

The Role of African Indigenous Education in Student Behaviour: A Perspective from Soweto Schools in Gauteng

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Inappropriate student behaviour is an ongoing concern in South African schools and worldwide. Consequently, research studies have been carried out to gain insight into how to manage student behaviour. Despite several strategies and plans being devised, not much has changed thus far. The current paper takes an empirical approach to determine whether African Indigenous education may enhance student conduct in public schools. The study employed a phenomenology research design to trace the disciplinary issues that educators face at schools. The aim was to establish their origins and propose strategies that may address the phenomenon. The rights and responsibilities of educators in the handling of discipline were also determined. The study used a non-probability sampling technique where the respondents were purposefully selected to participate in the research. The target populations of this research were families and teachers living in Soweto township, South Africa. The findings show that teachers face physical attacks, threats, disrespectful language, and aggressive behaviour in the classroom. The study indicated that incorporating Indigenous knowledge education into Sepedi language teaching could help students improve their moral integrity, cultural understanding, and cognitive abilities. The study is significant as it encourages appropriate behaviour and has an impact on school governance, policies, and strategic directions.

Biography:

Dr. GL Babili is currently affiliated with the University of Johannesburg's African Languages Department, where he teaches communicative competency studies, translation: theory and practice, as well as grammar and literature in Sepedi. His research interests are mostly focused on the interactions between members of the legal professions, such as police officers, and English second language speakers. He has written several research papers, including "Police Written Discourse: Analysing Notable Glitches in Police Reports" and "Police Interviews in Non-Native Context: Misconstructions and Possible Solutions" among others. He also supervised students at both undergraduate and postgraduate levels and presented academic papers at local and international conferences.