano lababalisi kungabangela amaproblems okungezwa cause abanye ababalisi abenzi kuhle so abafundi bengacina belungisela okubi” [“Having a good relationship with teachers may cause some serious problems because some teachers have bad behaviour which is copied by the learners”].

This highlights that teachers’ behaviour is cause for concern. It is therefore important that teachers become good role models for learners. However, befriending learners might not be an effective strategy as some teachers might not be firm enough to control learners who are their friends.

The headman Sondlo said, *“Yee, ababalisi labazali kufanele babelobudlelwano obuhle ...” [“Yes, the teachers and parents should have a good relationship ...”]*. He felt that this would assist in controlling learners as it would prevent them from taking advantage of differences between their parents and their teachers. Drawing on level two of CDA

(discursive practice), there is consistency between the teachers' reflections (*"it breaks down 'them against us' attitudes..."*) and the headman's statement.

5.5.4 Respecting learners

The research team also considered the strategy of respecting learners' dignity in an endeavour to enhance sustainable learning among all learners, including those with disruptive behaviour. All three groups of participants agreed that learners need to be accorded respect. They noted that this would assist in *"motivating learners"*, *"build relationships"*, encourage them to *"act positively"* and make them *"feel honoured"*.

Teachers responded as follows:

"Giving respect to the learners is a very important way of motivating learners ..." (Masango), *"Learners will feel they are part of the broad school family and hence will make effort to act positively towards school work. ..."* (Mafa), and *"Treating learners with dignity and respect avoids embarrassing learners ...and builds relationships with them..."* (Matsu).

In endorsing that learners should be treated with respect, the teachers used terms like, *"...motivating learners..."*, *"act positively towards school work."* *"...behave well so that they don't disappoint"*.

Parent expressed the following opinions:

"Umntwana engahlonitshwa aphiwe ithuba lokuthi laye atsho akucabangayo uyazizwa engumuntu ebantwini ... lokhu kwenza kubelula emzalini ukuthi abakwazi ukuthi okufunwa ngumntwana yikuphi" [*"If the learner is respected and given the chance to express his or her views, he or she feels honoured ...this can make it easy for the parent to know what the child likes"*] (MaMathe), and *"Umntwana laye ulelungelo lokuhlonitshwa yikho nxa singahlonipha imicijo asitshela yona kungancedisa ..."* [*"A child has the right to be respected, so if we can respect his or her opinion it can help ..."*] (MaNdlela).

Based on these responses, it seems that some children are not given a chance to express their views to family members. However, another parent (MaNdlela) warned, *"Kodwa lokhu kumele kwenziwe ngokunanzelela ukuthi engalahleki umntwana"* [*"This*

should be done with caution so that the child is not misled”]. This suggests that there is need for people to work together to monitor the learner in order to ensure that he/she does not go astray.

5.5.5 Identifying learners’ learning goals

Teachers and parents need to be aware of learners’ learning goals in order to enhance sustainable learning among all learners, including those with disruptive behaviour. The teachers indicated in the FGDs that, *“This enables proper guidance and counselling strategies to be formulated and ensures that the learner is focused at all times... it enhances specialisation in certain fields”*

However, a parent stated that:

“Lanxa kuqakathekile ukukwazi injonjo yomntwana ukwenzela ukuthi ancediswe ukuphumelelisa injongo yakhe, kodwa abethu laba angiboni besiba lenjongo enhle sibili ngaphandle kokuya eGoli.” [“Although it is important to know the learning goals of the child so that you assist him to achieve them, I don’t see our children having any goals other than going to South Africa ...”].

The teachers’ views highlight that identifying a learner’s learning goals enhances sustainable learning as, *“it ensures that the learner is focused all the times”*, and *“enhances specialisation ...”* The parent’s comment, *“...angiboni besiba lenjongo enhle sibili ngaphandle kokuya eGoli”* [“...I don’t see our children having any goals other than going to South Africa.”] suggests that the goals of children in rural school communities in Zimbabwe centre on moving to South Africa rather than on education. This is cause for great concern and needs to be addressed using a collaborative approach.

Learners expressed their views on this issue in an FGD: *“...ababalisi labazali bethu badingisise amaambitions ethu ...”* [“...teachers and parents should identify our ambitions ...”]. However, it seemed that they were somewhat uncertain as to whether this would enhance sustainable learning, as they prefaced this with the words, *“Okungasisiza mhawumbe...”* [“Maybe what can assist...”]. Nonetheless, in general, all the participants felt that identifying learners’ learning goals would contribute to

enhancing sustainable learning among learners with disruptive behaviour in a rural school context.

5.5.6 Adopting problem solving methods for sustainable learning

In their reflective journals, the teachers highlighted the need to adopt problem solving methods to enhance sustainable learning for all learners, including those with disruptive behaviour:

“I believe the problem solving method is practically oriented It follows after learning ... and helps to solve existing problems” (Mafa), and *“...problem solving enhances critical thinking because by solving one problem the ability to solve a problem of a different nature is sustained”* (Masango).

These comments suggest that problem solving is a practical approach that equips learners with knowledge and skills that they can apply throughout their lives. Mafa noted that it enables the teacher to *“...follow up after learning...”* while Masango observed that it *“...enhances critical thinking ... the ability to solve a problem of a different nature...”*. Matsu stated that problem solving *“...encourages learners to think independently.”* Problem solving is thus an empowerment strategy because it results in learners becoming independent critical thinkers, which is congruent with the paradigm used in this study.

5.5.7 Guidance and counselling

The comments made by the participants in the FGDs and reflective journals also suggest that guidance and counselling is a preventive strategy that can be utilised to avoid disruptive behaviour in a rural school context. Teachers noted in their reflective journals that guidance and counselling:

“...breaks down barriers to effective self-expression and builds confidence” (Masango), *“...promotes self-examination; it is a non-violent method of achieving desired behaviour ...”* (Svondo), and *“...enables learners to find*

solutions to their own problems rather than them being given the solutions. It can also work in reconstructing the behaviour ...” (Mafa).

During the FGD, the parents agreed that:

“Iyancedisa umntwana ukuthi emkele isimo akiso...njalo iyenza umntwana ananzelele ukuthi akwenzayo akulunganga...” [“Guidance and counselling help a learner to accept the situation he or she lives in... make the learner realise that what he/she is doing is improper ...”].

These comments suggest that guidance and counselling can play an integral part in the education system in general and particularly in a rural school context. It was described as, *“a non-violent method of achieving desired behaviour.”* This phrase clearly indicates that through guidance and counselling, disruptive behaviour can be avoided among learners. Masango stated that, *“It breaks down barriers to effective self-expression...”*, thus enabling learners to express their views, which boosts their self-esteem. Svondo was of the view that guidance and counselling *“...leads learners to self-examination...”* implying that learners reflect on their own behaviour during and after this process. Mafa noted that this enables them to *“...find solutions to their own problems rather than them being given the solutions.”* Guidance and counselling is thus emancipatory in nature.

On the other hand, the views expressed by the parents seem to focus more on what occurs within homes. They used the words, *“...emkele isimo akiso” [“...to accept the situation he or she lives in”].* The participants explained that some learners stay with grandparents and require guidance and counselling. They also believed that disruptive behaviour can be controlled in this way.

Learners noted that, *“Guidance and counselling iyasifundisa sibili indlela okumele siphile ngayo njengabantwana but then lapho ayisentshenziswa vele” [“Guidance and counselling teaches us the way we should behave as learners but it is not used here”].* Their choice of words implies that they would value guidance and counselling, but these services are not provided by the school. In contrast, Senzo asserted:

“Kulabanye abahle bathathe iadvantage yokuthi abatshaywa kumbe ukujeziswa babesebewona ngamandla so mina angiboni engathi ingaletha imfundo elohlolzi” [“Some learners take advantage of the fact that they won’t

be beaten or punished and behave in a disruptive manner, so I think guidance and counselling doesn't enhance sustainable learning”].

This suggests that, while guidance and counselling might help to prevent disruptive behaviour among learners, it should be combined with other methods in order to address its weaknesses.

In summary, the participants identified numerous strategies to enhance sustainable learning for all learners, including those with disruptive behaviour. They also felt that stakeholders within the rural school context should work together to implement such strategies. Given that the data suggested that these preventative strategies were not being used in this rural school, it is argued that they should be implemented.

5.6 UTILISING A COLLABORATIVE FRAMEWORK IN A RURAL SCHOOL CONTEXT

Having demonstrated that there was no collaboration in addressing the challenge of disruptive behaviour, this sub-section examines how a collaborative framework could be used in a rural school context to enhance sustainable learning for learners with disruptive behaviour. The participants discussed and suggested ways in which this could be achieved and their views are presented in the sub-sections below.

5.6.1 The structure of the framework

A collaborative framework should represent all stakeholders within the rural school context. The teachers expressed the following views in the FGDs:

“In order to unite, all the departments or (members) should get together and give each other duties ...” (Svondo), and *“Information could be shared and discussed in their ward meetings through the representatives chosen ...”* (Mafa).

Svondo used the words, *“...all the departments...”* which I understand to mean that some individuals can represent others. Mafa suggested that gatherings such as ward meetings could be used to share ideas regarding the issue of disruptive behaviour. He also said that this could occur, *“...through the representatives chosen”*. In other words, committee members could attend such gatherings and provide feedback.

The parents expressed similar views:

“Kunzima ukuthi sibize abantu bonke besuka ezigabeni ezidlula 7 babuthane ndawonye. Abantu banzima ukuqoqa but ngokucabanga kulula ukubafaka kumacommittee ngezigaba zabo benze imihlangano yabo” [“It’s so difficult for us to call all the people of more than seven villages together. Physical unity is difficult but ideological unity is possible through the formation of committees in their communities and they hold meetings”], (MaDliwayo), and “Nxa singakwenza ngamaqembu ezigabeni sibe sesihlanga ngawonye, laphoke singakhetha abantu abazamela amavillages ethu kuward” [“If we do it in groups, maybe in villages, then we have to bring them together. We can pick people from villages to come up with a committee which represents the ward.”] (MaNdlela).

The parents used the words “us” and “we”, and it is not clear who they are referring to. This could mean all parents or the parent participants, or they may be referring to the research team. Based on the discussions and the nature of the study, my understanding is that, they refer to all those within the rural school community. All the participants agreed that learners, teachers, the health and police departments, business people, psychologists, parents, church leaders and traditional leaders should be represented in such committees.

5.6.2 Conditions for a beneficial framework

For a collaborative framework to add value in the rural school context, it should benefit the school, learners, parents and the community as a whole. The participants thus suggested the conditions that need to be met for a sound and beneficial framework. The teachers expressed the following views:

“I think it can assist in the sense that the learner belongs to the school and the community, so by working together there is strong communication amongst parents, local leadership and teachers” (Masango), and “...different stakeholders present different ideas about the community and the learners. What it means kuyabe sokulokuhlanganela kwama parents, teachers and even the learners with other stakeholders...” (Mafa).

The parents observed:

“Ukusebengela ndawonye kumele yenze abantu esigabeni babemunye ekwenzeni izinto zonke idevelopment ibisiba lula, lokulondoloza isimo sesikolo sibasihle kakhulu” [“A collaborative framework should make people be in accord in everything they do. Hence, development becomes easy and a good school culture is created”].

These comments suggest that a collaborative framework offers benefits which promote sustainable learning. Masango mentioned that it would foster proper communication among all concerned members within the school and the community. Mafa observed that, *“...kuyabe sokulokuhlanganela...”* [*“...there will be partnerships...”*], while parents said, *“...yenze abantu esigabeni babemunye ekwenzeni...”* [*“...make people to be in accord...”*]. The pastor agreed: *“Yes it can assist because the root causes of disruptive behaviour are the home, school and the community, so addressing the issue together is of great assistance.”*

5.6.3 Transformative action

In order to reap the benefits of a collaborative framework within a rural school context, it is imperative that action that can transform learners, parents, teachers and the school community at large is put in place. The headman, Sondlo observed:

“Lezinsuku umuntu ongelala mfundo ulahlekile, so ngifisa ukuthi siqale ngokuba lamacommittees amaleaders babesebeqoqa abazali ezigabeni zabo” [*“Nowadays a person who has no education is lost. We should start with committees for the leaders which will discuss the issue, then mobilise the parents in their villages.”*]

The teachers stated that:

“Working together helps learning since the school and the community are one society ... so if we can have groups in the villages to look at children who behave in the manner that disrupts learning....”

The parents concurred:

“Impendulo yikuthi thina sonke ngengabazali, babalisi, amantwana labaphathi bezigaba sibelenjongo inye yokuguqula umntwana” [“So, the answer is all of us as the parents, teachers, children and traditional leaders should have the same objective of reforming the child”] (MaDliwayo), and “...kumele kube lamaworksops” [“...we should have workshops ...”] (MaNdlela).

Thus, all the participants agreed that committees should be formed to look into the issue of learners with disruptive behaviour. Sondlo said, *“...ngifisa ukuthi siqale ngokuba lamacommittees ...babesebeqoqa abazali ezigabeni zabo.” [“...I wish we could start with committees ... then mobilise the parents in their villages”].* MaDliwayo used the words, *“...sonke ...sibelenjongo inye yokuguqula umntwana” [“...all...should have the same objective of reforming the child”].* On the same note, teachers stated, *“Let the school and the community be one society...”* Furthermore, Svondo advocated that the school and the community should come up with an action plan that can be followed by every member, while Matsu suggested workshops and outreach programmes to educate people on the need for a collaborative framework.

In summary, this sub-section set out suggestions for the structure and composition of a collaborative framework that would benefit learners, parents, the school and the community at large by addressing the issue of disruptive behaviour among learners. It was also noted that action is required to change the prevailing situation in this rural school context and the research team proposed a plan for the utilisation of a collaborative framework to enhance sustainable learning among all learners, including those with disruptive behaviour in a rural school context.

5.7 CHAPTER SUMMARY

This chapter presented, analysed and interpreted the data generated in the field by means of FGDs, reflective journals and document analysis. The presentation of the participants' views followed the themes and sub-themes that emerged during data analysis. The first theme was analysing the current situation with regard to collaborative frameworks, disruptive behaviour and sustainable learning and the causes and effects of disruptive behaviour in a rural school context. The second theme

focused on the challenges that hinder collaborative practices to enhance sustainable learning among learners with disruptive behaviour in rural school context and strategies that could be adopted to mitigate such challenges. Shifting from oppression to sustainable learning for learners with disruptive behaviour in a rural school context was the third theme and the participants discussed measures that could be adopted to achieve this objective. The fourth and final theme was utilising a collaborative framework in a rural school context. It included three subthemes, namely, the structure of the framework, conditions for a beneficial framework and transformative action.

The following chapter discusses the research findings.

CHAPTER SIX

DISCUSSION OF THE FINDINGS ON A COLLABORATIVE FRAMEWORK FOR ENHANCING SUSTAINABLE LEARNING FOR LEARNERS WITH DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL CONTEXT

6.1 INTRODUCTION

The previous chapter presented, analysed and interpreted the data in line with the themes that emerged. This chapter discusses the findings drawing on the characteristics of CER, the literature, the theoretical framework and the methodology employed to conduct this study.

6.2 OBJECTIVES RESTATED

The study's objectives were:

6.2.1 Main objective

To propose how sustainable learning can be enhanced by utilising a collaborative framework in a rural school context.

6.2.2 Sub-objectives

1. To explore the current situation with regard to collaborative frameworks and sustainable learning for learners with disruptive behaviour in a rural school context.
2. To establish ways to mitigate challenges (if any) that hinder collaborative practices for enhancing sustainable learning among learners with disruptive behaviour in a rural school context.
3. To identify strategies that rural school communities can utilise to enhance sustainable learning for learners with disruptive behaviour.
4. To propose a collaborative framework to enhance sustainable learning for learner with disruptive behaviour in a rural school context.

6.3 THERE IS LIMITED COLLABORATION IN AN EFFORT TO DEAL WITH PREVAILING DISRUPTIVE LEARNER BEHAVIOUR IN A RURAL SCHOOL CONTEXT

The findings point to misconceptions among the participants regarding the concept of a collaborative framework. Based on the data presented in the previous chapter, they understood such a framework as working in groups (see sub-section 5.3.1.1). This conception is inconsistent with the literature. For example, Alberta Education (2012) and Venables et al. (2014) define a collaborative framework as a process where people work together to accomplish a common goal (see sub-section 1.10.4). Such a framework creates a platform for different people to engage in dialogue which leads to empowerment and emancipation of the oppressed. In this study the CER paradigm was used to understand this concept (see sub-section 4.2). Mthiyane (2015) and Ramirez et al. (2013) note that, CER focuses on social change that aims to emancipate and transform society through PAR and critical theories. The concept of CC was therefore employed as the conceptual framework for this study.

6.3.1 Misconceptions of collaborative frameworks in a rural school context

While the literature maintains that close ties between the school and the community are crucial in facilitating sustainable learning (Somerville, 2012), the data presented in sub-section 5.3.1.3 showed that parents' involvement in the school is limited to payment of school levies and sometimes providing exercise books. Dooner et al. (2008) notes that stakeholders should take collective responsibility for nurturing behavioural norms that enhance learning. The findings revealed a lack of common purpose among stakeholders at this rural school, which runs contrary to the values of Ubuntu (see sub-section 2.3.2.2 in chapter two). Mugumbate and Nyanguru (2013), Mangena (2014) and Owakah (2012) maintain that community members should find ways to work together so as to achieve their desired goals. In arguing for a collaborative framework to be utilised to emancipate, empower and transform parents, teachers and all learners, including those with disruptive behaviour in a rural school context, integration of the theory of Ubuntu and the concept of CC concept was very useful, as Diemer et al. (2015), Luter et al. (2017), Shin et al. (2016) and McWhirter

and McWhirter (2016) observe that people need to collaborate in order to developing CC (see sub-section 2.4.4).

Moreover, Dolamo (2013) and Lutz (2008) state that African people collectively shoulder responsibility for their community, which promotes the notion of collaboration. However, the study's findings revealed that only teachers addressed the challenge of disruptive behaviour in the rural school. This contrasts with the literature (see sub-section 3.2.1.1.2 in chapter three). Etange (2014) proposes that stakeholders need to work together to resolve the challenges faced by schools in handling disruptive behaviour among learners. However, the participants were worried about this situation, which resonates with the conceptual framework presented in chapter two (sub-section 2.4.3) that proposes that critical thinking enables people to apply their knowledge to challenge oppression (Diemer et al., 2014; Shin et al., 2016). Thus, involving different participants in the study facilitated critical thinking.

The NECT (2013) identifies community and parental involvement as one of the six key pillars for a successful collaborative framework. In the context of this study, such involvement could promote transformation of learners, teachers, parents and other stakeholders and hence enhance sustainable learning among all learners, including those with disruptive behaviour. The participants showed their willingness to utilise a collaborative framework to achieve this objective.

6.3.2 The nature of disruptive behaviour

All the participants defined disruptive behaviour in the rural school context as behaviour that disturbs a smooth learning process. This is consistent with the literature (see sub-section 1.10.1 in chapter one). Kerr and Nelson (2010) and Bulotsky-Shearer et al. (2011) describe disruptive behaviour as behaviour that does not allow effective teaching and learning to take place in the classroom. In the same vein, it is defined as a barrier that hinders effective teaching and learning (Seidman, 2012; Douglas et al.,

2016) (sub-section 3.2.1.2 in chapter three). Moreover, as noted in sub-section 3.2.1.2.1, disruptive behaviour is an impediment to sustainable learning.

The findings revealed the different types of disruptive behaviour that existed in the rural school context (see sub-section 5.3.1.4.2 in chapter 5). In many respects, these are different from those identified in other countries. For example, in the US, ODD, CD and ADHD are common (Metzger & Riepe, 2013). Turro et al. (2014) found that disruptive behaviour among learners in India included violation of classroom rules, truancy, blaming others for irresponsible behaviour and destruction of property. Some of the types of behaviour identified in the current study were similar to those noted in India.

The African and local (Zimbabwean) literature identifies fighting, disrespect towards teachers, bullying, stealing, using bad language, disrupting classroom activities and vandalism as common forms of disruptive behaviour among learners (Sun & Shek, 2012; Marais & Meier, 2010; Banda & Mweemba, 2016; Gadyanga et al., 2013; Manguwo, Whitney & Chareka, 2011). Thus, while such behaviour is a global phenomenon, the types depend on the context. With this in mind, the research team agreed on the need to identify the social reality within the context of the study using the principles of PAR and hence utilise a collaborative framework to find solutions.

6.3.3 Disruptive behaviour as a socially constructed phenomenon

Disruptive behaviour is caused by a number of factors. The data presented in the previous chapter in subsection 5.3.1.4.3 revealed that, the causes of such behaviour range from home factors, to school and community factors (Gutuza & Mapolisa, 2015; Ghazi et al., 2013; Ngwokabueni, 2015). The literature also notes that home factors play a role in determining learners' behaviour (see sub-section 3.2.1.2.2 in chapter three). Marais and Meier (2010) stress that factors within learners' social systems directly influence them.

The study established that one of the main causes of disruptive behaviour is the fact that the children live alone and thus lack parental guidance. The literature confirms this finding (see sub-section 3.2.1.2.2 in chapter three). Gutuza and Mapolisa (2015) observe that, when parents fail to fulfil their responsibility to spend time with their children and morally nurture them, children are prone to disruptive behaviour. Children living alone also runs contrary to the values of Ubuntu (see sub-section 2.3.3). Children and other members of society are interdependent and change is possible if everyone works together (Jolley, 2011; Mji et al., 2011). Garcia and Santiago (2017) and Bruce and David (2011) add that when parents give their children too much freedom, this can result in unruly and anti-social behaviour.

The participants also concurred that school factors contribute to disruptive behaviour among learners within the rural school context. This is consistent with the literature (see chapter three sub-section 3.2.1.2.2). Belle (2017) explains that school factors influence the behaviour of learners since this environment is a natural setting for them. Characteristics of a school that can cause disruptive behaviour include overcrowded classrooms, harsh disciplinary measures, student disaffection, ineffective leadership by the principal, poor supervision, a lack of communication and interpersonal skills, a focus on teacher-centred methods and a lack of extracurricular and sporting activities. Alienation from friends and teachers, banning or excessive use of corporal punishment and lack of support for learners with academic and behavioural problems are additional factors (Azad & Gracery, 2013; Gutuza & Mapolisa, 2015; Belle, 2017). The Government of Zimbabwe (2013) notes that corporal punishment is a violation of children's rights.

The semi-transitive level of CC (see chapter two sub-section 2.4.2.2) is characterised by people's inability to address problems that lie outside the scope of their biological needs (Freire, 1973). This means that it is difficult for the learners to avoid disruptive behaviour which is caused by the school factors unless there is collaboration in addressing the challenges. In support of this, Luta (2008) notes that, the values of Ubuntu are not individualistic in nature. Thus, the research team recognised that no

individual can solve his or her problems alone and that there is a need to work together to transform learners so as to achieve sustainable learning.

The study also established that community factors affect the behaviour of learners in a rural school context. There is consistent with the existing literature. Kiprop (2012) notes that cultural practices can contribute to disruptive behaviour among learners, while Ndondo and Mhlanga (2014) state that socialisation moulds people to become human beings (see chapter two sub-section 2.3.2). The participants indicated that learners travel very long distances to school. Miles (2015) notes that this can contribute to disruptive behaviour.

The participants noted that disruptive behaviour has adverse effects on teaching and learning and that it causes teachers to develop negative attitudes towards such learners. The literature (see chapter three sub-section 3.2.2.1) confirms this observation and notes that teachers perceive disruptive behaviour as a sign that learners look down on them (Awang et al., 2013; Coffey & Horner, 2012). When teachers feel that disobedience is deliberate or premeditated by learners who do not appreciate the value of education, sustainable learning is undermined (Katane, 2013). Furthermore, disruptive behaviour affects other learners' learning and wastes time that the teacher could spend teaching. It thus negatively impacts teachers, parents and learners (Habibi et al., 2015). Lack of collaboration can lead to misunderstandings between parents and teachers that discourage parents from getting involved in their children's learning. Given the abovementioned findings, the participants agreed on the need for a collaborative framework to be utilised in order to enhance sustainable learning among all learners, including those with disruptive behaviour, in the rural school context.

6.4 CHALLENGES THAT HINDER COLLABORATIVE PRACTICES AND HOW THESE COULD BE MITIGATED

The study participants identified the challenges that hinder collaborative practices to enhance sustainable learning in the rural school context and also discussed strategies to address these challenges.

As noted in chapter five (sub-section 5.3.2.1), the participants cited lack of parental involvement as a major challenge in this regard. The literature confirms that community members in rural areas tend to shy away from involvement in their children's education (Berger, 2007; Gu, 2008). It was noted that, in Matabeleland South where the study was conducted, parents did not participate in school activities, including meetings (Muchuchuti, 2014). This perpetuates learner oppression as they do not receive a proper education. Mthiyane (2015) and Freire (1998) note that CC seeks to free people from coercion and subordination and promotes the liberation of marginalised members of society (see sub-section 2.4.3). Thus, parents need to be empowered so that they appreciate the need to be involved in their children's learning in order to change the situation for the better.

The lack of properly qualified teachers was also identified as a major stumbling block to collaboration. While the teachers at the school were college and university graduates, it was noted that they taught subjects that they were not trained to teach. The literature (see chapter three sub-section 3.2.2.3) observes that, some teachers do not support students to make sense of what has happened and how they can manage a situation (Moyes et al., 2015). This could be due to teachers' lack of knowledge on how to teach certain subjects and deal with disruptive behaviour.

The participants identified the following strategies to mitigate the challenges that hinder collaborative practices in the rural school context and hence enhancing sustainable learning:

6.4.1 Solidarity as a strategy to enhance sustainable learning

The participants proposed that the school and the community should work as a single entity to promote sustainable learning within the rural school context. Lutz (2008)

observes that Ubuntu underscores the need to connect people through practices and attitudes that benefit everyone in society (see chapter two sub-section 2.3). Furthermore, Levine and Maryam (2004) and Freire (2000) explain that CC enables in-depth understanding of education, resulting in liberation from oppression (see chapter two sub-section 2.4.1). Thus, parents, teachers, all learners, including those with disruptive behaviour, and other stakeholders need to be empowered to change the way in which they perceive disruptive behaviour (Mathegka, 2016). Furthermore, as noted in chapter three, links between parents and educational institutions improve scholastic achievement (Mathegka 2016; Chowa et al., 2012; Topor et al., 2010). The participants emphasised that the school should play a leading role in making parents aware of the need for them to work together. The use of a PAR design (see sub-section 4.3.3) was crucial in reaching this conclusion. MacDonald (2012) and Mencke (2013) highlight that PAR emphasises collective research and production and diffusion of new knowledge through accessible communication.

6.4.2 Teacher capacity development for sustainable learning

Teacher capacity development should not be limited to those attending teacher training programmes but should extend to in-service training. The participants were of the view that teacher capacity development is required in order to ensure that collaboration becomes a fundamental activity in a rural school. The discussion on pedagogical challenges in chapter three (sub-section 3.2.2.2) noted that teachers have an obligation to plan and identify suitable approaches to deliver every section of the curriculum (Joseph, 2013; Capelo, Santos & Pedrosa, 2014). The education system in Zimbabwe is undergoing rapid change, creating pedagogical gaps amongst teachers. There is thus a need to conduct research on appropriate policies and curricula that will promote education for sustainable development (ESD) (Maduewesi & Ezeoba, 2010). According to the Zimbabwean MoPSE (2015), the updated curriculum highlights the need to impart skills to learners that they can use to improve their lives. Teachers need to be capacitated to fulfil this important responsibility.

The participants also noted that staff shortages have resulted in some teachers teaching subjects they were not trained in. The literature (see chapter three sub-section 3.2.2.1) confirms that teacher shortages contribute to unsustainable learning among learners with disruptive behaviour in many countries (Lane et al., 2012; Miles, 2013; Capelo et al., 2014; Katane, 2013). Finally, the literature observes that teachers are generally not well-versed in how to deal with bad behaviour among learners and that such learners are either removed from class or expelled (Chikwature et al., 2016). Marcelo and Gabriel (2009) and Noguera et al. (2013) state that teachers need to be trained to deal constructively with learners who misbehave. Miles (2015) asserts that when teachers lack sound pedagogical approaches, learners do not grasp lessons and become disinterested in learning. Furthermore, they do not develop the problem-solving skills that would enable them to deal with bad experiences. All these factors highlight the need for teacher capacity development.

In conclusion, the participants agreed that parental involvement and teacher capacity development are primary strategies to mitigate the challenges that hinder collaboration in a rural school context to promote transformation.

6.5 PREVENTIVE STRATEGIES TO ADDRESS DISRUPTIVE BEHAVIOUR AMONG LEARNERS

The data presented in the previous chapter revealed that the needs of learners with disruptive behaviour should be addressed so as to change their situation and thus emancipate them. The research team identified the following preventive strategies that could be adopted to curb disruptive behaviour in a rural school and hence enhance sustainable learning for all learners:

The participants suggested that clubs could be used to redirect learners with disruptive behaviour to abide by the school's code of conduct (see chapter five sub-section 5.3.3.3.2). The literature (sub-section 3.2.3.3) concurs that indiscipline among learners can be curbed through challenging their energy into positive activities (Mathews et al., 2014). The participants added that bringing learners, parents, teachers and other stakeholders together in clubs would improve communication and relationships among

these groups. This is consistent with the characteristics of PAR detailed in chapter four (sub-sections 4.3.3.2.1 to 4.3.3.2.7). Creswell (2012), Lykes et al. (2012), Myende (2014) and Chikoko and Khanare (2012) note that individuation and socialisation shape people and social relationships. This results in critical analysis of a situation and hence, realisation of the need for change. As noted in chapter two (sub-section 2.3.1), no one survives in isolation; each person is part of a community and is dependent on others.

The participants also highlighted the need to identify learners' interests as a preventive strategy to address disruptive behaviour (sub-section 5.3.3.3.2). The literature (see chapter three sub-section 3.2.3.3) confirms the importance of considering learners' interests in order to enhance sustainable learning. Learners should be free to exercise personal choice as denying them the right to do so could negatively affect their behaviour (Coffey & Horner, 2012; Dobson & Tomkinson, 2012). Participatory action research empowers people to discard unproductive and unreasonable social constructions that limit their self-development (Kemmis, 2008; Ozanne & Saatcioglu, 2008). In terms of CC, learners with disruptive behaviour are preoccupied with their own survival and ignore their responsibilities to others (Luter et al., 2017; Freire, 1994). Thus, stakeholders should work collaboratively to ensure that learners' interests are taken into account. The literature highlights that this strategy reduces problem behaviour and encourages participation in more positive activities (Carlson et al., 2008; Lentfer & Franks, 2015). Eliche et al. (2009), Nelson and Lindin (2010) note that Ubuntu highlights the African principles of democracy, humanism, interconnectedness, and participation.

The findings also revealed the need to create good relationships amongst learners, teachers and parents, as this facilitates collaboration (see sub-section 5.3.3.3.3). Hensley et al. (2011) and Lentfer and Franks (2015) note that healthy relationships between teachers, parents and learners enable sustainable learning in educational institutions (sub-section 3.2.3.1.5). This is in line with the concept of CC as it is an interpersonal concept that cannot be established without social interaction with others (Luter et al., 2017; Fuchs, 2015; Keinzler, 2009). Linson (2013), the Institute of

Education Sciences (2012) and Lentfer and Franks (2015) add that this can be accomplished by being sincere, natural, pleasant, approachable and tolerant in one's relationships with others. In the same vein, Ubuntu posits that people are strongly interconnected because they share community responsibilities and socialisation within a culture (sub-section 2.3.2.3 in chapter two) (Owakah, 2012; Mangena, 2015). However, caution should be exercised as overly-friendly relationships with parents, teachers and other stakeholders could increase disruptive behaviour among learners. The literature argues that limits should be set and that they should be applied consistently and fairly. Furthermore, learners should be treated with respect, expectations with regard to their conduct and performance should be clearly communicated and they should be taught critical social skills (Linsin, 2012; 2013; Lentfer & Franks, 2015). It should be noted that respect is a reciprocal concept and should not be a one-sided affair where certain individuals are expected to respect others, but receive no respect in return (Poovan, 2005; Waghid, 2015). This is in line with the CC (see sub-section 2.4.3 in chapter two) and CER (see sub-section 4.2 in chapter four) that challenge domination of one group or individual over others and aim to emancipate, empower and transform the oppressed (Mthiyane, 2015, Myende, 2014; Noel, 2016). In this study, teachers, parents, other stakeholders and all learners, including those with disruptive behaviour, were empowered through the use of PAR as a research design (see sub-section 4.3.3 in chapter four). Goodall and Barnard (2015) note that, in PAR, participants decide on the action required after analysing a situation. I thus respected the research participants' decisions in proposing the action that should be taken to address disruptive behaviour among learners and enhance sustainable learning.

Dignity and unconditional respect regardless of differences between people are the basis of self-worth (Schulman, 2008; Sulmasy, 2008; Van der Graaf & van Delden, 2009). Learners who are treated with respect and dignity are likely to behave well, thereby enhancing sustainable learning. Carozza (2008), Sensen (2009), Baertschi (2014) and Waldron (2013) add that self-respect is related to the concept of self-sufficiency as a person with high levels of self-respect is empowered to take action that improves his/her life.

The research team recommended that teachers, parents and other stakeholders should assist learners to identify and achieve their learning goals (see sub-section 5.3.3.3.5). This would help them to focus on their school work, thereby enhancing sustainable learning in this rural school context. The literature concurs that learners require assistance to identify achievable learning goals (Linson, 2013; Mafa et al., 2013) (see sub-section 3.2.3.1.2 in chapter three).

Hensley et al. (2011) and Lentfer and Franks (2015) note that well-planned lessons can also promote positive behaviour among learners. Having identified learners' learning goals, the teacher should plan the lesson so that it caters for their needs. As noted in chapter three (sub-section 3.2.3.1.3), the teacher should help learners to develop learning goals which are real, attainable, and a source of pride (Hensley et al., 2011; Lentfer & Franks, 2015). This would empower learning so that they transform for the better.

The participants also drew attention to the need for learners to be empowered with problem-solving skills in order to identify the reasons for disruptive behaviour and possible solutions (sub-section 5.3.3.3.6). This enables learners to become independent critical thinkers. Freshwater and Cahill (2013) note that CER aims to empower and transform people through promoting critical thinking and collaborative relationships. As noted in chapter three (sub-section 3.2.3), Dobson and Tomkinson (2012), Maduewesi and Ezeoba (2010) and Mathews et al. (2014) describe the PSA as a non-prescriptive approach that assists the learner to apprehend and manage his or her own behaviour. Problem-solving does not suggest a solution to the learner, but questions him or her in order to trigger critical thinking to find a solution. This is in line with the conceptual framework employed for this study (see sub-section 2.4.3). Awang et al. (2013) observe that identifying a suitable strategy calls for scrutiny of behaviour which can be accomplished by posing a series of precise questions which are emancipatory in nature as they assist in understanding the kind, causes and

consequences of the behaviour. This could address disruptive behaviour and enable learners to focus on learning.

The literature confirms that most teachers spend more time talking to learners than observing them. This results in needy, demanding and dependent learners who expect the teacher to do things that they are able to for themselves (Linsin, 2012; the Institute of Education Sciences, 2012; Lentfer & Franks, 2015). The use of the PSA helps to reduce "dependency syndrome" and to groom learners who can solve their own problems. This is consistent with the research design used in this study (see sub-section 4.3.3.2.4) which aims to help people to free themselves from limitations to their self-development and sovereignty (Kemmis, 2008; Ozanne & Saatcioglu, 2008). It also corresponds with the characteristics of CC which include empowerment, transformative, dialectic of denomination and emancipation (Mthiyane, 2015). I regard the PSA as the bridge between the consciousness levels discussed in chapter two (see sub-sections 2.4.2.1 and 2.4.2.3). It is therefore crucial for enhancing sustainable learning for all learners, including those with disruptive behaviour, in a rural school context.

The data generated by means of FGDs, document analysis and reflective journals and presented in chapter five (sub-section 5.3.3.3.7) revealed that guidance and counselling is important to prevent disruptive behaviour among learners. The literature reviewed in chapter three (sub-section 3.2.4) confirms that guidance and counselling empowers all members of a particular community to work as a team to address problems (Chireshe, 2014a). This view is consistent with the theory of Ubuntu that aims to bring people together (Daniel & Auriac, 2009; Ndondo & Mhlanga, 2014). Guidance and counselling is centred on assisting learners to understand their behaviour and progress (Gudyanga et al., 2015; Chireshe, 2014b). Secondary school learners experience psychological challenges as they try new things (Heyden, 2011; Kundu, 2015; Kochhar, 2013). Nkechi et al. (2016) note that adolescents need guidance and counselling to help them understand their developmental stage and adjust to school life. It helps them to make good decisions, hence reducing disruptive behaviour. Mwape (2015) and Muganga (2014) confirm that guidance and counselling

remove obstacles that inhibit learning and enable learners to take advantage of the opportunities provided by schools.

In summary, the study's findings revealed that there is a need for preventive strategies to curb disruptive behaviour among learners in the rural school context and thus enhance sustainable learning. The following section examines how sustainable learning can be enhanced utilising a collaborative framework in a rural school context.

6.6 JUSTIFICATION OF THE NEED FOR A COLLABORATIVE FRAMEWORK IN A RURAL SCHOOL CONTEXT

This study examined the use of a collaborative framework to enhance sustainable among learners, particularly those with disruptive behaviour, in a rural school context. The literature notes that collaboration of all stakeholders in children's education plays a fundamental role in ensuring meaningful and successful learning (Mathews et al., 2014; Lunenburg, 2010). The findings with regard to this theme are discussed in two sub-themes below.

6.6.1 Mapping a collaborative framework in a rural school context

Drawing from the data presented in chapter five, the findings revealed that a collaborative framework is required to enhance sustainable learning among learners with disruptive behaviour. This view is in line with the primary belief embedded in Ubuntu that human beings are interconnected and share responsibilities in the community (Owakah, 2012; Mangena, 2015). Furthermore, effective collaboration among the child, family members and those outside the family circle is indispensable for emancipation, empowerment and transformation of a learner with disruptive behaviour so that they realise the importance of taking education seriously (Mugumbate & Chereni, 2019). The participants identified representatives within the community that could form teams to ensure that all learners, including those with disruptive behaviour, receive a proper and meaningful education. While the literature notes that many community members in rural contexts do not make connections

between education and changing their lives for the better (Luter et al., 2017; Fuchs 2015), the use of PAR in this study enabled the research participants to appreciate the use of a collaborative framework to enhance sustainable learning among learners with disruptive behaviour. DuFour and Marzano (2011) and Hipp and Huffman (2010) note that partnerships are vital in education as they enable parents and other partners to volunteer to be involved in school activities and programmes, in order to improve the learning and thus the wellbeing of learners. Having acknowledged the need for a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context, the participants identified the features of such a framework; these are discussed below.

6.6.2 Features of a collaborative framework in a rural school context

The features of a collaborative framework identified by the participants responded to the challenges that hinder collaboration within a rural context. They noted that a collaborative framework should benefit all community members (sub-section 5.3.4.2). The literature notes that, such a framework promotes effective communication among the school, parents, learners and other community stakeholders (Bolman & Deal, 2008; DuFour & Marzano, 2011) (sub-section 3.2.5.1). Such communication can go a long way in addressing the issue of disruptive behaviour among learners. This is in line with PAR that is a social process that enables everyone to be heard (Lykes et al., 2012; Bertram & Christiansen, 2014). Effective communication leads to critical thinking that facilitates analysis of a problem and identification of possible solutions.

The participants also noted that a collaborative framework creates partnerships with parents to enhance their children's learning (see sub-section 5.3.4.2). Mathews et al. (2014) highlight that learning is not confined to the classroom; parents' beliefs, expectations and involvement are also influential. The participants noted that parents should be involved in addressing disruptive behaviour among learners since they are aware of the problems confronting their families. This fits with the concept of CC. Dheram (2007) explains that people with semi-transitive consciousness are aware of their problems and can learn to change one thing at a time. However, they are unable

to make connections with the outside world and regard their problems as normal or accidental.

Furthermore, the findings highlighted that the collaborative framework should be all-encompassing and should include the entire community. The literature confirms that including broader community members in a collaborative framework supports a school's endeavours (Mathews et al., 2014; Lunenburg, 2010; Hipp & Huffman, 2010). Ubuntu also stresses that people should identify what they can do to assist others in their family and/or community (Le Grange, 2011; Ndondo & Mhlanga, 2014; Viriri, 2018) (see sub-section 2.3.1). Collaboration brings together different skills and ideas that may assist in enhancing sustainable learning for learners with disruptive behaviour. Mathews et al. (2014), Lunenburg (2010) and Bolman and Deal (2008) note that community members possess knowledge, expertise and viewpoints that can promote learners' wellbeing.

The findings further suggest that a collaborative framework should create a platform where learners, parents and other stakeholders participate in decision making. As noted in chapter two (subsection 2.4.3), CC enables solutions to be identified by promoting critical reflection whereby a person becomes aware of how oppression and inequality are perpetuated and affect his or her life (Brinkman et al., 2011). The literature notes the need for open and transparent communication at all stages of the process (Hipp & Huffman, 2010; Hord & Sommers, 2008; Mathews et al., 2014) (see sub-section 3.2.5.4). Thus, the research participants were encouraged to freely participate throughout the duration of the study.

The data analysis also revealed that the collaborative framework should promote the culture of the school. The literature concurs that such a framework should nurture a culture that respects and values differences and courteous relationships among the school, learners, parents and the school community (Mathews et al., 2014; Lunenburg, 2010; DuFour & Marzano, 2011). I interpreted this to mean that another feature of a collaborative framework is that it should be framed in accordance with school policy.

6.7 CONCLUSIONS

The study raised a number of fundamental issues with regard to collaborative frameworks, sustainable learning and disruptive behaviour. Notably, disruptive behaviour seems to have negative effects on learners, teachers, parents and communities. The most dangerous effect is that it hinders sustainable learning among all learners, especially those with disruptive behaviour in a rural school context. For this reason, a holistic approach should be adopted to emancipate and empower learners, teachers and parents so that they can work together towards enhancing sustainable learning for all learners, including those with disruptive behaviour. Although this study was conducted in Zimbabwe, I argue that a collaborative framework could be used in other African countries and in other parts of the world.

While the study participants identified the need for preventive strategies to address disruptive behaviour among learners and thus enhance sustainable learning, this was not the focus of this study. Further research is thus recommended on such strategies.

Finally, there is a need for support, monitoring and evaluation at all levels of the proposed framework. This would assist in identifying the successes and failures of the framework in emancipating, empowering and transforming all stakeholders and thus enhancing sustainable learning for all learners, including those with disruptive behaviour.

6.8 CHAPTER SUMMARY

This chapter discussed the findings presented in chapter five in relation to the study's objectives. The discussion was based on the data, the methodology adopted, the literature and the theoretical and conceptual frameworks.

The following chapter sets out the proposed framework to enhance sustainable learning among learners with disruptive behaviour in a rural school context.

CHAPTER SEVEN

PROPOSED COLLABORATIVE FRAMEWORK TO ENHANCE SUSTAINABLE LEARNING AMONG LEARNERS WITH DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL CONTEXT

7.1 INTRODUCTION

The previous chapter discussed the study's findings in relation to the literature, the theoretical and conceptual framework and the research methodology. This chapter uses the findings and those from other studies to propose a collaborative framework to enhance sustainable learning among learners with disruptive behaviour in a rural school context. It also sets out the on-going support and monitoring mechanisms that will be required and assesses the feasibility of the collaborative framework. A consolidated plan of action to effect change in the rural school context is presented. The study's contributions are discussed, and suggestions are made for further research. The chapter ends with my personal reflections on the study.

7.2 DESIGNING ON-GOING SUPPORT AND MONITORING PROGRAMMES FOR A COLLABORATIVE FRAMEWORK IN RURAL SCHOOL COMMUNITIES

As noted previously, a collaborative framework is a holistic approach that requires support and close monitoring. It is important to monitor the programme so as to assess progress as well as identify any obstacles, and community members require support in order to meet their needs (Mthiyane, 2015). Therefore, a conducive platform is required to ensure smooth implementation and enhance social and intellectual transformation within the rural school context. As noted in the literature review, this

study was the first to focus on three constructs (collaborative framework, sustainable learning and disruptive behaviour) in a rural context to enable different stakeholders to work together to find solutions to prevailing challenges.

The participants suggested that outreach programmes be organised to empower teachers, parents, learners and other stakeholders with the skills they require to implement the proposed framework to enhance sustainable learning in this rural school context. These could take the form of workshops, drama, role playing and meetings. I argue that such programmes must be planned in a way that is problem and group specific. For example, workshops on the importance of parental involvement could be conducted for parents as the findings revealed a lack of parental involvement in the rural school context. However, all stakeholders could attend events which focus on general issues like the importance of education and collaboration.

Partnership should be formed between schools and other organisations, for example government departments, non-governmental organisations and religious organisations in order to financially support such programmes, while higher education institutions should be approached to provide facilitators.

The participants also noted the need for committees to be established at village level to monitor learners' behaviour. It is important that proper communication channels be established between such sub-committees and the main committee. Mthiyane (2015) asserts that institutions should be safe social spaces where all people can engage in free and open dialogue on issues that concern them. I argue that disruptive behaviour is a social issue and that effective communication is required to monitor and support the utilisation of a collaborative framework. This would promote a framework that is empowering and transformative, which is important in enhancing sustainable learning for all learners, including those with disruptive behaviour, in a rural school context.

The study revealed that disruptive behaviour among learners not only has negative effects on learners who exhibit such behaviour as well as other learners in the class, but is a broader social challenge that affects teachers, parents, stakeholders and the community at large. Through support and monitoring of the proposed plan to utilise a

collaborative framework, a platform can be created to transform learners with disruptive behaviour, and hence enhance sustainable learning in a rural school context.

7.3 ASSESSING THE FEASIBILITY OF A COLLABORATIVE FRAMEWORK IN A RURAL SCHOOL CONTEXT

Assessing the viability of a framework enables those who implement it to identify any challenges that may arise and their sources, and thus find solutions (O'Neill, Goffin & Gellatly, 2012). For the proposed collaborative framework to succeed, precise strategies need to be identified to achieve its objectives. Therefore, the research team also assessed whether or not the collaborative framework enhanced sustainable learning among all learners, including those with disruptive behaviour, in a rural school context.

Since this study was conducted with only 20 participants, and given that people within different school contexts would utilise a collaborative framework to enhance sustainable learning, on-going assessment is required to identify challenges and inconsistencies that may arise as well as appropriate measures to mitigate them so that the goals of the project are achieved. Notably, workshops and outreach programmes are of great deal in assessing the feasibility of the framework as they can enhance internal strength and pliability hence the creation of critical thing amongst different individuals (Mthiyane, 2015; Chidarikire, 2017). In this understanding, I argued in the current study that workshops in a rural school context and beyond should be should be conducted so as to empower and emancipate all the people.

Moreso, it was observed in this study that 'oppression' does not only affect learners with disruptive behaviour in a rural school context but it negatively impact other learners, teachers, parents and all the other stakeholders within rural school context and beyond. Therefore a study of this nature plays a pivotal role in empowering teachers, parents, stakeholders and all learners including those with disruptive behaviour in a rural school context so as to transform the situation in the education system. This was done through active participation of all stakeholders in a holistic

approach which led to the development of critical thinking amongst all participating individuals.

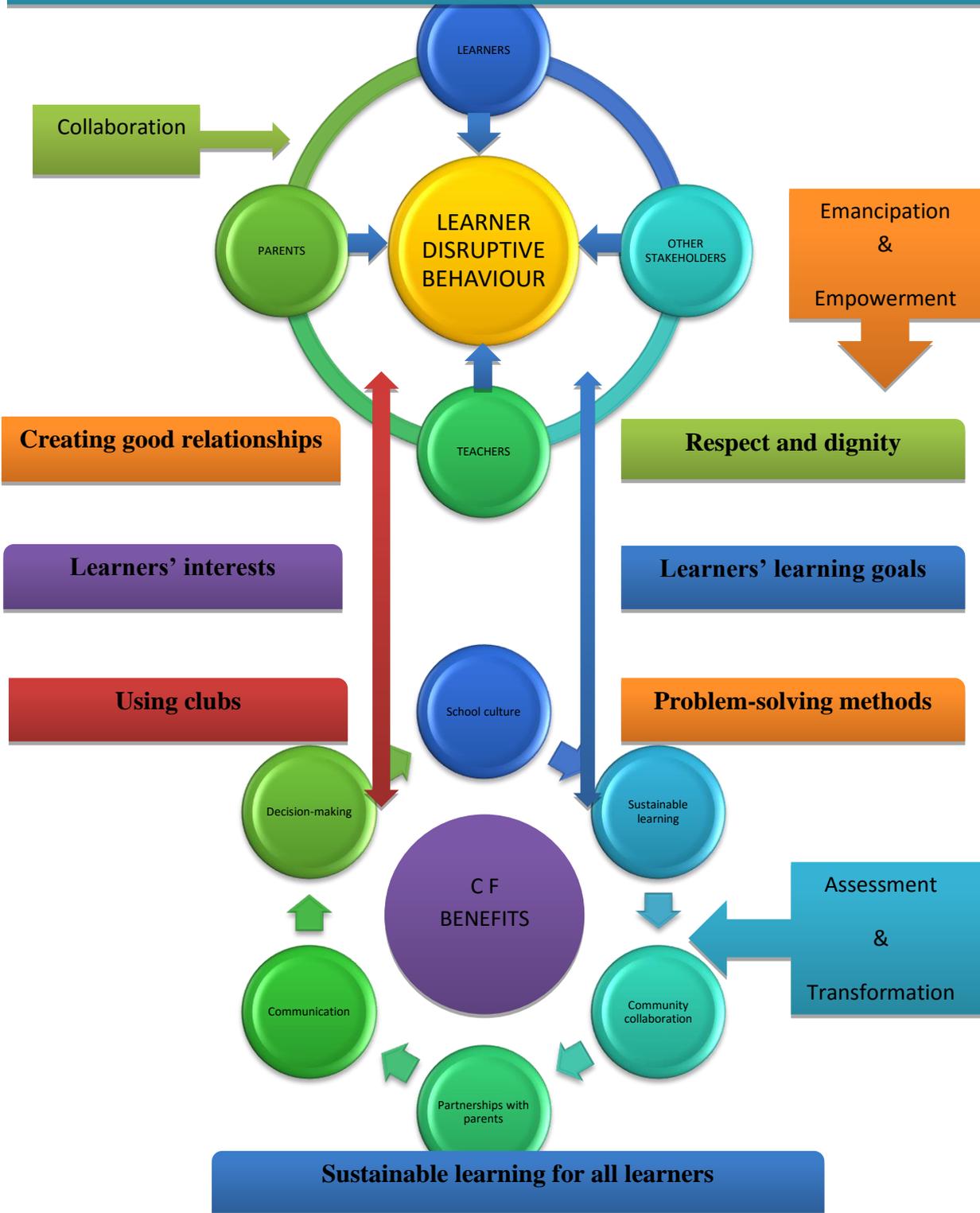
Therefore, the assessment of the collaborative framework yielded important lessons in the current study. Among others, these included that the participants were empowered by using a collaborative framework to enhance sustainable learning among all learners, including those with disruptive behaviour, in a Zimbabwean rural school context.

7.4 AN ACTION PLAN TO PROMOTE CHANGE IN A RURAL SCHOOL CONTEXT

Chapter five presented, analysed and interpreted the data generated on how a collaborative framework can be utilised in a rural school context. The discussion on the findings in chapter six detailed the different mechanisms that can be used to emancipate learners with disruptive behaviour in a rural school context and how sustainable learning can be enhanced through utilising a collaborative framework in such a context (see sub-sections 6.2.3 and 6.2.4). It is important to note that the proposed collaborative framework is derived from the voices of the participants which were captured in the FGDs and reflective journals during data generation. Based on the findings and discussion in chapters five and six, Figure 7.1 below illustrates how a collaborative framework can be used. The clarification on components of each of the three levels of the framework and how they can be implemented in a school set-up is detailed underneath the diagram. Therefore it is important to note that for sustainable learning to be enhanced, all the components ought to be fully utilised.

Figure 7.1: Proposed collaborative framework to enhance sustainable learning among learners with disruptive behaviour in a rural school context

ENHANCING SUSTAINABLE LEARNING FOR LEARNERS WITH DISRUPTIVE BEHAVIOUR



This participatory action plan follows the four stages of PAR detailed in chapter four (see sub-sections 4.3.3.1.1 to 4.3.3.1.4) in utilising a collaborative framework in a rural school context. It is also foregrounded in the theoretical and conceptual frameworks employed for this study (Ubuntu and CC) and hence follows three levels, namely, collaboration (first level), emancipation and empowerment (level two) and assessment and transformation (level three).

The collaboration level of this framework is informed by sub-sections 5.3.4.1, 5.3.2.2.1, 6.2.4.1 and 6.2.2.2 which deal with the structure of the framework, parental involvement, mapping a collaborative framework in a rural school context and promoting solidarity between a rural school and its community, respectively. The data presentation in chapter five and discussion of the findings in chapter six revealed that the main problem within the rural context was that there was no collaboration. This was caused by factors within the school as well as the community. The problem which called for a collaborative framework was the prevalence of disruptive behaviour (see sub-sections 5.3.1.2 and 6.2.1.2). This social issue requires people to work together to come up with solutions. Low levels of parental involvement were also identified as a hindrance to collaboration and hence sustainable learning.

In addressing any problem in a community, people need to work together to identify the problem, and investigate its causes and effects, which is in line with the first stages of PAR (see sub-sections 4.3.3.1.1 and 4.3.3.1.2 in chapter four). Identifying the problem is the priority as this enables the formulation of appropriate strategies to address it and transform the situation (Myende, 2014). Solidarity as well as compassion are thus required at this level.

The second level in the proposed framework is emancipation and empowerment. This level is informed by the data presentation and discussion in chapters five and six (sub-sections 5.3.3.3.1 - 5.3.3.3.7 and 6.2.3.1 - 6.2.3.7, respectively). The focus at this level is taking action. This resonates with the third stage of PAR explained in chapter four (sub-section 4.3.3.1.3) and the objectives of CC and CER (see sub-sections 2.4.1 and 2.4.2, respectively). It is crucial at this level that preventive strategies are implemented.

Drawing on their experience and expertise, all those that collaborated in the first level are active in implementing strategies to reduce disruptive behaviour among learners, thereby enhancing sustainable learning. In so doing, not only are learners with disruptive behaviour emancipated and empowered, but parents, teachers, other learners and stakeholders realise the importance of working in solidarity towards achieving a common goal within the school and the community at large.

The third and final level of the proposed framework is assessment and transformation. This stage hinges on the data presented and analysed in chapter five (see sub-section 5.3.4.2) and the discussion of the findings in chapter six (sub-section 6.2.4.2) that focus on the benefits of utilising a collaborative framework within the rural school context. At this level, all stakeholders conduct an assessment to determine the impact of the approach adopted to address the challenge faced by the rural school community. People are able to make meaning of the action taken at level two of the proposed framework. This level resonates with the last stage of PAR as detailed in chapter four (see sub-section 4.3.3.1.4). It is important to note that moving through the three levels is a developmental process which should be repeated over and over again so as to ensure that the problem has been solved and the objectives are achieved. It is my hope that the implementation of this proposed framework will go a long way in enabling stakeholders to realise the benefits of a collaborative framework in enhancing sustainable learning for all learners, including those with disruptive behaviour, in a rural school context.

7.5 CONTRIBUTIONS OF THE STUDY

Firstly, this study contributes to the literature on the use of the Ubuntu theory and the concept of CC within the education field, particularly in educational psychology in a rural school context. Secondly, the methodology employed in this study is expected to inform future research on learners, specifically those with disruptive behaviour, within the Zimbabwean rural school context. Thirdly, the study contributes to practice which can lead to enhancement of sustainable learning for all learners. These contributions are discussed below.

7.5.1 Theoretical contribution

This study contributed to the use of the Ubuntu theory and the concept of CC in the field of educational psychology within the Zimbabwean context. Many international, regional and local studies have employed this theory and concept, and I was thus able to position my study in relation to the existing literature. Studies by Letseka (2014); Metz (2007); Metz and Gaie (2010); Hapanyengwi and Shizha (2010); Tatira (2013); Mahomva (2017); Ndondo and Mhlanga (2014); Viriri (2018); Sibanda (2014); Aliakbari and Faraji (2012) and Thomas, Barrie, Brunner, Clawson, Hewit, Jeremic-Brink and Rowe-Johnson (2014) were reviewed and it was noted that none used either Ubuntu or CC to conduct research on learners with disruptive behaviour in any context (that is, rural or urban). Furthermore, all the studies did not combine Ubuntu and CC. The study thus demonstrates how Ubuntu and CC can be used as a lens in the utilisation of a collaborative framework to enhance sustainable learning among all learners, including those with disruptive behaviour, within a rural school context.

Secondly, the studies cited above recognised the value of using the theory of Ubuntu in education but it was not used together with CC, especially in addressing the problem of disruptive behaviour within schools. This study makes a significant contribution in combining Ubuntu and CC to address the challenge of disruptive behaviour utilising a collaborative framework in a rural school context. It advocates for: (i) collaboration among all stakeholders within a rural school context, which is drawn from the Ubuntu theory, (ii) emancipation and empowerment of teachers, parents, other stakeholders and all learners, including those with disruptive behaviour, and (iii) taking action that transforms the situation for the better which are drawn from the concept of CC.

The other distinctive contribution of this study is that it does not replicate approaches used in other studies. Through combining Ubuntu and CC, it contributes to relationship building amongst learners, teachers, parents and others stakeholders interested in the field of education, particularly educational psychology and to some extent sociology and philosophy since the phenomena that were investigated cut across these fields.

7.5.2 Methodological contributions

This study hinged on PAR methods. Given its participatory nature, it offered people within a rural Zimbabwean context an opportunity to come up with specific solutions to a problematic situation through discussions. I acknowledge that the use of participatory approaches does not guarantee full participation; however, the approach adopted enabled the challenging circumstances confronting the rural school to be made visible. It also allowed issues in relation to inferiority and superiority in education to be challenged which is congruent with the principles of PAR and CER (see chapter four). The use of FGDs and reflective journals created a platform for all the participants to generate informed knowledge on using participatory research in general and specifically within a rural context; hence the utilisation of a collaborative framework to enhance sustainable learning among learners with disruptive behaviour.

It is no easy task to conduct an emancipatory study, as it is an individual's own choice to change their way of life. Regardless of this, the study contributed to changing the mind-set of people within the rural school context regarding the way they perceived education. This was achieved by ensuring that the participants were fully engaged throughout the data generation process. Therefore, although I am not sure of the degree to which the participants were emancipated and empowered, I am convinced that through the use of PAR we (the research team) were exposed to different research procedures. This study also provided opportunities for open discourse and communication among all the participants; hence the findings are relevant to them and the context.

While more research is being conducted on the use of participatory research methodologies in different fields, particularly in education, data analysis has tended to remain at a level where the power to interpret resides solely in the principal researchers who are affiliated to higher education institutions; hence, they decide on what they want to report without considering the participants' experiences. In this study, the use of CDA placed the participants at the centre of the research process. This enabled them to identify the use of power through language and how to contest

oppression propagated by means of words. The rural research participants expressed their opinions in their home language (IsiNdebele) and, although I abided by the rules of the University on constructing the thesis, verbatim quotes were provided in this language.

7.5.3 Contributions to practice

This study also aimed to contribute to practice that may lead to the enhancement of sustainable learning for learners with disruptive behaviour in a rural school context. It highlighted the significance of interconnectedness amongst the people in such a community. Furthermore, the implementation of the proposed framework is not limited to paper-based instructions, but contributes to practice that necessitates change within the rural school context. Utilisation of a collaborative framework showed that the framework could be implemented to enhance sustainable learning in Zimbabwe and beyond.

In a rural school community, when different individuals participate in teaching and learning activities that are locally constructed to transform parents, teachers, other stakeholders and all learners including those with disruptive behaviour, this leads to change in personal behaviour. Active participation of all stakeholders within such a community is an indicator of the success of the framework and it signifies people's willingness to assist in mitigating disruptive behaviour among learners in order to promote social justice.

Furthermore, the study succeeded in promoting activities that facilitated unity amongst diverse groups within the rural school community, resulting in changes in how they view education. The success of the framework lies in support from different stakeholders, including religious and traditional leaders, teachers, parents, non-governmental organisations and higher education institutions that play an important role in transforming the situation in a rural school. This could encourage educational policy-makers to adopt inclusive policies that recognise diversity among learners and hence enhance sustainable learning in the rural school context.

Finally, the empirical data generated in this study indicated that teachers confront challenges in teaching learners with disruptive behaviour. The study thus contributes to practice by identifying the need for teacher capacity development to ensure that teachers in all schools, including those in rural communities, have the requisite skills, attitudes and knowledge to enhance sustainable learning for all learners. This would equip them to address the challenges caused by disruptive behaviour among learners and create a classroom environment that promotes quality learning for all children

7.6 SUGGESTIONS FOR FURTHER RESEARCH AND RECOMMENDATIONS TO STAKEHOLDERS

The study's recommendations are as follows:

- Although there policies and circulars regarding to how should behaviour during working times, this study recommends that there must be a compulsory module (probably to be called 'Educational law' in all universities and college which train teachers, where polices and circulars should be well explained so that all teacher can be on the same level.
- This study also make a proposition that parents who work away from their children should assign some adults to take care of their children rather than learning children staying alone so as to minimise the occurrence of disruptive behaviour among children.
- This study did not focus on the formulation of a framework but rather its utilisation. Further research is thus required on the establishment of collaborative frameworks in both primary and secondary schools in different contexts.
- There is need for further PAR within rural contexts to test the effectiveness of the strategies suggested in this study to enhance sustainable learning.
- The Zimbabwean MoPSE should adopt policies that promote the utilisation of collaborative frameworks in schools to address disruptive behaviour among learners.
- Further research is also required on the legal framework pertaining to disruptive behaviour in schools.

- Future studies could investigate management of discipline in schools and intervention strategies that could be employed.
- Participatory action research studies need to be conducted on how Ubuntu values could be integrated in education so as to mitigate disruptive behaviour among learners and enhance sustainable learning, especially in rural contexts.
- Further research is required on appropriate pedagogical approaches to enhance sustainable learning among all learners, including those with disruptive behaviour, in both primary and secondary rural schools.
- It is recommended that teachers, parents, school administrators and other stakeholders implement the proposed plan to utilise a collaborative framework to enhance sustainable learning for all learners, including those with disruptive behaviour, in schools, particularly in a rural context.
- Finally, I realised in this study that there is a strong relationship between disruptive behaviour and violence, therefore I recommend some scholars to research on violence within the education sector.

7.7 CHAPTER SUMMARY

This chapter presented the proposed framework that highlights the importance of collaboration within a rural school context in order to facilitate emancipation and empowerment of all stakeholders. It was noted that utilisation of the framework could change the way learners, teachers, parents and other stakeholders perceive education. The need for an on-going support and monitoring programme was discussed. Since this study was the first to be conducted within the context, it was also important to assess the feasibility of a collaborative framework within that context. The action taken to change the situation with regard to disruptive behaviour and sustainable learning in a rural school context was also outlined. Finally, the chapter highlighted the study's contributions and offered suggestions for further research as well as recommendations to stakeholders.

7.8 PERSONAL REFLECTIONS ON THE STUDY

This study was an exceptional and educative experience that changed my perspective from being an individualistic educator to becoming a participatory educator and researcher. The study challenges perceptions that, (i) disruptive behaviour is only destructive, and (ii) disruptive behaviour can be dealt with by teachers alone. The proposed collaborative framework opens up opportunities that stand to benefit not only myself, but also learners, parents, teachers, other stakeholders and other researchers. My journey through this study made it very clear that collaboration to address the issue of disruptive behaviour among learners can go a long way in enhancing sustainable learning within rural learning contexts.

With this in mind, I argue that people within rural communities could make a difference in the lives of their children if they relate to one another drawing on Ubuntu values, which lead to love and respect for humanity. These values create a conducive platform for people to be emancipated and empowered, and hence be transformed for the better.

Through the use of PAR, I discovered that it is crucial that people gain in-depth knowledge of the causes of disruptive behaviour and the effects it has on education and life in general. This enables stakeholders to find ways to mitigate this challenge and thus promote social justice. A collaborative framework was relevant to the context as it addressed the lived realities of learners with disruptive behaviour. The study was located within CC and Ubuntu with the aim of moving away from orthodox research procedures and creating space for people in a rural school context to collaborate to address the plight of learners with disruptive behaviour.

I believe that learners, teachers, parents and the entire rural school community could benefit from the utilisation of a collaborative framework, despite the challenges it may pose. This holistic approach is emancipatory and transformative as it includes all members of the community regardless of their status. While it is hoped that this approach will be adopted in other countries, given that the study was confined to one context, this is a need for further research on the proposed framework's applicability in other settings. As Inamorato dos Santos, Punie and Castaño-Muñoz (2016) observe, the effectiveness of an approach in solving educational problems depends

on the nature of the situation and its context. This suggests that the framework proposed here could have some loopholes which need to be addressed.

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APPENDICES

APPENDIX A

REQUEST FOR PERMISSION FROM THE PROVINCIAL EDUCATION DIRECTOR

██████████ Primary School

P.O. Box 128

Plumtree

09 August 2018

The Provincial Education Director

The Ministry of Primary and Secondary Education

Matabeleland South Province

Private Bag 5824

Gwanda, Zimbabwe

Dear Provincial Education Director

Re: APPLICATION TO CONDUCT A STUDY IN BULILIMA DISTRICT.

My name is Lunga Prosper, a Doctor of Philosophy (PhD) (Educational Psychology) student at the University of KwaZulu-Natal. I am entailed to conduct research as part of my degree requirements. In this respect, I kindly seek permission to conduct research in one of the rural schools in Bulilima district in Matabeleland South province. As the Provincial Education Director (PED), you will not constitute the the research participant.

This study is entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context”**.

The purpose of this study is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. This study also aims to propose an action that should be taken so as to empower the learners, community members and the teachers in an effort to transform themselves in a rural school context. The participants will include secondary school learners with disruptive behaviours. Participants will participate voluntarily and will be made aware of the ethical issue that that can withdraw from the study at any time without reprisal.

Confidentiality and anonymity will be ensured all the time before, that is, before the study begins, during the study process and after the completion of this study. Data generation methods that will be used to will include focus group discussions, individual reflection journals and document analysis.

At the end of the study, the learners' voices will be heard and the rest of the selected participants will be informed about the findings. I intend to run a workshop with the participants. A written report will be availed at the Ministry of Primary and Secondary Education offices and the schools where the study will be carried out. All the participants will be given soft copies of the report.

If you are consenting (they are willing to participate in focus group discussions), please indicate (by ticking as applicable with an X) whether you are or you are not willing to allow the focus group discussions to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		

In addition, should you have any queries please feel free to contact me (researcher in the following contact details: P. Lunga on 0776248470 or email: prospergplunga@hotmail.com, or My supervisor(s) :Dr NP Mthiyane on: Office telephone number: +27312603424 or email address: mthiyanen1@ukzn.ac.za or My co-supervisor: Professor Hlalele on office telephone: +27312603858 or email address: hlaleled@ukzn.ac.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban, 4000;

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Thank you in advance.

Yours faithfully



Lunga Prosper

DECLARATION

I GLORIA MHOŠHWA.....(Full names of the participant) being the A./P.E.D......(Designation) do confirm that I have been informed about the nature, purpose and procedures of the study; **A collaborative framework for embracing sustainable learning for learners with disruptive behavior in a rural school context.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I voluntarily consent the study to be conducted in the Ministry of Primary and Secondary Education in Bulilima District while the researcher uses the learners and the teachers.

I am aware that the participants are at liberty to withdraw from the research project any time should they desire.

Signature of the Provincial Education Director: [Redacted] Date: 09-08-18

Signature of Witness: [Redacted] Date: 09/08/18

MIN. OF PRIMARY & SECONDARY
EDUCATION (MAT. SOUTH PROV.)
H.R. OFFICER SERVICES LEGAL & DISCP
09 AUG 2018
P. BAG 5824, GWANDA
ZIMBABWE TEL: 0284-23009

All communications should be addressed to
"The Provincial Education Director, Ministry of
Primary and Secondary Education."
Telephone: 0284/23009/11
Fax: 024/23383



The provincial Education Director
Ministry of Primary and Secondary
Education
P. Bag 5824
Gwanda
Zimbabwe

09 August 2018

**LUNGA PROSPER
KWAZULU NATAL UNIVERSITY**

**RE: PERMISSION TO CARRY OUT A RESEARCH ON THE TITLE "A
COLLABORATIVE FRAMEWORK FOR ENHANCING SUSTAINABLE LEARNING
FOR LEARNERS WITH DISRUPTIVE BEHAVIOUR IN A RURAL SCHOOL
CONTEXT"**

The above mater refers:

You have been granted authority to carry out a research on the title, "A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context."

At the end of your research you will be requested to submit a copy of your findings to the Ministry of Primary and Secondary Education (Bulilima District) so that it can be useful and of benefit to the Ministry.


N. NCUBE P. BAG 5824, GWANDA
TEL: 0284-23009
for: **PROVINCIAL EDUCATION DIRECTOR-MATABELELAND SOUTH**

All communications should be addressed to
"The Provincial Education Director, Primary and
Secondary Education"
Telephone: 0284-23383/4
Fax: 0284-23383



Ministry of Primary and Secondary Education
Matabeleland South Province
P Bag 5824
Gwanda
Zimbabwe

9 August 2018

University of KwaZulu-Natal
Private Bag X03
Ashwood 3602
South Africa

**RE: NO OBJECTION LETTER FOR HIGHER EDUCATION IN UNIVERSITY OF
KWAZULU-NATAL**

The above matter refers:

This is to certify that Lunga Prosper is a citizen of the Republic of Zimbabwe and a holder of passport number CN725056.

Documentary evidence has been produced showing that the applicant fulfills the minimum Academic Qualifications for entry into University Education. The Ministry of Primary and Secondary Education, Republic of Zimbabwe has no objection for the student to pursue in the intended programme in the University of Kwazulu-Natal.



G. MHOSHIWA
A/PROVINCIAL EDUCATION DIRECTOR-MATATABELELAND SOUTH

All communications should be addressed to
"The Provincial Education Director, Ministry of
Primary and Secondary Education"
Telephone: 0284/23009/11/23384
Fax: 0284/23383



**Ministry of Primary and
Secondary Education**
P. Bag 5824
Gwanda
Zimbabwe

(NAME OF COUNTRY'S AUTHORITY)

This is to certify that

LUNGA PROSPER
(STUDENT'S NAME)

is a citizen of

ZIMBABWE
(NAME OF COUNTRY)

and a holder of Passport Number

CN725056

Document evidences had been produced stating that he/she had fulfilled the minimum academic qualification requirements to pursue his/her studies in:

PhD IN EDUCATIONAL PSYCHOLOGY
(PROGRAMME)

at **UNIVERSITY OF KWAZULU-NATAL**
(DURBAN, SOUTH AFRICA)

The **MINISTRY OF PRIMARY AND SECONDARY EDUCATION**
(NAME OF COUNTRY'S AUTHORITY)

Has no objection for the student to pursue the intended course.

G. MHOSHIWA

(SIGNATURE & OFFICER'S NAME)
(NAME OF COUNTRY'S AUTHORITY)

Date: 09/08/18
Reference No: Mr Lunga Prosper.



APPENDIX B

REQUEST FOR PERMISSION FROM THE HEAD OF THE SELECTED SCHOOL

██████████ Primary School
P. O. Box 128
Plumtree
8 August 2018

The School Head

██████████ Secondary School

Box 28

Plumtree

Dear Head

RE: APPLICATION TO CONDUCT A STUDY AT ██████████ SECONDARY SCHOOL.

My name is Lunga Prosper, a Doctor of Philosophy (PhD) (Educational Psychology) student at the University of KwaZulu-Natal. I am entailed to conduct research as part of my degree requirements. In this respect, I kindly seek permission to conduct research at your school. You (the Head) will not be the participant in this study.

This study is entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

The purpose of this study is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context.

This study also aims to propose an action that should be taken so as to empower the learners, community members and the teachers in an effort to transform themselves in a rural school context. The participants will include secondary school learners with disruptive behaviours. Participants will participate voluntarily and will be made aware of the ethical issue that that can withdraw from the study at any time without reprisal. Confidentiality and anonymity will be ensured all the time before, that is, before the study begins, during the study process and after the completion of this study. Data generation methods that will be used to will include focus group discussions, individual reflection journals and document analysis.

At the end of the study, the learners' voices will be heard and the rest of the selected participants will be informed about the findings. I intend to run a workshop with the participants. A written report will be availed at the school and all the participants will be given soft copies of the report.

If you are consenting (they are willing to participate in focus group discussions), please indicate (by ticking as applicable with an X) whether you are or you are not willing to allow the focus group discussions to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		

In addition, should you have any queries please feel free to contact me (researcher) on the following contact details: P. Lunga on 0776248470 or email: prospergplunga@hotmail.com, or My supervisor(s): Dr NP Mthiyane on: Office telephone number: +27312603424 or email address: mthiyanen1@ukzn.ac.za or My co-supervisor: Professor DJ Hlalele on: office telephone: +27312603858 or email address: hlaleled@ukzn.ac.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban, 4000;

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Thank you in advance.

Yours faithfully



Lunga Prosper

DECLARATION

I MR S.R. PAGANGA (Full names of the participant) do confirm that I have been informed about the nature, purpose and procedures of the study: **A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I voluntarily consent the study to be conducted at the school while the researcher uses the learners and the teachers.

I am aware that the participants are at liberty to withdraw from the research project any time should they desire.

Signature of the School Head: [Redacted] Date: 09/08/18

Signature of Witness: [Redacted] Date: 09/08/18

THE HEAD
GWAMBE SECONDARY SCHOOL
09 AUG 2018
P.O. BOX 28, PLUMTREE
TEL: 077 692061
SIGN: [Redacted]

APPENDIX C

REQUEST FOR PERMISSION FROM THE PARENTS/ LEGAL GUARDIANS

██████████ Primary School

P. O.Box 128

Plumtree

2 October 2018

Dear Parent/ Guardian

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified your child as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore kindly seek your permission on your capacity as a legal parent/guardian for your child to be part of my research project.

This study title is: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context”**.

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

PLEASE NOTE THAT:

There will be no financial benefits that participants may receive as part of their participation in this research project. Your identity will not be divulged under any

circumstance/s. All your responses will be treated with strict confidentiality. Fictitious names will be used to represent your names and that of the school in the research report/thesis and conference presentations. Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The focus group discussions and verbal reflections shall be recorded to assist in concentration and participation in focus group discussions and in transcriptions of data generated. Any information given and discussed cannot be used against you, and it will be used for purposes of this research only.

I anticipate that the findings of this study will likely inform and empower various stakeholders with different strategies in addressing issues of learners with disruptive behaviour and how a collaborative framework can be utilised in enhancing sustainable learning rural school contexts. Data will be stored in secure storage and destroyed after 5 years.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Office tell: +27312603858 E-mail: hlaleled@ukzn.ac.za

You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, Tel: 27 31 2604557- Fax: 27 31 2604609; Email: HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated

Thank you immensely.

Yours sincerely



Mr Lunga Prosper

DECLARATION

I have been informed about this study entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent that my child voluntarily to take part in the study.

I declare that my child’s participation in this study is entirely voluntary and that he is at liberty to withdraw from the research project any time should I so desire.

I am also aware that if I have any further questions/concerns or queries related to the study I may contact the researcher at: Cellphone: 0776248470, email: prospergplunga@hotmail.com; the supervisor at: E-mail: mthiyanen1@ukzn.ac.za and co-supervisor at: E-mail: hlaleled@ukzn.ac.za.

I understand that if I have any questions or concerns about my rights as a study participant, or if I am concerned about any aspects of the study or the researcher, then I may contact the [Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA](#)

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant

Date

Signature of Witness

Date

UKUCELA IMVUMO KUMZALI WOMNTWANA

██████████ Primary School

P. O. Box 128

Plumtree

02 October 2018

Sakubona Mzali/Mphathi womntwana

Ibizo lami ngu Prosper Lunga. Ngenza izifundo zami ze PhD e University yaKwa Zulu-Natal e Edgewood Campus. Njengengxenye yezifundo zami ngikhangelelwe ukuthi ngenze isichwayisiso. Ngalokhu ngikhethe umntanakho njengomunye wabangangiphathisa kusichwayisiso sami. Ngiyakwazisa ukuba sengiphiwe imvumo esuka kugatsha lwezemfundo esiqintini seMatabeleland south. Lesi sichwayisiso sikhangelelwe ukuthi sivunyelwe lugatsha lweUKZN olukhangela ngokuchwayisisa. Ngokunjalo ngicela imvumo kuwe njengomzali womntwana ukuthi umntanakho aphaatheke kusichwayisiso esiphathelane **“Lemiyalo yokusebenzelana ndawonye ekuthuthukiseni imfundo yabafundi abangaziphathi kuhle ezikolo zemaphandleni.”**

Isichwayisiso lesi sikhangelelwe ukuthi sibe sesikolo esisodwa esemfundo ephezulu esisemaphandleni lapho okuzaphuma abaphatheki abahlanganisela okshangela ngezikolo kuhlangothi lwezefundo, umsekeli kamphathisikolo, umbalisi omkhulu, ababalisi ababili, ilunga lenhlanganiso yabazali, umlisa oyedwa, abafundi abayisithupha, abazali abayisithupha lomela ezenkolo. Isichwayisiso lesi nxa ungaphatheka njalo ubekhona size siyephutsha sikhangelelwe ukuthatha inyanga ezintathu kusiyafika kunyanga eziyisithupha.

Kulesi sichwayisiso kuzamele uphatheke kungxoxo yamaqembu lemibhalo yendingisiso yokwenzakeleyo. Iqembu ngalinye ngalinye kumele lithathe imizuzu angamatshumi amane lanhlanu njalo konke kuzathathwa ngezokulalela nxa uvuma.

Qhaphela

Lokhu akula mbadalo kodwa ngikuthembisa ukuthi akukho okubi okungakuvelela njalo ngeke kukhulunywe ukuthi ulwazi luphume kuwe. Uyathenjiswa ukuthi imibono yakho ngeke yaziwe ukuthi iphume kuwe. uzahlonipheka kusukela ekuqaliseni kuze kube

sekucineni kwesichwayisiso. Ngizakhipha ulwazi olutholakeleyo ngamabizo angakhombi muntu ukuze ngingqabele ukwaziwa kwakho. Ingxoxo eyodwa ingathatha phose imizuzu angamatshumi amane lanhlanu. Sizaba lengxoxo ezine njalo ubhale isitshengiselo sokwenzakeleyo ngemva kwengxoxo ngayinye. Akula lwazi ozalupha oluzaphanyekwa phezu kwakho. Ulwazi olutholakeleyo luzasetshenziswa ukufeza injongo yesichwayisiso lesi kuphela. Ulwazi olutholakeleyo luzagcinwa endaweni evimbakeleyo lubeselulahlwa ngemva kweminyaka emihlanu. Angikhangelelanga ukuthi ungaphatheki kuhle kumbe ukwehlelwa yingozi ekuqhubeni lesi sichwayisiso lanxa sesiqedile. Ugatsha lwezemfundo (ministry of primary and secondary Education) lazo zonke ingatsha eziphezulu ezemfundo zivumile ukuthi senziwe lesi sichwayisiso. Ulwazi olutholakeleyo lunga siza njalo lukhuthaze zonke inkokheli zesigaba ukuthi zibambisane entuthukisweni yabafundi abangaziphathi kuhle ezikolo zemaphandleni ukuze babe lemfundo elohlonzi

Ulayo imvumo yokubuza imibuzo, ukwala ukuphendula imibuzo kumbe ukwekela ukuphathisa ungetheswa mlandu. Ukubhala ibizo lakho (sign) kuzatshengisa ukuzwisisa kwakho lesifiso sakho sokuphatheka kulesi sichwayisiso. Esinye isivumelwano esisayiniweyo sizabuyiselwa kuwe kusenzelwa ikusasa.

Isichwayisiso lesi sikhangelisise savunywa ngabe UKZN Humanities and Social Sciences Research Ethics Committee. Ma ungabe uvuma ucelwa utshengise ngo X) ukuthi uyavuma kumbe awuvumi ukuthi ingxoxo yenziwe ngalezi zincipiso:

	Ngiyavuma	Angivumi
Ezokulalelisa		
Okwatholakalayo ekuchwayisisayo		

Nxa ungabe ulembuzo ephathelane lalesi sichwayisiso kungaba kathesi kumbe kwenye imini ungatshayela mina ucingo kumbe umthungameli wami kunombolo ezilandelayo

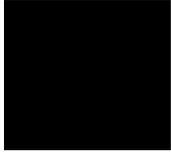
Umchwayisisi	Umthungameli	Umsekeli kamthungameli
Mr Lunga Prosper Cell: 0776248470 E-mail prospergplunga@hotmail.com	Dr Ncamisile P Mthiyane Tel: +27312603424 E-mail : mthiyane1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 Email: hlaleled@ukzn.ac.za

Ungathinta njalo abeHumanities & Social Sciences Research Committee, abatholakala kunombolo ethi:

+27 31 2604557-Fax: +27 312604609: Email:HSSREC@ukzn.ac.za

Ngiyabonga ukuvuma kwakho ukuthi uphatheke kulesi sichwayisiso

Yimi othobekileyo



Mr Lunga Prosper

UKUZINIKELA

Mina-----ngitsheliwe ngesichwayisiso esithi: limiyalo **yokusebenzelana ndawonye ekuthuthukiseni imfundo yabafundi abangaziphathi kuhle ezikolo zemaphandleni.**

Ngiyayizwisisa injongo lakho konke okumele kwenziwe kusichwayisiso lesi.

Ngiyazinikela ukuthi ukuphatheka komntanami ku sichwayisiso lesi akubanjwa ngamandla njalo engaphuma loba yinini kungaphambanisanga inzuzo okumele azithole.

Nxa ngileminye imibuzo lezikhaziso eziphathelanelalesi sichwayisiso ngiyazwisisa ukuthi kumele ngithinte umchwayisisi kunombolo ezithi 0776248470, Email prospergplunga@hotmail.com

Uma ngilemibuzo ngamalungelo ami njengophatheke kulesi sichwayisiso kumbe ngilokungikhathazayo ngizathinta abe

the Humanities & Social Sciences Research Ethics Administration Research Office,
Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000;
KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

	Ngiyavuma	Angivumi
Ezokulalelisa		
Okwatholakalayo ekuchwayisisayo		

Isiginetsha..... Ilanga.....

Umfakaziilanga.....

APPENDIX D

LEARNER ASSENT FORM

My name is Lunga Prosper, I am a PhD student at the University of KwaZulu-Natal (Edgewood Campus) in the Educational Psychology Department. I am conducting a study on: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”** I would like you to take part in the study voluntarily.

If you agree to be in the study will have some discussions and with your parent’s and your permission, our discussions will tape recorded. We will be discussing about how A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.

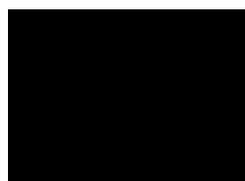
You can ask any questions about the study. If you feel at any time that you don’t want to continue being part of the study, you can always tell me and you will not be in any trouble for that.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 E-mail: hlaleled@ukzn.ac.za

You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, Tel: 27 31 2604557- Fax: 27 31 2604609; Email: HSSREC@ukzn.ac.za

Thanking you in advance



Mr Lunga Prosper

DECLARATION

I _____(name and surname of the learner) would voluntarily like to take part in this study . I know that I am free to change my mind at any time.

Signature of the learner _____ Date _____

It has been made clear to me that if I have any further questions/concerns or queries related to the study I may contact the researcher at: Cellphone: 0776248470, email: prospergplunga@hotmail.com; the supervisor at:, E-mail: mthiyane1@ukzn.ac.za and co-supervisor at: E-mail: hlaleled@ukzn.ac.za.

It has been explained to me that if I have any questions or concerns about my rights as a study participant, or if I am concerned about any aspects of the study or the researcher, then I may contact the [Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA](#)

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I confirm that the study has been explained to me as a participant to the extent compatible with my understanding, and that I have agreed to participate in the study.

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of the learner _____ Date _____

Signature of witness _____ Date _____

UKUCELA IMVUMO YOMNTWANA

Ibizo lami ngingu ngingumfundi owenza iPhD eUniversity of KwaZulu Natal (Edgewood Campus) ezifundweni zokucubungula ngengqondo zigxile kwezemfundo. Ngicubungula ngokuthuthukisa ukufunda kwabantwana abaziphatha ngendlela ephazamisa izifundo ngigxile esikolweni semaphandleni. Ngifisa ubeyingxenyeye yokucubungula engikwenzayyo ngokuthanda kwakho.

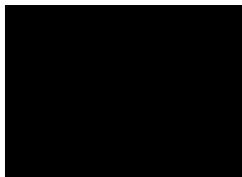
Nxa uvuma ukuba yingxenyeye yalokho ngizaxoxisana lawe, lomzali wakho ngokuvuma kwakho ingxoxo

Zethu kuzathathwa amazwi.

Uvunyelwe ukungibuza lokhu engikucubungulayo. Nxa ungasanelisi ukuqhubekela phambili uvunyelwe ukungitshela akusoze kube ngumlandu.

Ngiyabonga.

Yimi



uLunga Prosper

UKUZINIKELA

Mina ngingu..... (ibizo lesibongo somfundi). Ngiyavuma ukuphatheka ngokukhululeka. Ngiyazi ukuthi kuvumelekile ukuthi ngitshintshe ngqondo loba yinini.

Isiginetsha.....
 Ilanga.....

Ngiyavuma ukuthi ngimchasisele ngokucubungula wakuzwisisa njalo wavuma ukuphatheka.

INDLELA YOKUCHWAYISISA	NGIYAVUMA	ANGIVIMI
Ezokulalelisa		
Okwatholakalayo ekuchwayisisayo		

Isiginetsha..... Ilanga.....
 Umfakaziilanga.....

APPENDIX E

REQUEST FOR PERMISSION FROM PARENTS

██████████ Primary School

P. O. Box 128

Plumtree

2 October 2018

Dear Parent/guardian

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore, kindly seek permission to conduct research with you in your capacity as a parent member at your child's school. The title of my study is: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

PLEASE NOTE THAT

There will be no financial benefits that participants may receive as part of their participation in this research project. Your identity will not be divulged under any circumstance/s. All your responses will be treated with strict confidentiality. Fictitious names will be used to represent your names and that of the school in the research report/thesis and conference presentations. Participation is voluntary; therefore, you

are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The focus group discussions and verbal reflections shall be recorded to assist in concentration and participation in focus group discussions and in transcriptions of data generated. Any information given and discussed cannot be used against you, and it will be used for purposes of this research only.

I anticipate that the findings of this study will likely inform and empower various stakeholders with different strategies in addressing issues of learners with disruptive behaviour and how a collaborative framework can be utilised in enhancing sustainable learning rural school contexts. Data will be stored in secure storage and destroyed after 5 years.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

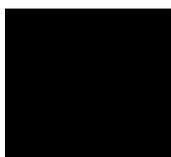
RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Tel: +27312603858 E-mail: hlaleled@ukzn.ac.za

You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, Tel: 27 31 2604557- Fax: 27 31 2604609; Email: HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated

Thank you immensely.

Yours sincerely



Mr Lunga Prosper

DECLARATION

I have been informed about this study entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I declare that my participation in this study is entirely voluntary and that I am at liberty to withdraw from the research project any time should I so desire.

I am also aware that if I have any further questions/concerns or queries related to the study I may contact the researcher at: Cellphone: 0776248470, email: prospergplunga@hotmail.com; the supervisor at: E-mail: mthiyanen1@ukzn.ac.za and co-supervisor at: E-mail: hlaleled@ukzn.ac.za.

I understand that if I have any questions or concerns about my rights as a study participant, or if I am concerned about any aspects of the study or the researcher, then I may contact the [Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA](#)

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant

Date

Signature of Witness

Date

(Where applicable)

UKUCELA INVUMO YOMZALI

██████████ Primary School

P. O. Box 128

Plumtree

02 October 2018

Sakubona Mzali

Ibizo lami ngu Prosper Lunga. Ngenza izifundo zami ze PhD e University yaKwa Zulu-Natal e Edgewood Campus. Njengengxenye yezifundo zami ngikhangelelwe ukuthi ngenze isichwayisiso. Ngalokhu ngikhethe wena njengomunye wabangangiphathisa kusichwayisiso sami. Ngiyakwazisa ukuba sengiphiwe imvumo esuka kugatsha lwezemfundo esiqintini seMatabeleland south. Lesi sichwayisiso sikhangelelwe ukuthi sivunyelwe lugatsha lweUKZN olukhangela ngokuchwayisisa. Ngokunjalo uyanxuswa njengomzali olomntwana ofunda kulesisikolo ukuthi uphatheke kusichwayisiso esiphathelane: **“Lemiyalo yokusebenzelana ndawonye ekuthuthukiseni imfundo yabafundi abangaziphathi kuhle ezikolo zemaphandleni.”**

Isichwayisiso lesi sikhangelelwe ukuthi sibe sesikolo esisodwa esemfundo ephezulu esisemaphandleni lapho okuzaphuma abaphatheki abahlanganisela okshangela ngezikolo kuhlangothi lwezefundo, umsekeli kamphathisikolo, umbalisi omkhulu, ababalisi ababili, ilunga lenhlanganiso yabazali, umlisa oyedwa, abafundi abayisithupha, abazali abayisithupha lomela ezenkolo. Isichwayisiso lesi nxa ungaphatheka njalo ubekhona size siyephutsha sikhangelelwe ukuthatha inyanga ezintathu kusiyafika kunyanga eziyisithupha.

Kulesi sichwayisiso kuzamele uphatheke kungxoxo yamaqembu lemibhalo yendingisiso yokwenzakeleyo. Iqembu ngalinye ngalinye kumele lithathe imizuzu angamatshumi amane lanhlanu njalo konke kuzathathwa ngezokulalela nxa uvuma.

Qhaphela

Lokhu akula mbadalo kodwa ngikuthembisa ukuthi akukho okubi okungakuvelela njalo ngeke kukhulunywe ukuthi ulwazi luphume kuwe. Uyathenjiswa ukuthi imibono yakho ngeke yaziwe ukuthi iphume kuwe. uzahlonipheka kusukela ekuqaliseni kuze kube sekucineni kwesichwayisiso. Ngizakhipha ulwazi olutholakeleyo ngamabizo angakhombi muntu ukuze ngingqabele ukwaziwa kwakho. Ingxoxo eyodwa ingathatha phose imizuzu angamatshumi amane lanhlanu. Sizaba lengxoxo ezine njalo ubhale isitshengiselo sokwenzakeleyo ngemva kwengxoxo ngayinye. Akula lwazi ozalupha oluzaphanyekwa phezu kwakho. Ulwazi olutholakeleyo luzasetshenziswa ukufeza injongo yesichwayisiso lesi kuphela. Ulwazi olutholakeleyo luzagcinwa endaweni evimbakeleyo lubeselulahlwa ngemva kweminyaka emihlanu. Angikhangelelanga ukuthi ungaphatheki kuhle kumbe ukwehlelwa yingozi ekuqhubeni lesi sichwayisiso

lanxa sesiqedile. Ugatsha lwezemfundo (ministry of primary and secondary Education) lazo zonke ingatsha eziphezulu ezemfundo zivumile ukuthi senziwe lesi sichwayisiso. Ulwazi olutholakeleyo lunga siza njalo lukhuthaze zonke inkokheli zesigaba ukuthi zibambisane entuthukisweni yabafundi abangaziphathi kuhle ezikolo zemaphandleni ukuze babe lemfundo elohlonzi

Ulayo imvumo yokubuza imibuzo, ukwala ukuphendula imibuzo kumbe ukwekela ukuphathisa ungetheswa mlandu. Ukubhala ibizo lakho (sign) kuzatshengisa ukuzwisisa kwakho lesifiso sakho sokuphatheka kulesi sichwayisiso. Esinye isivumelwano esisayiniweyo sizabuyiselwa kuwe kusenzelwa ikusasa.

Isichwayisiso lesi sikhangelisise savunywa ngabe UKZN Humanities and Social Sciences Research Ethics Committee. Ma ungabe uvuma ucelwa utshengise ngo X) ukuthi uyavuma kumbe awuvumi ukuthi ingxoxo yenziwe ngalezi zincediso:

	Ngiyavuma	Angivumi
Ezokulalelisa		
Ezibonakalayo		

Nxa ungabe ulembuzo ephathelane lalesi sichwayisiso kungaba kathesi kumbe kwenye imini ungatshayela mina ucingo kumbe umthungameli wami kunombolo ezilandelayo

Umchwayisisi	Umthungameli	Umsekeli kamthungameli
Mr Lunga Prosper Cell: 0776248470 E-mail prospergplunga@hotmail.com	Dr Ncamisile P Mthiyane Tel: +27312603424 E-mail: mthiyane1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 Email : hlaleled@ukzn.ac.za

Ungathinta njalo abe Humanities & Social Sciences Research Committee, abatholakala kunombolo ethi:

27 31 2604557-Fax:27 312604609: Email:HSSREC@ukzn.ac.za

Ngiyabonga ukuvuma kwakho ukuthi uphatheke kulesi sichwayisiso

Yimi othobekileyo



Mr Lunga Prosper

UKUZINIKELA

Mina-----ngitsheliwe ngesichwayisiso esithi: **“Imiyalo yokusebenzelana ndawonye ekuthuthukiseni imfundo yabafundi abangaziphathi kuhle ezikolo zemaphandleni.”**

Ngiyazwisisa injongo lakho konke okumele kwenziwe kusichwayisiso lesi.

Ngiyazinikela ukuthi ukuphatheka kwami ku sichwayisiso lesi angibanjwanga ngamandla njalo ngingaphuma loba yinini ngingaphambanisanga inzuzo engimele ngizithole.

Nxa ngileminye imibuzo lezikhhalazo eziphathelelalesi sichwayisiso ngiyazwisisa ukuthi kumele ngithinte umchwayisisi kunombolo ezithi 0776248470, Email prospergplunga@hotmail.com

Uma ngilemibuzo ngamalungelo ami njengophatheke kulesi sichwayisiso kumbe ngilokungikhathazayo ngizathinta abe

the Humanities & Social Sciences Research Ethics Administration Research Office,
Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000 ;
KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

INDLELA YOKUCHWAYISISA	NGIYAVUMA	ANGIVUMI
kusetshenziwe imitshina yokulalela		
kusetshenziswe imitshina yokubona		

Isiginetsha..... Ilanga.....

Umfakaziilanga.....

APPENDIX F

REQUEST FOR PERMISSION FROM HEADMAN

██████████ Primary School

P. O. Box 128

Plumtree

2 October 2018

Dear Headman

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore, kindly seek permission to conduct research with you in your capacity as a headman member at school. The title of my study is: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

PLEASE NOTE THAT

There will be no financial benefits that participants may receive as part of their participation in this research project. Your identity will not be divulged under any circumstance/s. All your responses will be treated with strict confidentiality. Fictitious

names will be used to represent your names and that of the school in the research report/thesis and conference presentations. Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The focus group discussions and verbal reflections shall be recorded to assist in concentration and participation in focus group discussions and in transcriptions of data generated. Any information given and discussed cannot be used against you, and it will be used for purposes of this research only.

I anticipate that the findings of this study will likely inform and empower various stakeholders with different strategies in addressing issues of learners with disruptive behaviour and how a collaborative framework can be utilised in enhancing sustainable learning rural school contexts. Data will be stored in secure storage and destroyed after 5 years.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 E-mail: hlaleled@ukzn.ac.za

You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, Tel: 27 31 2604557- Fax: 27 31 2604609; Email: HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated

Thank you immensely.

Yours sincerely



Mr Lunga Prosper

DECLARATION

I have been informed about this study entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I declare that my participation in this study is entirely voluntary and that I am at liberty to withdraw from the research project any time should I so desire.

I am also aware that if I have any further questions/concerns or queries related to the study I may contact the researcher at: Cellphone: 0776248470, email: prospergplunga@hotmail.com; the supervisor at: E-mail: mthiyanen1@ukzn.ac.za and co-supervisor at: E-mail: hlaleled@ukzn.ac.za.

I understand that if I have any questions or concerns about my rights as a study participant, or if I am concerned about any aspects of the study or the researcher, then I may contact the [Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA](#)

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant

Date

Signature of Witness

Date

(Where applicable)

UKUCELA IMVUMO KUMPHATHI WESIGABA

██████████ Primary School

P. O. Box 128

Plumtree

2 October 2018

Sakubona Mphathi wesigaba

Ibizo lami ngu Prosper Lunga. Ngenza izifundo zami ze PhD e University yaKwa Zulu-Natal e Edgewood Campus. Njengengxenye yezifundo zami ngikhangelelwe ukuthi ngenze isichwayisiso. Ngalokhu ngikhethe wena njengomunye wabangangiphathisa kusichwayisiso sami. Ngiyakwazisa ukuba sengiphiwe imvumo esuka kugatsha lwezemfundo esiqintini seMatabeleland south. Lesi sichwayisiso sikhangelelwe ukuthi sivunyelwe lugatsha lweUKZN olukhangela ngokuchwayisisa. Ngokunjalo uyanxuswa njengomphathi wesigaba okuphuma khona abantwana abafunda kulesisikolo ukuthi uphatheke kusichwayisiso esiphathelane: **“Lemiyalo yokusebenzelana ndawonye ekuthuthukiseni imfundo yabafundi abangaziphathi kuhle ezikolo zemaphandleni.”**

Isichwayisiso lesi sikhangelelwe ukuthi sibe sesikolo esisodwa esemfundo ephezulu esisemaphandleni lapho okuzaphuma abaphatheki abahlanganisela okshangela ngezikolo kuhlangothi lwezefundo, umsekelo kamphathisikolo, umbalisi omkhulu, ababalisi ababili, ilunga lenhlanganiso yabazali, umlisa oyedwa, abafundi abayisithupha, abazali abayisithupha lomela ezenkolo. Isichwayisiso lesi nxa ungaphatheka njalo ubekhona size siyephutsha sikhangelelwe ukuthatha inyanga ezintathu kusiyafika kunyanga eziyisithupha.

Kulesi sichwayisiso kuzamele uphatheke kungxoxo yamaqembu lemibhalo yendingisiso yokwenzakeleyo. Iqembu ngalinye ngalinye kumele lithathe imizuzu angamatshumi amane lanhlanu njalo konke kuzathathwa ngezokulalela nxa uvuma.

Qhaphela

Lokhu akula mbadalo kodwa ngikuthembisa ukuthi akukho okubi okungakuvelela njalo ngeke kukhulunywe ukuthi ulwazi luphume kuwe. Uyathenjiswa ukuthi imibono yakho ngeke yaziwe ukuthi iphume kuwe. Uzahlonipheka kusukela ekuqaliseni kuze kube sekucineni kwesichwayisiso. Ngizakhipha ulwazi olutholakeleyo ngamabizo angakhombi muntu ukuze ngingqabele ukwaziwa kwakho. Ingxoxo eyodwa ingathatha phose imizuzu angamatshumi amane lanhlanu. Sizaba lengxoxo ezine njalo ubhale isitshengiselo sokwenzakeleyo ngemva kwengxoxo ngayinye. Akula lwazi ozalupha

oluzaphanyekwa phezu kwakho. Ulwazi olutholakeleyo luzasetshenziswa ukufeza injongo yesichwayisiso lesi kuphela. Ulwazi olutholakeleyo luzagcinwa endaweni evimbakeleyo lubeseluhlwa ngemva kweminyaka emihlanu. Angikhangelelanga ukuthi ungaphatheki kuhle kumbe ukwehlelwa yingozi ekuqhubeni lesi sichwayisiso lanxa sesiqedile. Uqatsha lwezemfundo (ministry of primary and secondary Education) lazo zonke ingatsha eziphezulu ezemfundo zivumile ukuthi senziwe lesi sichwayisiso. Ulwazi olutholakeleyo lunga siza njalo lukhuthaze zonke inkokheli zesigaba ukuthi zibambisane entuthukisweni yabafundi abangaziphathi kuhle ezikolo zemaphandleni ukuze babe lemfundo elohloloni

Ulayo imvumo yokubuza imibuzo, ukwala ukuphendula imibuzo kumbe ukwekela ukuphathisa ungetheswa mlandu. Ukubhala ibizo lakho (sign) kuzatshengisa ukuzwisisa kwakho lesifiso sakho sokuphatheka kulesi sichwayisiso. Esinye isivumelwano esisayiniweyo sizabuyiselwa kuwe kusenzelwa ikusasa.

Isichwayisiso lesi sikhangelisisewe savunywa ngabe UKZN Humanities and Social Sciences Research Ethics Committee. Ma ungabe uvuma ucelwa utshengise ngo X) ukuthi uyavuma kumbe awuvumi ukuthi ingxoxo yenziwe ngalezi zincediso:

	Ngiyavuma	Angivumi
Ezokulalelisa		
Ezibonakalayo		

Nxa ungabe ulembuzo ephathelane lalesi sichwayisiso kungaba kathesi kumbe kwenye imini ungatshayela mina ucingo kumbe umthungameli wami kunombolo ezilandelayo

Umchwayisisi	Umthungameli	Umsekelo kamthungameli
Mr Lunga Prosper Cell: 0776248470 E-mail prospergplunga@hotmail.com	Dr Ncamisile P Mthiyane Tel: +27312603424 E-mail: mthiyane1@ukzn.ac.za	Prof Dipane J. Hlalele Tel: +27312603858 Email : hlaleled@ukzn.ac.za

Ungathinta njalo abeHumanities & Social Sciences Research Committee, abatholakala kunombolo ethi:

27 31 2604557-Fax: 27 312604609: Email:HSSREC@ukzn.ac.za

Ngiyabonga ukuvuma kwakho ukuthi uphatheke kulesi sichwayisiso

Yimi othobekileyo



Mr Lunga Prosper

UKUZINIKELA

Mina.....ngitsheliwe ngesichwayisiso esithi: **“Imiyalo yokusebenzelana ndawonye ekuthuthukiseni imfundo yabafundi abangaziphathi kuhle ezikolo zemaphandleni.”**

Ngiyayizwisisa injongo lakho konke okumele kwenziwe kusichwayisiso lesi.

Ngiyazinikela ukuthi ukuphatheka kwami ku sichwayisiso lesi angibanjwanga ngamandla njalo ngingaphuma loba yinini ngingaphambanisanga inzuzo engimele ngizithole.

Nxa ngileminye imibuzo lezikhhalazo eziphathelelalesi sichwayisiso ngiyazwisisa ukuthi kumele ngithinte umchwayisisi kunombolo ezithi 0776248470, Email prospergplunga@hotmail.com

Uma ngilemibuzo ngamalungelo ami njengophatheke kulesi sichwayisiso kumbe ngilokungikhathazayo ngizathinta abe

the Humanities & Social Sciences Research Ethics Administration Research Office,
Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000;
KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

INDLELA YOKUCHWAYISISA	NGIYAVUMA	ANGIVUMI
kusetshenziwe imitshina yokulalela		
kusetshenziswe imitshina yokubona		

Isiginetsha..... Ilanga.....

Umfakaziilanga.....

APPENDIX G

REQUEST FOR PERMISSION FROM CHURCH REPRESENTATIVE

██████████ Primary School

P. O. Box 128

Plumtree

02 October 2018

Dear Church representative

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore, kindly seek permission to conduct research with you in your capacity as a Church representative member in the school community. The title of my study is: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

PLEASE NOTE THAT

There will be no financial benefits that participants may receive as part of their participation in this research project. Your identity will not be divulged under any circumstance/s. All your responses will be treated with strict confidentiality. Fictitious names will be used to represent your names and that of the school in the research report/thesis and conference presentations. Participation is voluntary; therefore, you

are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The focus group discussions and verbal reflections shall be recorded to assist in concentration and participation in focus group discussions and in transcriptions of data generated. Any information given and discussed cannot be used against you, and it will be used for purposes of this research only.

I anticipate that the findings of this study will likely inform and empower various stakeholders with different strategies in addressing issues of learners with disruptive behaviour and how a collaborative framework can be utilised in enhancing sustainable learning rural school contexts. Data will be stored in secure storage and destroyed after 5 years.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

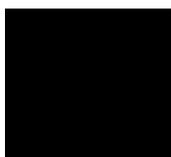
RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 E-mail: hlaleled@ukzn.ac.za

You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, Tel: 27 31 2604557- Fax: 27 31 2604609; Email: HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated

Thank you immensely.

Yours sincerely



Mr Lunga Prosper

DECLARATION

I have been informed about this study entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I declare that my participation in this study is entirely voluntary and that I am at liberty to withdraw from the research project any time should I so desire.

I am also aware that if I have any further questions/concerns or queries related to the study I may contact the researcher at: Cellphone: 0776248470, email: prospergplunga@hotmail.com; the supervisor at: E-mail: mthiyanen1@ukzn.ac.za and co-supervisor at: E-mail: hlaleled@ukzn.ac.za.

I understand that if I have any questions or concerns about my rights as a study participant, or if I am concerned about any aspects of the study or the researcher, then I may contact the [Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA](#)

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant

Date

Signature of Witness

Date

(Where applicable)

APPENDIX H

REQUEST FOR PERMISSION FROM SDC MEMBER

██████████ Primary School

P. O. Box 128

Plumtree

2 October 2018

Dear SDC Member

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore, kindly seek permission to conduct research with you in your capacity as a school development committee member at school. The title of my study is: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

PLEASE NOTE THAT

There will be no financial benefits that participants may receive as part of their participation in this research project. Your identity will not be divulged under any circumstance/s. All your responses will be treated with strict confidentiality. Fictitious names will be used to represent your names and that of the school in the research report/thesis and conference presentations. Participation is voluntary; therefore, you

are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The focus group discussions and verbal reflections shall be recorded to assist in concentration and participation in focus group discussions and in transcriptions of data generated. Any information given and discussed cannot be used against you, and it will be used for purposes of this research only.

I anticipate that the findings of this study will likely inform and empower various stakeholders with different strategies in addressing issues of learners with disruptive behaviour and how a collaborative framework can be utilised in enhancing sustainable learning rural school contexts. Data will be stored in secure storage and destroyed after 5 years.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

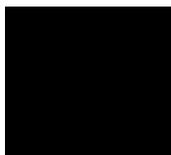
RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Tel: +27312603858 E-mail: hlaleled@ukzn.ac.za

You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, Tel: 27 31 2604557- Fax: 27 31 2604609; Email: HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated

Thank you immensely.

Yours sincerely



Mr Lunga Prosper

DECLARATION

I have been informed about this study entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I declare that my participation in this study is entirely voluntary and that I am at liberty to withdraw from the research project any time should I so desire.

I am also aware that if I have any further questions/concerns or queries related to the study I may contact the researcher at: Cellphone: 0776248470, email: prospergplunga@hotmail.com; the supervisor at: E-mail: mthiyanen1@ukzn.ac.za and co-supervisor at: E-mail: hlaleled@ukzn.ac.za.

I understand that if I have any questions or concerns about my rights as a study participant, or if I am concerned about any aspects of the study or the researcher, then I may contact the [Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA](#)

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant

Date

Signature of Witness

Date

(Where applicable)

APPENDIX I

REQUEST FOR PERMISSION FROM SCHOOLS INSPECTOR

██████████ Primary School

P. O. Box 128

Plumtree

2 October 2018

Dear Schools Inspector

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore, kindly seek permission to conduct research with you in your capacity as the Schools Inspector member in the district. The title of my study is: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

PLEASE NOTE THAT

There will be no financial benefits that participants may receive as part of their participation in this research project. Your identity will not be divulged under any circumstance/s. All your responses will be treated with strict confidentiality. Fictitious names will be used to represent your names and that of the school in the research

report/thesis and conference presentations. Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The focus group discussions and verbal reflections shall be recorded to assist in concentration and participation in focus group discussions and in transcriptions of data generated. Any information given and discussed cannot be used against you, and it will be used for purposes of this research only.

I anticipate that the findings of this study will likely inform and empower various stakeholders with different strategies in addressing issues of learners with disruptive behaviour and how a collaborative framework can be utilised in enhancing sustainable learning rural school contexts. Data will be stored in secure storage and destroyed after 5 years.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

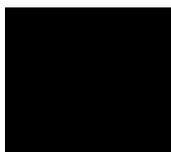
RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 E-mail: hlaleled@ukzn.ac.za

You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, Tel: 27 31 2604557- Fax: 27 31 2604609; Email: HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated

Thank you immensely.

Yours sincerely



Mr Lunga Prosper

DECLARATION

I have been informed about this study entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I declare that my participation in this study is entirely voluntary and that I am at liberty to withdraw from the research project any time should I so desire.

I am also aware that if I have any further questions/concerns or queries related to the study I may contact the researcher at: Cellphone: 0776248470, email: prospergplunga@hotmail.com; the supervisor at: E-mail: mthiyanen1@ukzn.ac.za and co-supervisor at: E-mail: hlaleled@ukzn.ac.za.

I understand that if I have any questions or concerns about my rights as a study participant, or if I am concerned about any aspects of the study or the researcher, then I may contact the [Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA](#)

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant

Date

Signature of Witness

Date

(Where applicable)

APPENDIX J

REQUEST FOR PERMISSION FROM TEACHERS

██████████ Primary School

P. O. Box 128

Plumtree

02 October 2018

Dear Teacher

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore, kindly seek permission to conduct research with you in your capacity as a teacher member at school. The title of my study is: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

PLEASE NOTE THAT

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I anticipate that the findings of this study will likely inform and empower various stakeholders with different strategies in addressing issues of learners with disruptive behaviour and how a collaborative framework can be utilised in enhancing sustainable learning rural school contexts. Data will be stored in secure storage and destroyed after 5 years.

Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 E-mail: hlaleled@ukzn.ac.za

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Thank you immensely.

Yours sincerely



Mr Lunga Prosper

DECLARATION

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If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant

Date

Signature of Witness

Date

(Where applicable)

APPENDIX K

REQUEST FOR PERMISSION FROM DEPUTY HEAD

██████████ Primary School

P. O. Box 128

Plumtree

02 October 2018

Dear Deputy Head

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore, kindly seek permission to conduct research with you in your capacity as Deputy Head member at school. The title of my study is: “**A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.**”

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

PLEASE NOTE THAT

There will be no financial benefits that participants may receive as part of their participation in this research project. Your identity will not be divulged under any circumstance/s. All your responses will be treated with strict confidentiality. Fictitious names will be used to represent your names and that of the school in the research report/thesis and conference presentations. Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The focus group discussions and verbal reflections shall be recorded to assist in concentration and participation in focus

group discussions and in transcriptions of data generated. Any information given and discussed cannot be used against you, and it will be used for purposes of this research only.

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Should you have any questions about this study or its procedures, now or in the future, please contact me, my supervisor and my co-supervisor at the following contact details:

RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyanen1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 E-mail: hlaleled@ukzn.ac.za

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Yours sincerely



Mr Lunga Prosper

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If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant **Date**

Signature of Witness **Date**

(Where applicable)

APPENDIX L

REQUEST FOR PERMISSION FROM SENIOR TEACHERS

██████████ Primary School

P. O. Box 128

Plumtree

02 October 2018

Dear Senior Teacher

My name is **Lunga Prosper**, I am a PhD student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. Please be informed that I have sought in advance the necessary permission from the Ministry of Primary and Secondary Education; Matabeleland, South Province and has been granted. This proposed study is being ethically reviewed for approval by the UKZN Humanities and Social Sciences Research Ethics Committee. I therefore, kindly seek permission to conduct research with you in your capacity as a senior teacher member at school. The title of my study is: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

The aim and purpose of this research is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. The study focus in one rural secondary school with the participants who will form a team including the Schools Inspector, the Deputy Head, the senior teacher, two class teachers, one SDC member, one headman, six learners, six parents and a church representative. The duration of your participation if you choose to participate and remain in the study is expected to be three (3) to six (6) months.

In this planned study you will be required to participate in focus group discussions, and reflective journals. Each focus group discussions will be conducted for approximately 45 minutes and each discussion will be voice-recorded with your permission.

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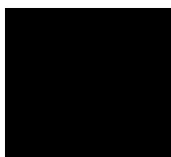
RESEARCHER	SUPERVISOR	CO-SUPERVISOR
Mr Lunga Prosper Cell: 0776248470 E-mail: prospergplunga@hotmail.com	Dr Ncamisile P. Mthiyane Tel: +2731 260 3424 E-mail: mthiyane1@ukzn.ac.za	Prof Dipane J. Hlalele Tell: +27312603858 E-mail: hlaleled@ukzn.ac.za

You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, Tel: 27 31 2604557- Fax: 27 31 2604609; Email: HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated

Thank you immensely.

Yours sincerely



Mr Lunga Prosper

DECLARATION

I have been informed about this study entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I declare that my participation in this study is entirely voluntary and that I am at liberty to withdraw from the research project any time should I so desire.

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If you are consenting, please indicate (by ticking as applicable with an X (YES/NO) whether you are or you are not willing to allow the focus group discussion and verbal/written reflective journals to be recorded

RESEARCH METHOD	YES	NO
Audio-record my focus group discussion		
Use of my reflective journal responses		

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

APPENDIX M

REQUEST FOR PERMISSION FROM THE EDUCATIONAL PSYCHOLOGIST

██████████ Primary School

P. O. Box 128

Plumtree

09 August 2018

Dear Educational psychologist

My name is Lunga Prosper, a Doctor of Philosophy (PhD) (Educational Psychology) student at the University of KwaZulu-Natal. I am entailed to conduct research as part of my degree requirements where there might be some psychosocial challenges. In this respect, I kindly request that you be a participant on standby to provide the psychosocial services where need be to the participants during data generation. You will not be involved in the data generation process.

This study is entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context”**.

The purpose of this study is to propose a collaborative framework to enhance sustainable learning for learners with disruptive behaviour in a rural school context. This study also aims to propose an action that should be taken so as to empower the learners, community members and the teachers in an effort to transform themselves in a rural school context. The participants will include secondary school learners with disruptive behaviours. Participants will participate voluntarily and will be made aware of the ethical issue that that can withdraw from the study at any time without reprisal. Confidentiality and anonymity will be ensured all the time before, that is, before the study begins, during the study process and after the completion of this study. Data generation methods that will be used to will include focus group discussions, individual reflection journals and document analysis.

At the end of the study, the learners' voices will be heard and the rest of the selected participants will be informed about the findings. Upon completion, will be given soft copies of the report.

In addition, should you have any queries please feel free to contact me (researcher in the following contact details: P. Lunga on 0776248470 or email: prospergplunga@hotmail.com, or

My supervisor(s): Dr NP Mthiyane on: Office telephone number: +27312603424 or email address: mthiyane1@ukzn.ac.za or My co-supervisor: Professor Hlalele on office telephone: +27312603858 or email address: hlaleled@ukzn.ac.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban, 4000;

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Thank you in advance.

Yours faithfully



Lunga Prosper

DECLARATION

I have been informed about this study entitled: **“A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.”**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part for the provision of psychosocial support services to the participants.

I declare that my participation in this study is entirely voluntary and that I am at liberty to withdraw from the research project any time should I so desire.

I am also aware that if I have any further questions/concerns or queries related to the study I may contact the researcher at: Cellphone: 0776248470, email: prospergplunga@hotmail.com; the supervisor at: E-mail: mthiyenen1@ukzn.ac.za and co-supervisor at: E-mail: hlaleled@ukzn.ac.za.

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Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

APPENDIX N

FOCUS GROUP DISCUSSION GUIDE

Study topic: 'A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context'.

We shall be guided by four topics, each carrying probing questions.

Discussion topics and probing questions

The current situation on collaborative frameworks and sustainable learning for learners with disruptive behaviour in a rural school context.

- i. What do you understand by the term disruptive behaviour?
- ii. Is disruptive behaviour evident at this school? If yes, what are the types of behaviour do they show?
- iii. Does such behaviour have any effect on the teaching and learning process? Why do you think so? Please explain.
- iv. What do you think are the causes of disruptive behaviour at this school?
- v. Does disruptive behaviour among learners happen because of what happens at only homes, or at schools, or in the community? Is it a cultural, social, political, spiritual, moral, practice? What are your opinions?

Ways of mitigating challenges that hinder collaborative practices for enhancing sustainable learning for learner with disruptive behaviour in rural school context.

- i. What does sustainable learning mean to you? Why do you say so?
- ii. How do people in this rural context work together for sustainability of especially for learners with disruptive behaviour?
- iii. What ways do you think can be used in addressing the challenges that cause people not to work in a collaborative way?
- iv. Who are the best people to assist learners with disruptive behaviour so that they can achieve sustainable learning? Do you think if communities in rural ecologies work together can achieve together?? What is your opinion??

Strategies that rural school communities can utilise to enhance sustainable learning for learners with disruptive behaviour.

- i. What the general /popular strategies are being used in rural school communities to enhance sustainable learning?
- ii. What strategies are being used in rural school communities to enhance sustainable learning for learners with disruptive behaviour?
- iii. What are the successes/weaknesses of these strategies (if any)?
- iv. What other measures do you think can assist in achieving sustainable learning for learners with disruptive behaviour?

How can sustainable learning be enhanced utilising a collaborative framework for learners with disruptive behaviour in rural school context?

- i. What do you understand by collaborative framework?
- ii. Do you think a collaborative framework can assist in enhancing sustainable learning? How?
- iii. Who do you think can collaborate in enhancing learning in rural school communities? Why do you think so?
- iv. Who do you think can be collaborate to enhance learning in rural communities for learners with disruptive behaviour? Why do you think so?
- v. Having discussed a lot of issues in relation to learners with disruptive behaviour, In your opinion, what action do you think must be taken in order to change the situation in this rural school context in order for community to collaboratively enhance sustainable learning for learners with disruptive behaviour?

Imiyalo yokusebenzelana ndawonye ukuthuthukisa imfundo elohlonzi kubafundi abalodubo lokungaziphathi kuhle

Sizaqondiswa yizihloko ezine, esinye lesinye isihloko silemibuzo ejulileyo

Izihloko esingaxoxa ngazo lembuzo ejulileyo

Isimo esikhona ukusebenzela ndawonye lemfundo elohlonzi kubafundi ngokungaziphathi kuhle ezikolo zemaphandleni

- i. Kuyini okuzwisisa ngokungaziphathi kuhle
- ii. Kukhona yini ukungaziphathi kuhle kulesisikolo? Nxa kunguyebo yiphi imihlobo yokungaziphathi kuhle etshengiswa ngabafundi
- iii. Ukungaziphathi kahle lokhu kuyaphambanisa yini ukufunda lokufundisa? Yindaba ucabanga njalo?chasisa
- iv. Ucabanga ukuthi yiphi imbangela yokungaziphathi kuhle kulesisikolo?
- iv. Ukungaziphathi kuhle lokhu kambe kungabe kubangelwa ngokwenzakala emakhaya esikolo kumbe esigabeni yini?

Indlela zokwehlisa ubunzima obuvalela ukunzebenza ndawonye ukuthukukisa imfundo yomntwana ongaziphathi kahle esikolo semaphandleni

- i. Imfundo elohlonzi itshoni kuwe? Utsho ngani?
- ii. Abantu bemaphandleni basebenza njani ndawonye ikakhulu ebantwaneni abangaziphathi kuhle?
- iii. Ubona ingani kungasetshenziswani ukulungisa ubunzima obenza abantu bangasebenzi ndawonye?
- iv. Ngobani abangancedisa abafundi abalodubo lokungaziphathi kuhle ukuze baphumelelise imfundo elohlonzi? Ucabanga ukuthi izigaba ezisemaphandleni singasebenza ndawonye zingaba lempumela na?

Izinqumo ezingasetshenziswa ukuthuthukisa imfundo elohlonzi kubafundi abangaziphathi kuhle

- i. Yiziphi izinqumo ezijwayelekileyo ezisetshenziswa ezikolo zemaphandleni ukuthuthukisa imfundo elohlonzi?
- ii. Yiziphi izinqumo ezisetshenziswa yizikolo zemaphandleni ukuthuthukisa imfundo yabafundi abalodubo lokuziphatha
- iii. Yikuphi okuphumeleleyo lokwehluleyo kuzinqumo lezi (nxa kukhona)?
- iv. Yikuphi okunye ongakwenza ukuncedisa ukuphumelelisa imfundo elohlonzi kubafundi abalodubo lokuziphatha kuhle

Imfundo elohlonzi ingathuthukiswa njani kumiyalo yokusebenzelana ndawonye kubafundi abalodubo lokuziphatha ezikolo zemaphandleni

- i. Kuyini okuzwisisa ngemiyalo yokusebenzelana ndawonye?
- ii. Ucabanga ukuthi imiyalo yokusebenzelana ndawonye ingancedisa yini ukuthuthukisa imfundo elohlonzi? Njani?
- iii. Ubona ingani ngubani ongasetshenziswa ukuthuthukisa imfundo esigabeni kubafundi abalodubo lokuziphatha? Yindaba ucabanga njalo?
- iv. Sesixoxile ngabafundi abalodubo lokuziphatha, ngokubona kwakho, ungathatha nyathelo bani ukuntshintsha isimo lesi esikolo semaphandleni ukuze isigaba sisebenzelane ndawonye ukuthuthukisa imfundo elohlonzi kubafundi abangaziphathi kuhle?

APPENDIX O

DOCUMENT ANALYSIS SCHEDULE

The documents that will be analysed will not be older than two years and will include:

1. Written sources such as meeting minutes of the School Development Committee where issues of discipline are discussed and recorded.
2. School Disciplinary Committee meetings and hearings will be studied. Frequency of these incidents as well as who are involved shall also be analysed
3. The school's Code of Conduct policy shall also be the focus for current study.
4. The Guidance and Counselling minutes shall also be broadly analysed/reviewed.

These official documents will be used to triangulate the data generated from Focus Group Discussions and reflective journals thus improving the trustworthiness of the findings

APPENDIX P

REFLECTIVE JOURNALS SCHEDULE

1. Disruptive behavior is evident at this school. What can you say about it and what are its effects on teaching and learning of learners? What are your understandings about disruptive behaviours in rural school communities?

2. Disruptive behaviour has a lot of challenges that hinder sustainable learning

Do you agree/not agree with this statement? If so/not so, What are your opinion and suggestions on strategies or ways that could be utilised to mitigate the challenges that hinder sustainable learning in this rural school?

3. Community Strategies

We have so many stakeholders in this community, what strategies do they use as individuals/pairs/partners and in groups in supporting schools to achieve sustainable learning for learners in general and those with disruptive behaviour?

4. Collaborative process: agents of change

What have you learn from participating in this study so far?

Do you think that this is a project with achievable goals that can bring together communities in changing behaviours of learners and transform communities?

Are you still feeling that it is important to actively engage in the finalising the action plan developed in the meetings and the priorities set to enhance sustainable learning for learners with disruptive behaviour in a rural school context? Why so?

Do you have any suggestions for future about the project?

Optional: Suggest or indicate any important issues which might not have been covered in these guiding prompts.

INHLELO ZALOKHO OKWENZAKEYO

1. Ukungaziphathi kuhle kukhona esikolo lesi.

Kuyini ongakutsho ngalokhu njalo kuphambanisa njalo ukufunda lokufundisa? Ucabanga ukuthi kuyini ukungaziphathi kuhle ezikolo zemaphandleni?

2. Ukungaziphathi kuhle kulobunzima obunengi obenqabela imfundo elohlonzi.

Uyavumelana yini lalokho ? nxa ungavumi ungapha mibono bani engasetshenziswa ukwehlisa ubunzima obenqabela ukufunda okulohlonzi ezikolo zemaphandleni?

3. Okungenziwa ezigabeni

Silabantu abanengi abaphatheka emisebenzini yalesisikolo, bangasebenzisa cebo bani ngamunye ngababili kumbe amaqembu ukuncedisa isikolo ukuphumelelisa ukufunda okulohlonzi kubafundi bonke kuhlenganisa lalabo abangaziphathi kuhle?

4. Ukusebenzelana ndawonye

Ufundeni ngokuphatheka kulesi sichwayisiso?

Ucabanga ukuthi loluhlelo lulenjongo ezizaletha izigaba ndawonye ukuntshintsha ukwenza kwabafundi kuntshintshe izigaba?

Usalesiqiniseko sokuthi kuqakathekile ukuyala uphatheka ekuphutsheni lumsebenzi oyenzwe emihlanganwenilezinqumo ezithethweyo ukuthuthukisa imfundo elohlonzi kubafundi abangaziphathi kuhle ezikolo zemaphandleni? Yindaba?

Uleminye imibono kusichwayisiso esizalandela?

Uyazikhethela ukwenza lokhu: Nika izinto eziqakathekileyo ezingakhulunywanga ngazo lapha kulezi ezenziwe phezulu

APPENDIX Q

UKZN ETHICAL CLEARANCE CERTIFICATE



07 December 2018

Mr Prosper Lunga 218068154
School of Education
Edgewood Campus

Dear Mr Lunga

Reference number: HSS/1899/018D

Project title: A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context.

Full Approval - Full Committee Reviewed Application

With regards to your response received 03 December 2018 to our letter of 04 September 2018, the Humanities and Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

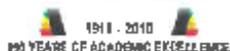
Yours faithfully

Dr S Naidoo (Deputy Chair)

/px

cc Supervisor: Prof Deevia Bhana
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Ms M Ngcobo, Ms S Jeenarain, Mr SN Mthembu

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair)/Dr Shamila Naidoo (Deputy Chair)
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APPENDIX R
TURNITIN CERTIFICATE

Disruptive behaviour

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APPENDIX S
EDITOR'S CERTIFICATE

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18 February 2020

This serves to confirm that I have edited the thesis, "A collaborative framework for enhancing sustainable learning for learners with disruptive behaviour in a rural school context", by Prosper Lunga, student number 218068154, excluding the List of References.

DISCLAIMER: The editor cannot be held responsible for any errors introduced due to changes being made to the document after the editing is complete.

Yours sincerely,



(Ms) Deanne Collins (MA)