

**THE MANAGEMENT OF LEARNER DISCIPLINE BY EDUCATORS IN PUBLIC
SCHOOLS IN GAUTENG PROVINCE.**

by

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at

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04 FEBRUARY 2026

DECLARATION

I, Cecilia Mothapo, student number 61111317, declare that the dissertation titled: **The Management of Learner Discipline by Educators in Public Schools in Gauteng Province** is my original work and that the dissertation has not been submitted for any degree or examination at any other university. The dissertation does not contain other people's pictures, data, graphs or other information unless specifically acknowledged as being sourced from different persons. All sources cited in my research study are displayed and acknowledged in my text, with a complete list of references.



Ms Cecilia Mothapo

FEBRUARY 2026

Date

DEDICATION

This dissertation is a testament to the unwavering support and understanding of the following people:

- My husband, A Mabitsela, who, no matter how bad things got, was there to cheer me on and encourage me while I worked through my schoolwork.
- My son, Lesedi Mabitsela, for allowing me the time and space to concentrate on my studies while also being a mother to him.
- My mother, Ms J.N. Mothapo, for supporting me throughout this challenging journey.

ACKNOWLEDGEMENTS

- I want to express my sincere gratitude to my supervisor, Dr S.J. Rapeta, for his invaluable guidance, feedback, and support throughout my research. His extensive knowledge and experience were instrumental in the completion of this dissertation.
- All participants in my study, namely, educators, played a crucial role by sacrificing their time to respond to the interviews, thereby providing valuable insights into the topic of learner discipline management.
- All principals who permitted me to conduct my research in their respective schools.
- I thank God for the grace and insight that helped me persevere despite the challenges I had in my studies.

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ACRONYMS

ACE	Advanced Certificate in Education
B.Ed.	Bachelor of Education
CBT	Cognitive Behavioural Theory
DBE	Department of Basic Education
DH	Departmental Head
ICT	Information and Communication Technology
M.Ed.	Master of Education.
NGO	Non-Governmental Organisations
PGCE	Post Graduate Certificate in Education
PLC	Professional Learning Community
SASA	South African Schools Act
SBST	School-Based Support Team
SGB	School Governing Body
SMT	School Management Team
UNICEF	United Nations Children's Fund

ABSTRACT

Effective teaching and learning rely on learner discipline. If learners lack self-control, their schools will be unable to provide them with the best education available. Therefore, schools need to have appropriate disciplinary measures in place and the schools' disciplinary policy and rules regarding disruptive learners must be enforced consistently and fairly. SASA 84 (1996) states that corporal punishment is abolished, and no person may inflict or impose corporal punishment on a learner at a school, during a school activity, or in a hostel accommodating learners.

This study aimed to investigate how educators, a crucial part of the education system, which is the management of learner discipline in the classroom in public schools. The study adopted a qualitative approach through the interpretivist paradigm, and it employed a case study design. The theoretical frameworks that informed this study were the Theory of Social Learning, the Theory of Operant Conditioning, and the Cognitive Behavioural Theory.

Three primary and two secondary schools were selected from the Tshwane North District in the Gauteng Province as study locations. Data were collected through semi-structured interviews with participants, observation, and review of relevant documents. Purposeful sampling allowed for the collection of data from 20 participants, based on their accessibility and interest in participating in the research.

Findings revealed that parental involvement in learner discipline remains minimal, as many educators reported a lack of support from parents in reinforcing school rules at home. This underscores the need for parents and SGB to play an intentional role in supporting the discipline framework of schools, a key recommendation based on the findings.

KEY TERMS: Discipline, Learner, Classroom discipline, School, Classroom, Corporal Punishment.

KAKARETŠO

Go ruta le go ithuta ka katlego go ithekgile ka maitshwaro a mabotse a barutwana. Ge barutwana ba hloka boitshwaro le taolo ya bona ka noši, dikolo di ka se kgone go ba fa thuto ya maemo a godimo. Ka lebaka leo, dikolo di swanetše go ba le magato a maleba a taolo ya maitshwaro, gomme melawana ya sekolo mabapi le barutwana ba go hlola tšhitišo e swanetše go phethagatšwa ka toka le ka go se fetofetoge. SASA 84 (1996) e bolela gore kotlo ya mmele e fedišitšwe, gomme ga go motho yo a dumeletšwego go otlala goba go fa morutwana kotlo ya mmele sekolong, mošomong wa sekolo goba ka hosteleng yeo e dulago barutwana.

Nyakišišo ye e be e ikemišeditše go nyakišiša ka moo barutiši, bjalo ka karolo ye bohlokwa ya tshepedišo ya thuto, ba laolago maitshwaro a barutwana ka phapošing dikolong tša mmušo. Nyakišišo e dirišitše mokgwa wa boleng (qualitative approach) ka paradigme ya interpretivist, gomme ya diriša moralo wa case study. Dikgopolo tša teori tšeo di hlohleleditšego nyakišišo ye e be e le Theory of Social Learning, Theory of Operant Conditioning le Cognitive Behavioural Theory.

Dikolo tše tharo tša tlasana le tše pedi tšeo di phagamego di kgethilwe go tšwa Seleteng sa Tshwane North Profenseng ya Gauteng bjalo ka mafelo a nyakišišo. Tshedimošo e kgobokeditšwe ka diintšhwii tše di sa rulaganywago ka botlalo le batšeakarolo, tlhokomelo le go sekaseka ditokomane tše di amanago le nyakišišo. Mokgwa wa purposeful sampling o dumeletše go kgoboketšwa ga tshedimošo go tšwa go batšeakarolo ba 20, go ya ka go hwetšagala ga bona le kgahlego ya bona ya go tšea karolo nyakišišong.

Diphihlelelo di utollotše gore go tšea karolo ga batswadi taolong ya maitshwaro a barutwana go sa le gonyenyane, ka ge barutiši ba bantši ba begile go hloka thekgo go tšwa go batswadi mabapi le go tiišetša melawana ya sekolo ka magaeng. Se se gatelela bohlokwa bja gore batswadi le Lekgotla la Taolo la Sekolo ba swanetše go bapala karolo ya maikemišetšo go thekga mokgwa wa taolo ya maitshwaro dikolong, bjalo ka tšhišinyo ye bohlokwa yeo e tšweletšego go tšwa diphihlelelong tša nyakišišo.

MANTŠU A BOHLOKWA: Taolo ya maitshwaro, Morutwana, Taolo ya maitshwaro ka phapošing, Sekolo, Phapoši, Kotlo ya mmele

OPSOMMING

Doeltreffende onderrig en leer berus op leerderdisipline. Indien leerders nie selfbeheersing het nie, sal skole nie in staat wees om aan hulle die beste moontlike onderwys te bied nie. Daarom moet skole oor toepaslike dissiplinêre maatreëls beskik, en die skole se dissiplinêre beleid en reëls rakende ontwrigtende leerders moet konsekwent en regverdig toegepas word. SASA 84 (1996) bepaal dat lyfstraf afgeskaf is, en geen persoon mag lyfstraf aan 'n leerder by 'n skool, tydens 'n skoolaktiwiteit of in 'n koshuis wat leerders huisves, toedien of oplê nie.

Hierdie studie het ten doel gehad om te ondersoek hoe opvoeders, as 'n belangrike deel van die onderwysstelsel, leerderdisipline in die klaskamer in openbare skole bestuur. Die studie het 'n kwalitatiewe benadering binne die interpretivistiese paradigma gevolg en 'n gevallestudie-ontwerp gebruik. Die teoretiese raamwerke wat hierdie studie ondersteun het, was die Sosiale Leerteorie, die Teorie van Operante Kondisionering en die Kognitiewe Gedragsteorie.

Drie primêre en twee sekondêre skole is uit die Tshwane-Noord-distrik in die Gautengprovinsie as studieplekke gekies. Data is ingesamel deur middel van semi-gestruktureerde onderhoude met deelnemers, waarneming en die hersiening van relevante dokumente. Doelgerigte steekproefneming het die insameling van data van 20 deelnemers moontlik gemaak, gebaseer op hul toeganklikheid en belangstelling om aan die navorsing deel te neem.

Die bevindinge het aan die lig gebring dat ouerbetrokkenheid by leerderdisipline steeds minimaal is, aangesien baie opvoeders 'n gebrek aan ondersteuning van ouers ervaar om skoolreëls tuis te versterk. Dit beklemtoon die noodsaaklikheid dat ouers en die Skoolbeheerliggaam 'n doelbewuste rol moet speel in die ondersteuning van die dissiplinêre raamwerk van skole, wat 'n belangrike aanbeveling is wat uit die bevindinge voortspruit.

SLEUTELTERME: Dissipline, Leerder, Klaskamerdisipline, Skool, Klaskamer, Lyfstraf.

CHAPTER 1

INTRODUCTION

1.0 OVERVIEW OF THE STUDY

Maintaining discipline in the classroom is becoming an increasingly pressing issue for educators, which manifests in persistent disruptions by learners that undermine teaching and learning. Classroom disruptions by learners continue to be a significant obstacle that educators encounter every day and a major cause of educator turnover. Disciplined learners are an essential component of every successful educational programme. Without learners' adherence to school rules, educators are unable to teach effectively, which are the practical consequences of the problem. In light of this, schools must have effective disciplinary policies and processes.

According to Zhelyazkova and Teneva (2020), maintaining classroom order is a priority for educators from the very first day of school, as early disruptions can set the tone for ongoing behavioural challenges. A crystal-clear set of ground rules and limitations for acceptable behaviour must be established right from the start to prevent disorder from escalating. However, modern educators face a complex and ever-changing set of circumstances in the classroom, where disruptions may take multiple forms. The expectations placed on them by their learners are likewise relatively high, further complicating classroom dynamics. Professionalism and managerial skills of the highest order are essential for dealing with disobedient learners and maintaining the drive necessary for carrying on with business as usual.

When learners enrol at a school, they are bound by the school's code of conduct as specified in the South African Schools Act 84 of 1996 (SASA), which serves as a formal mechanism to regulate behaviour. However, the persistence of disciplinary challenges suggests gaps between policy and practice. School administrators have the right to discipline learners who disregard the code of conduct to instil in them the importance of acceptable behaviour. There is a prohibition on corporal punishment in SASA, meaning that educators must rely on alternative strategies to address misconduct. Intentionally causing severe bodily harm to the child is what this term

refers to when discussing physical punishment. Lawmakers have long been opposed to physical punishment for children, who see it as an affront to their fundamental rights (SASA 84, 1996).

SASA, Section 10(1) says no one has the right to physically discipline a learner in a school setting, which thus reinforces the shift away from punitive approaches. Anyone found guilty of violating Subsection (1) will face punishment that might be handed out for assault if found guilty (SASA 84, 1996, 10). While this legal framework protects learners, it also intensifies the challenge for educators who must manage behaviour without traditional punitive measures.

Classroom discipline, as defined by Yu Liao (2018), entails a set of actions taken by educators to carry out their pedagogical duties and maintain order in the classroom, directly addressing the manifestations of disorder. The educators' ability to manage their classrooms effectively is fundamental to their success, and thus they should always be working to develop their practice in response to ongoing challenges. In addition to teaching, educators in the classroom also have the responsibility of managing, or bringing together, the various components and interrelationships that make up classroom instruction into a coherent whole. Classroom discipline is a term used to describe this function, which points to its central role in addressing the persistent problem of learner indiscipline.

1.1 RATIONALE OF THE STUDY

This study aimed to identify the problems educators experience while attempting to govern learner behaviour by examining five schools in Gauteng Province. In doing so, the study specifically focuses on educators' experiences in managing learner behaviour, while recognising that disciplinary challenges manifest across both primary and secondary school contexts. Over the course of my eight years as a educator, I have directly witnessed a wide range of disciplinary challenges faced by primary and secondary school educators daily, which further emphasised the relevance of examining these issues from the perspective of educators themselves.

According to Section 8 of SASA, it is the duty of educators to ensure that their learners feel emotionally and physically safe in the classroom so that they can develop self-

control and responsibility. Effective and efficient learning can only take place in a classroom where the norms and atmosphere are established and maintained through class management activities. Thus, effective Classroom discipline is critical because the learners' behaviour fluctuates on a daily and occasional basis, presenting ongoing challenges for educators attempting to maintain discipline across different schooling phases. They may be able to study peacefully now, but in future that may not be the case (Abidin & Muhammad 2024).

Kuronbayevna and Melibekovna (2022) state that the educator's ability to keep the classroom under control and prevent learners' disruptive behaviour from interfering with the delivery of instruction is known as Classroom discipline. The word also suggests taking proactive measures to avoid disruptive conduct and successfully dealing with it when it occurs. For many educators, it is a cornerstone of the teaching profession. Several educators have left the profession due to issues in the disciplinary area, highlighting how challenges in managing learner behaviour directly affect educators' professional experiences. Implementing optimal teaching practices, creating engaging curricula, and maintaining discipline in the classroom are all dependent on effective Classroom discipline.

According to Tami (2022), it also refers to the things that educators can do to enhance their classrooms so that they are more conducive to learning and where both learners and educators feel safe expressing themselves creatively and physically. According to Amalia and Brata (2019), cited by Goldberg et.al. (2021), educators require skills in Classroom discipline to understand, diagnose, make judgements, and act to build a dynamic classroom culture. Therefore, the role of the educator is critical and influences the level of learning in the classroom, particularly in navigating disciplinary challenges that arise in both primary and secondary education settings. When it comes to helping learners realize their dreams and reach their full potential, educators play a pivotal role.

Having taught before, the researcher knows there's a pressing need to delve into the question of what, now that corporal punishment is outlawed, can help educators maintain order in the classroom, especially given the persistent challenges they face in governing learner behaviour across different school levels. The majority of educators lack the necessary skills to discipline learners effectively; therefore, they usually let them act out, which illustrates the practical difficulties educators encounter

in managing discipline. Also, this causes a halt to the class's regular activities. The enforcement of school rules is notoriously tricky, further reinforcing the complexity of disciplinary challenges experienced by educators.

1.2 BACKGROUND TO THE STUDY

Now that corporal punishment is out of the question in South African classrooms, evaluating learners' progress is more important than ever. However, there is limited empirical research that examines how educators practically balance learner evaluation with maintaining discipline in the absence of corporal punishment. South African schools are entrusted with the responsibility of educating learners to uphold constitutional mandates. The intention is to foster democratic principles and behaviours in the school environment, according to the National Education Policy Act of 1996 (National Policy Act, 1996:19). Discipline by educators should not, therefore, violate the learners' constitutional rights, yet there is insufficient context-specific evidence on how educators interpret and implement rights-based discipline in everyday classroom settings. For example, a study by Rossouw (2003), focuses on educators' positive and negative reactions to learner misconduct in South African public schools. However, the study is outdated. A 2025 study by Khoza focused on leadership approaches for learner discipline in public secondary schools, and not primarily on managing learner discipline. Similarly, a 2024 study by Lumadi focused on repositioning the learners' code of conduct to enhance discipline management, while Davies (2024) explored collective ownership for learner discipline in South African schools.

According to SASA, "to keep the teaching and learning processes from being disrupted, it is important to maintain discipline in classrooms and on school premises." (South Africa, 1996a: A-47). Therefore, the Act states that educators are expected to be accountable for enforcing discipline while also considering the security and rights of their learners. (South Africa, 1996a: A-47). Despite this clear policy directive, there is a lack of research exploring the extent to which educators are adequately supported and prepared to fulfil this dual responsibility in practice.

Not only does this Act uphold the Constitution, but it also forbids detention, severe punishment of learners, and the locking up of children in solitary confinement. In addition to making sure their learners are safe; educators should respect their learners'

rights. They also face difficulties in selecting appropriate disciplinary tactics that do not violate the rights of learners due to these requirements. (South Africa, 1996a: A-47). While these challenges are acknowledged in policy and literature, there remains a gap in understanding which alternative disciplinary strategies are most effective, sustainable, and contextually appropriate, particularly across primary and secondary school settings.

1.3 LITERATURE PREVIEW

Classroom discipline is an issue that plagues educational systems worldwide. This is indicative of a significant problem that educators confront. Strategies for managing classroom behaviour effectively contribute to the development of trusting connections between educators and learners (Damon-Tao, Virat, Hagège, Shankland, 2023).

Any course on teaching methodology includes Classroom discipline. The role of the educator, learner groupings, and activity descriptions includes guidelines for who does what, what others are doing at the same time, and where people are standing or sitting. Incidents of disruptive behaviour, including what causes them and what should be done about them, are all covered, according to a recent study by Zhelyazkova & Teneva (2020). Classroom discipline is an issue that plagues education systems worldwide. This illustrates one of the significant issues that must be solved.

According to Kubat and Dedebali (2018), effective Classroom discipline fosters a productive learning environment by regulating learner conduct and planning instruction with the learners in mind. Several factors contribute to a productive classroom setting. One of the most crucial is that the educator has appropriate working knowledge and abilities. As the primary drivers of classroom experience, educators must be well-versed in and adept at Classroom discipline strategies.

The ability to influence and regulate learner behaviour is only one aspect of Classroom discipline, according to Dervishi and Omeri (2022). When it comes to managing a classroom, discipline is key. Discipline refers to any measure taken to control learner behaviour. In addition, Wolff, Jarodzka, and Boshuizen (2020) state that all the processes educators do to make their classrooms good places to study should be considered as part of Classroom discipline.

Classroom discipline has been studied from several academic disciplinary points of view. It is widely acknowledged as a pressing issue in modern classrooms, which must adapt to a constantly expanding curriculum. The current educational context is very different from the usual teaching function of yesteryear (Zhelyazkova & Teneva, 2020).

To create a productive classroom, educators need to be familiar with the notion of management and should have mastered a wide range of instructional and organisational tactics. Advice, tips, and suggestions from seasoned educators may significantly improve Classroom discipline. When educators use successful Classroom discipline tactics, learner disruptive behaviours, both individually and collectively, are reduced. Educators with good Classroom discipline abilities are more likely to have attentive and engaged learners, whereas those with less experience or training tend to have a less structured classroom.

Interventions that can be used to improve or sustain behaviour include positive and negative reinforcement, as described by Frank, Christman, Baldwin, and Richards (2019). It is more likely that a behaviour will be repeated under the same or comparable antecedent conditions if a consequence is offered after the behaviour, according to Alberto and Troutman (2017).

In line with the human rights principles enshrined in the South African Constitution (Act No.108 of 1996), (Republic of South Africa, 1996b), and the South African Council of Educators' Act (Act No.31 of 2000), Segalo and Rambuda (2018) state that South African educators are divided on the optimal method of learner discipline. One may argue that legislation or educators' ignorance of human rights, especially as they relate to disciplinary measures and punishment, are obstacles in the teaching profession. It may be wise to inquire more about educators' viewpoints on the subject rather than imposing one's own expectations on them in terms of the teaching profession.

On the one hand, historically, educators have used a variety of methods to curb disruptive behaviour in the classroom (Blake, 2017). On the other hand, there is little evidence that the current practices and processes affect learner misconduct (Arens, Morin, & Watermann, 2015). When educators acquire the skills necessary to maintain order in the classroom, they create an environment that is conducive to learner development and learning (Smith, 2023).

1.4 THE THEORETICAL FRAMEWORK

There is a need for various theories to characterise the emergence and control of disorder adequately. The Cognitive Behavioural Theory will be evaluated here. The cognitive and behavioural theories are both relevant here. Theories built on the foundations laid by Skinner (1938), Pavlov (1927) and Bandura (1977), will be developed. In the opinion of these psychologists, there is no correlation between childhood and adult actions. One of their central tenets was that people are products of their environments, with their current habits having been learnt from, and then unlearned in those environments (Bandura, 1985). These philosophers hold that human behaviour may be studied and understood through controlled experiments. This means that the lack of discipline is a learnt social behaviour that may be examined and treated using a scientific approach (Odebode, 2019).

Three main domains are examined while looking at the Behaviourist Theory. To begin with, there is traditional conditioning, which highlights how people respond in specific ways without realising they are being conditioned. Second, Skinner's Theory of Operant Conditioning emphasises the use of positive and negative reinforcement to shape behaviour. Positive reinforcement makes good behaviour more common, and negative reinforcement makes bad behaviour less likely. This suggests that the lack of discipline may be traced back to the reinforcement of undesirable behaviours.

Finally, there is the social learning hypothesis. Bandura's (1985) Social Learning Theory outlines how we pick up knowledge by seeing others. They mimic others around them by watching them, mentally filing away what they see, becoming inspired by what they see, and then acting out their imitations. Because of this, we may infer that there is a process via which learning influences behaviour. It follows that the lack of self-control is a result of education (Odebode, 2019).

Rather than external stimuli, it is people's interpretations of those stimuli that drive their cognitive activity. Therefore, their emotions and actions are based on this understanding. This approach helps identify the root causes of learner disobedience and focuses on the most effective strategies for modifying such behaviours (Odebode, 2019).

1.5 THE PROBLEM STATEMENT

School safety and discipline issues have been significant problems in the South African education system recently. New research shows that many schools are still underperforming, even though the government has pledged to make improvements and provide more resources (National Department of Education, RSA, 2002a:6). Better delivery of state services that support schools, learners, and educators is necessary to reach the national aim of equity, excellent education, and equitable treatment in the classroom. Unfortunately, South African schools are not ready to give the kind of balanced education that young people need.

The Department of Education (RSA, 2002a:6) data show that many schools lack the resources to provide a safe environment where learners can discuss and find solutions to issues related to domestic and community violence. As a result, learners and educators are growing estranged from one another, and discipline is worsening. Learners are also losing faith in educators, which is a significant problem. Many schools suffer a decline in their effectiveness and the quality of their learning environment because of learners like these. These issues are essential factors in the decline of education standards.

Educators struggle to maintain discipline in the classroom; hence they need to come up with viable alternatives to corporal punishment now that it is illegal to employ it. When it comes to discussions concerning physical punishment in the classroom, educators are once again at the centre of the controversy.

1.6 PURPOSE OF THE STUDY

The purpose of the study is to examine the management of learner discipline by educators in public schools in Gauteng Province.

1.7 RESEARCH QUESTION

The main research question is:

How to manage learner discipline by educators in the public schools in Gauteng Province?

Based on the main research question, the research sub-questions are:

- What methods are available for enhancing and sustaining school discipline?
- What mechanisms are available to educators for enforcing discipline in their classrooms?
- What responsibilities do educators have in maintaining discipline in the classroom?
- What are the guidelines for educators to participate in school discipline?
- To what an extend do teachers authority maintain discipline in the classroom?

1.8 RESEARCH AIM

To examine the management of learner discipline by educators in public schools in Gauteng Province.

1.9 RESEARCH OBJECTIVES

- To identify methods available enhancing and sustaining school discipline.
- To figure out mechanisms available for enforcing discipline in their classrooms.
- To examine the responsibilities that educators have in maintaining discipline in the classrooms.
- To identify the guidelines that educators must follow when participating in school discipline.
- To explore teachers' authority in maintaining discipline in the classroom.

1.10 RESEARCH DESIGN AND METHODOLOGY

1.10.1 Qualitative Research Methodology

As Paul and Bandyopadhyay (2019) define it, qualitative research is an empirical approach for gathering non-numerical information. Whereas quantitative research is concerned with counts or measures of items, qualitative research is more concerned with their meanings, concepts, definitions, characteristics, symbols, and descriptions.

Understanding the importance of societal and human problems from various angles is the main objective of qualitative research. Steps in conducting research include formulating study questions and developing methods to gather data, typically from the participant in their natural habitat, analysing the data inductively, progressing from details to themes, and finally, drawing conclusions based on the findings. There may

be more than one format for the final report. Here, researchers place a premium on inductive reasoning, subjective interpretation, and providing reports that do justice to the nuances of a given scenario (Creswell & Creswell, 2018).

In qualitative research, the primary goal is to look at how people see a social phenomenon. Mohajan (2018) argues that qualitative research is an act of social activity that aims to comprehend the social reality of persons through an examination of their experience, interpretation, and meaning-making. This is an investigative method in which researchers gradually make sense of a social event by means of contrasting and comparing the topic of study, according to Creswell and Creswell (2018).

A qualitative design may be viewed as a subjective way of analysing thoughts, behaviours, and connections, as pointed out by Mkandawire (2019) in his explanation of qualitative data gathering approaches in research. In qualitative research, various methods are employed to collect, analyse, and interpret data. These methods include oral histories, classroom observations and immersions, open-ended surveys, diaries, notebooks, and content analysis of visual and textual materials (Mohajan, 2018). Approaches to qualitative research might range from phenomenology and hermeneutics to ethnography and grounded theory, as well as case study, historical, and narrative designs.

According to Cleland (2017), the how and why issues that arise from research may be better understood through qualitative research, as it provides a more nuanced view of the study subject's environment, phenomena, and experiences. Finding out the how and why, or any other why-questions, is essential and valuable since it allows us to build upon what we already know, add to what has been written, and deepen our comprehension. If you are having trouble putting your finger on the exact numerical answers, what is the best way to tackle the why-questions, like your thesis or research paper? The correct response to this question is to conduct qualitative research (Islam & Aldaihani, 2022).

Creswell and Poth (2018) state that qualitative research is essential for describing stories, events, poetry, or theatre in a way that is both literary and adaptive, moving away from the limitations of conventional academic writing.

Qualitative research may also be used to test hypotheses, refine existing ones, and even transfer knowledge to unanticipated contexts. Inadequate or incomplete theories for a particular sample, location, or context are good reasons to do qualitative research. When you realise that existing theories fail to represent a specific topic or problem appropriately, it is recommended that you switch to qualitative research. Finally, qualitative research is necessary when you need to comprehend the conditions in which participants or objects explain a problem or issue. Knowledge gained from qualitative research can help inform readers and lead them to practical solutions (Islam & Aldaihani, 2022). The research strategy for this study will be qualitative.

Qualitative researchers delve deeply into the minds of study participants, testing their beliefs, emotions, and assumptions using a wide range of methods. The linguistic data that identifies issues from the participants' perspectives is the main emphasis of qualitative research. Researchers rely on participants' capacity to articulate their experiences, activities, and the characteristics of the things being investigated to interpret their responses (Hennink, Hutter, & Bailey, 2011; Bowling, 2014). When seeking free-form information, Silverman (2016) argues that qualitative research is at its best. For a thorough evaluation of multiple perspectives, the qualitative approach is essential.

1.10.2 Research approach and design

1.10.2.1 Case study

In-depth contextual assessments of one or more examples of a natural phenomenon over which the investigator has little influence (Tracy, 2019, p.61) are central to case studies (Yin, 2017). These phenomena can include anything from people to organisations, programmes, events, geographic locations, and decisions. Without experimental controls or manipulations, a case study is used to collect data from multiple entities using a variety of methods and tools, with the help of one or more observers, in one or more natural settings (Mongadam, Arabi, & Khoshshima, 2021).

Researchers doing case studies go as close to the action as they can. An additional goal of the study might be for the researcher to learn about the underlying mechanisms. It is possible that first-hand accounts of what happens play a supporting

role. Among other methods, the researcher may conduct in-depth interviews with relevant parties. It is possible to plan interviews to cover all bases, but in most cases, the interviewer is free to explore anything that arises during the conversation.

Documents, historical records, organisational charts, production figures, and other sources can enhance and validate data gathered through observation and interviews (Moghadam et al., 2021). While some studies rely on a single approach, such as observation, others triangulate data from several distinct sources to conclude. To obtain more thorough and accurate data or to corroborate the findings of a study, researchers often employ a method known as triangulation (Jentoft & Olsen, 2019).

Data triangulation, as noted by Flick (2018), involves gathering information from several distinct sources. This refers to other instances in which data were collected, as well as additional participants. According to Halkia and Neubert (2020), case studies are helpful because they allow researchers to achieve their research goals by addressing phenomenon-driven research questions and by providing tools for expanding existing theoretical frameworks. Case studies are recommended by Yin (2017) for investigating how or why something occurred, or for describing what happened. To better comprehend complex social phenomena, case studies are functional because "investigators can retain holistic and meaningful characteristics or real-life events when using the case study method" (Yin, 2017: 2).

Evaluation research can also employ case studies to Meta-evaluate, explain, describe, demonstrate, and investigate. Among the many possible motivations for doing a case study is the desire to gain more profound knowledge of a phenomenon that has not been studied before (Halkias & Neubert, 2020). Researchers can improve the trustworthiness of their work by creating a methodology for their case studies (Yin, 2017).

Because of its detailed account of all relevant elements, the case study technique is well-suited for studying the effects of educational interventions. Yin (2017) notes that there is widespread acceptance of both single- and multiple-case designs. Five possible considerations should be taken into account while deciding between a single case and a multiple-case design. (Yin, 2017). Replicating an intervention over several cases and illustrating various settings is common practice. Commonalities among

instances in a multiple-case study allow for in-depth examination of the differences between them and the identification of generalisable takeaways.

1.10.3 The Population and Sampling

Sampling is how you pick which research participants, people, or responses to analyse. Questions, surveys, and observations can be directed at people, places, and items involved. However, selections made from which generalisations about the greater population may be made. A group of people, like participants, that are the subject of a study or enquiry, is referred to as a research population (Islam & Aldaihani, 2022). According to Gentles, Charles, Ploeg, and McKibbon (2015), sampling is the practice or method of selecting samples from a larger population to estimate population parameters or characteristics.

1.10.4 Data Collection

The English term data is derived from the Latin datum, meaning a piece of information. A variety of methods exist for collecting data, including experiments, observations, censuses, and surveys. Data may potentially be collected independently by investigators (Kothari, 2018). There are two possible varieties of data:

Primary data refers to information that is gathered by the researchers conducting a study directly from the participants in that study and secondary data gathering is when researchers gather information from previously published studies. Researchers in this field do secondary research, such as a review of original research using secondary data. Interviews and observations will all contribute to this study's data set (Jameel & Majid, 2018).

The collection of data is essential to every study. After a study has been planned and designed, the data needed to investigate the topic at hand are collected. Because the research itself is impossible to do without a particular set of data, data collection is crucial. Both primary and secondary sources might be used. Primary data are gathered using methods such as observation, interviews, questionnaires, and database searches. Books, periodicals, journals, and other published works, as well as unpublished memoirs, biographies, and similar materials, are all examples of secondary sources. The gathering of data is the first and foremost step in every research project (Mazhar, Anjum, Anwar, & Khan, 2021)

According to Jameel and Majid (2018), data collection is the act of amassing information on study variables from a research sample. There are two distinct ways to gather information:

1.10.4.1 Interviews

An interview is a personal dialogue between a researcher and a responder. If the respondent is truthful, an interview is an excellent way to gather detailed information about a topic. The interviewer can capture not just what is said, but also the interviewee's facial expressions, body language, and other reactions. The interviewer can then quickly and readily derive the necessary conclusions (Kabir, 2016). The goal of conducting an interview is to learn about the interviewee's thoughts and feelings about a topic through their own words. In this sense, interviews were most helpful in gaining a more profound comprehension of a social issue or phenomenon.

When researchers have limited prior experience with the phenomena or problems under investigation, interviews are the best strategy to use. Researchers might benefit from interviews when they are studying delicate themes, and their participants prefer to give verbal accounts of their thoughts and feelings (Islam & Aldaihani, 2022). The interviews were conducted with educators at the sampled schools.

1.10.4.2 Observation

The first step in learning about the world is by observing it. Humans heightened sensory abilities allow them to observe their surroundings in great detail. However, observation as a study data gathering strategy entails more than merely seeing or hearing. What we see or hear must be documented so that it can be evaluated and understood by others before it is considered public. This is a scientific method of collecting data through systematic observation.

Researchers rely on their five senses to observe individuals in their natural habitat. To observe in the field, one must immerse oneself in the environment for an extended period, make explicit, self-awareness notes about the process of observation, improvise methodically and tactically gain a comprehensive understanding of the observed environment, communicate one's observations in a way that is standardised in some way, and record their findings (Kabir, 2016).

Observation is a method used to keep track of the unique habits, movements, and occurrences of people and events. There are two types of observational measurement, ad hoc and systematic. Free-form observations are made on the spot and recorded as they are viewed. Structured observations require the researcher to deliberate on what to observe, how to examine it, how long to observe, and how to record the results. The observer is a crucial part of the measuring process. When seeing anything, a participant observer takes part in it themselves. While viewing the phenomenon of interest, the non-participant observer takes a purely observant stance (Polit & Beck, 2017).

1.10.4.3. Data analysis

Data analysis often involves describing data elements and conducting primary statistical analyses to elucidate correlations and relationships between variables (Jameel & Majid, 2018). According to Magabe (2020), citing Matthews and Ross, the ultimate goal of data analysis is to interpret and evaluate the data in relation to the research subject. Data analysis primarily involves making inferences and sorting the outcomes into categories. Researchers can make sense of the data they have collected and put it into understandable formats by reviewing it, identifying missing, incorrect, or inconsistent information, and recognising early trends. Chapter 3 will go into detail on the methods used for data analysis.

1.11 TRUSTWORTHINESS

Trustworthiness or rigour of a study, as defined by Pilot & Beck and referenced by Connelly (2016), is the extent to which one may have faith in the reliability of the research's data, interpretation, and methodology. Scientists should design the procedures and the steps required for a study to be taken seriously by study participants (Amankwaa, 2016). Chapter 3 will provide a detailed account of the steps taken to guarantee the trustworthiness of this study.

1.12 ETHICAL CONSIDERATIONS

Anwar (2016) cites that ethics are the moral principles that govern our thoughts and actions in any given circumstance. When conducting research, it is important to act ethically. Anwar (2016) defines ethics as following the rules and stressing the avoidance of harm to participants. In contrast, Coghlan and Brannick (2007) state that

ethical considerations in research, typically framed within conventional empirical research paradigms, include refraining from causing harm, maintaining confidentiality, and ensuring accurate data extraction.

Conclusions about research ethics may be drawn from the foregoing; they include the importance of avoiding harm to participants and maintaining the confidentiality of data (Anwar 2016). A person's actions must adhere to a set of rules known as ethics. Ethics in research may be defined as acting in accordance with established standards of behaviour and the law. In reality, there are rules of behaviour that determine the lines between proper and improper actions. Ethical issues will be thoroughly discussed in Chapter 3.

1.13 LIMITATIONS OF THE STUDY

Limitations in a study are flaws in the methodology or structure that might affect the results or conclusion. The discussion of the study's limitations should be thorough, including a description of the potential constraints, an explanation of its consequences, viable alternative techniques, and the efforts made to alleviate the limitations (Ross & Bibler Zaidi, 2019).

1.14 DEFINITION OF KEY CONCEPTS

- i. **Learners-** this refers to the children registered at a school (Bosch, Laubsher & Kyei-Blankson, 2021). Kautish, Chaubey, Goyal and Whig (2023) define learners as individuals who are involved in the process of learning new skills or knowledge.
- ii. **Discipline-** *Disciplinus* originally meant teaching and learning in Latin, the origin of the English word "discipline". (Rahimi & Karkami, 2015).
- iii. **School-** according to Nyatuka (2020), A school is any place where learners participate in structured educational programmes. Keengwe and Wachira (2020) further define a school as a section of a school system that houses learners in one or more buildings, organised into one unit with one or more educators to provide teaching of a specific sort, and consisting of one or more grade groups or other recognisable segments.
- iv. **Educator-** a person who facilitates the acquisition of new knowledge (Nyatuka, 2020). According to Madden-Dent and Oliver (2021), an educator is someone

who guides learners toward the development of skills, knowledge, or character. Those whose primary function in an institutional setting, like a school, is to instruct learners or other visitors in the ways of knowledge acquisition.

- v. **Classroom-** according to Awoyemi & Awoyemi (2021), A classroom is simply a room where learners sit for lessons. The classroom is where instruction and learning take place. Typically, the classroom is housed within the school grounds.
- vi. **Classroom discipline-** ensures that learners do not act in a way that interrupts or otherwise interferes with the delivery of education during class. (Duta, 2020). Adjei-Baoteng (2016) states that Classroom discipline is the process by which educators ensure that their learners are well-behaved and that the classroom environment is conducive to learning.
- vii. **Corporal punishment-** it is defined as a form of physical punishment that is intentionally intended to inflict pain to influence behaviour, including hitting, punching, spanking, slapping, punching with tools like rods, belts, and paddles (Roy 2019).

1.15 CHAPTERS OUTLINE

The planned research outline of the chapters of this study is as follows:

Chapter 1: Overview of the Study

This chapter introduces the research by situating it within the larger framework of ongoing education reform and the difficulties associated with it. Introduction, problem statement, purpose of the study, theoretical framework, clarification of concepts, research design and methodology, ethical considerations, demarcation of the study, limitations of the study, and presentation of the chapters are the main components of each chapter.

Chapter 2: Literature Review

A review of the management of discipline by educators in public schools in the Gauteng Province.

Chapter 3: Research Design and Methodology

A systematic review methodology will be employed to ensure the research is comprehensive and to address the lack of literature on classroom disciplinary management. This section details the steps taken to ensure a systematic and repeatable approach by presenting the methodology that was used.

Chapter 4: Research Findings

The most important findings that came out of a research endeavour, aspects that the project showed, revealed, or suggested. In most cases, this means the overall results, not just the conclusions or suggestions made from them.

Chapter 5: Conclusion and Recommendations

This chapter presents the findings and recommendations based on the study's analysis, as well as the interviewees and school observations from the three primary and two secondary schools.

1.16 CONCLUSION

Maintaining discipline in the classroom remains a significant challenge for educators in South Africa. With an emphasis on the processes and interactions that explain efficacy, this study presents a comprehensive analysis of classroom disciplinary tactics already utilised by educators as well as those that may be adopted. It helps close the knowledge gap and provides a foundation for educators to build better Classroom discipline practices that foster order and responsibility. In this section, the researcher lays out the study's overarching goals and the methods to be used to get there. In the following chapters, I will delve deeper into the issue at hand by discussing what I mean by discipline, the challenges educators face in the classroom, the strategies they currently use to maintain order, and some alternatives they might consider trying.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

Educators nowadays face a considerable challenge when it comes to managing challenging learner behaviour. Worldwide, schools have historically used punishment as their primary tool to address such behaviour (Oxley & Holden, 2021). The terms incompatibility, transaction, expectation, preventive, incentive, and decision-making should take the place of transgression, problem, and penalty (Oxley & Holden, 2021). One of the cornerstones of good instruction and learning is the discipline of the learners, as stated by Obadire and Sinthumule (2021).

Learners will not get the best education possible if they cannot manage themselves in class. Consequently, schools must establish suitable procedures and policies for disciplinary action. When learners are not responsible for keeping the classroom in order, it shows in their work and ultimately affects their grade. There has to be fair and consistent enforcement of the school's disciplinary policy and regulations about disruptive learners.

One of the primary goals of disciplinary action should be to create a classroom setting where all learners feel comfortable and safe to learn, as stated by Tan, Yore, and Hillen (2021). According to these authors (ibid), the point of enforcing rules and regulations is to help learners develop traits of maturity, autonomy, and good citizenship. They also found that the methods of discipline employed by the learners could be helpful if implemented appropriately. Exclusionary methods and other forms of inappropriate punishment can have a devastating effect on learners and the school environment when they are used on learners who exhibit serious behavioural challenges regularly.

Educators need to be aware of how their own experiences may shape the perceptions of their learners' worries. Järvinen, Harvey, and Koblinsky (2021) argue that schools should provide a hostile-free zone where learners are not subjected to any form of intimidation, harassment, physical aggression, hazards, or disruptive behaviour that could compromise their ability to learn. By showing learners what they are capable of,

regular discipline is more beneficial than harsh reprimands and punishments for inappropriate behaviour.

According to Wong (2009), disciplinary action is defined as any consequence for disobeying the rules. High dropout rates, harsh punishment for learners of colour, and other inequalities in the classroom have prompted a rethinking of traditional disciplinary practices and the development of novel approaches. School management encompasses more than just punishment. According to the research by Järvinen, Harvey, and Koblinsky (2021), school discipline benefits both learners and the school.

2.2 THEORETICAL FRAMEWORK

2.2.1. Theory of Social Learning

The Social Learning Theory proposed by Albert Bandura in 1966 is mentioned by Tadayon (2012), and cited by Kaluma (2021). Learning from others is central to the Social Learning Theory, which proposes strategies like observational learning, modelling, and imitation. According to this notion, people can pick up new skills just by watching and mimicking the actions of those around them. If you want to learn by observing other people, it makes no difference how old you are as long as you have a new, powerful model who controls the resources.

The theory's central tenet is that people's actions can be significantly influenced by what they know and anticipate regarding future reinforcements and punishments. Observing the actions of others and the results they produce is a powerful method of education. A person being observed has their beliefs reinforced. Intentional reinforcement influences learning-promoting cognitive processes. If the initial results are favourable, the second stage will involve imitation and modelling of the desired behaviour.

Albert Bandura conducted an experiment in which he found that children exposed to violent media were more aggressive than those who had not seen such media. These results show how important role models are in shaping children's character and how they interact with the world. When kids see adults acting aggressively or violently, they often emulate those behaviours (Kaluma, 2022).

2.2.2. Theory of Operant Conditioning

Skinner was the first to introduce the Theory of Operant Conditioning (1938). One method of learning is known as Operant Conditioning, which works by associating certain behaviours with positive or negative consequences (Kaluma, 2021). It was Thorndike's (1898) Law of Effect that people are more likely to repeat an action if it produces favourable consequences and less likely to repeat it if it makes bad ones—that inspires Skinner's work, according to McLeod (2018). Negatively reinforced behaviours tend to go away over time, whereas positively reinforced actions tend to stick around.

Another method of behaviour modification is punishment. According to McLeod (2018), punishment is a negative experience that reduces the subsequent behaviour. There are a lot of problems with punishment, though. It does not always lead to the intended behaviour, it does not always discourage repeat offenders, it makes people more aggressive, it might make people afraid, and it is not always forgotten.

Learners' homes are an integral element of their educational environments. The likelihood of a behaviour being repeated by a child depends on the parents' reaction to it. Learners are more likely to develop morally acceptable conduct patterns when parents collaborate with educators on managing punishment issues. On the flip side, schools see a decline in discipline when parents are uncooperative (Kaluma, 2021).

2.2.3. Strength of Skinner's Behaviourist Theory

Learning is shaped in the desired manner through reinforcement techniques. Educators show appreciation for excellent behaviour by praising and rewarding learners, and they show disapproval of bad behaviour by withholding praise and awards. Positive reinforcement is given to learners who do well academically and in extracurricular activities, whereas negative reinforcement is provided to learners who misbehave. The unruly learners will see that they, too, may benefit from good behaviour to earn incentives. Learners who follow the rules and commit no or few infractions should be appropriately acknowledged as a signal to continue in this positive direction. Punishment is not essential if reinforcement is used correctly, according to Skinner's Behaviourist Theory. All learners will want to perform well to obtain rewards; therefore, using reinforcement as a form of discipline is a good idea (Augustine et al., 2022).

2.2.4. Weaknesses of Skinner's Behaviourist Theory

While it's true that ignoring disruptive kids might not always be the best approach, Skinner's Behaviourist Theory offers a practical solution. It suggests that misbehaviour could be a means for learners to gain attention, which could encourage them to continue. However, in a school setting with many learners, it may be impractical to implement the theory's recommendation to reward them for excellent behaviour. Yet, this does not discount the theory's practicality, as some instances of lack of discipline may be signs of harmful influences that require immediate attention (Augustine et al, 2022).

2.2.5. Justification for Using Skinner's Behavioural Model Theory

Managing learners within and outside the classroom is a significant area of application for Skinner's theory of behaviour modification. This theory, when used in a professional and moral context, outperforms others that rely on punishment (LeClaire & Rushin, 2010). The Basic Education Act, Chapter 4 of Sierra Leone's Constitution (2010), and the United Nations Bill of Rights (1948) all seem to support Skinner's behaviourist approach to changing people's behaviours, underlining the ethical responsibility of policymakers in shaping educational practices.

2.2.6. Cognitive Behavioural Theory

According to the principles of Cognitive Behavioural Theory, the way one thinks and acts has a direct impact on how one feels emotionally and physically. Also, if you alter one of them, the others will shift as a result. When one is already feeling anxious or upset, it is easy to fall into negative thought patterns and emotional responses. According to this view, one's internal mental processes significantly contribute to the formation of their emotional state (Main, 2022). According to the Cognitive Behavioural Theory, how we think sets the stage for how we act and feel.

2.2.7. Cognitive Models at Various Levels

- Core beliefs- occupy the most fundamental stage of the cognitive model. Aaron T. Beck thinks the basic principles are too broad, set in stone, and universal.
- Thoughts that occur on autopilot are highly context-dependent.
- At the Intermediate stage, a person's rules, attitudes, and assumptions are firmly established as he works to comprehend his surroundings.

According to the cognitive model, people's intermediate and fundamental beliefs determine the types of automatic thoughts to which they are prone. If someone is biased in his assumptions and views, then his bias will show up in his automatic thoughts (Rowntree, 2017). The Cognitive Behavioural Theory asserts, according to Lyons, Ford, and Slee (2014), that learners can and will make both excellent and terrible choices for themselves. The ability to self-regulate and process the opinions of others, as well as the repercussions of one's actions, all play a role in shaping one's behaviour.

The Cognitive Behavioural Theory (CBT) aims to teach learners how to identify and manage their problematic behaviours by shedding light on the causes of their incorrect actions. When dealing with many learners who are disruptive regularly, CBT is the way to go. To help learners learn to self-manage, educators need to create classrooms that are conducive to that end. The best way to help these learners succeed is for educators to work with them to set behavioural goals and then employ social reinforcements when those goals are met. The importance of achievement is emphasised as a means of increasing learners' intrinsic drive.

The most persistent learners will require some direct personal interaction to get them back on track (Lyons, Ford, & Slee, 2014), making it challenging to use CBT without careful planning. The Classroom Discipline Theory, or Cognitive Behavioural Theory, is predicated on the concept that learners may acquire the tools they need to self-regulate their actions. The central ideas of this school of thought are that learners can and need to learn to regulate themselves over their thoughts and actions, that they are capable of both positive and negative behaviour choices, and that educators should instil in their learners a strong desire to achieve. This paradigm emphasises the importance of a learner's internal state over external circumstances (Special Educational Needs, 2016). In light of this, educators must employ learner-centred intervention and assessment methods (Special Educational Needs, 2016).

2.3. TYPES OF DISCIPLINE

There are three primary forms of school discipline:

2.3.1. Preventive Discipline: the establishment of classroom norms and procedures for managing learner behaviour (Bordia, 2020). According to Chang, Juang, and Chou (2014), preventive discipline is the practice of keeping learners

engaged and interested in what they are learning so that they do not have time to participate in inappropriate behaviours.

2.3.2. *Supportive Discipline*: is a crucial part of the corrective process. It involves the use of warnings and coaching to guide learners back to their tasks once Classroom Discipline has been implemented. As defined by Chang, Juang, and Chou (2014), this approach fosters the development of self-control in learners, helping them understand the consequences of their actions and encouraging them to make better choices in the future.

2.3.3. *Corrective Discipline*: When a learner does not progress despite supportive discipline, the school may resort to corrective discipline, which may include severe measures as suspension (Bordia, 2020). Corrective discipline, as defined by Chang, Juang, and Chou (2014), is the process of putting an end to unacceptable learner behaviour and re-establishing suitable learner behaviour while still respecting the dignity of the learner.

Most significantly, educators themselves should demonstrate what it is like to be punished and to like it (Bordia, 2020).

2.4. CAUSES OF LEARNERS' DISCIPLINARY PROBLEMS OR INDISCIPLINE

Learners' disciplinary issues often stem from their personal lives, as stated by Obadire and Sinthumule (2021). Learners who are exposed to violent media at a young age often internalise the message that violence is the norm in today's society and the key to success in getting what they want out of life. A lack of in-service training programmes to provide educators with alternative disciplinary strategies, overcrowded classrooms, an excessive emphasis on learners' rights, insufficient school facilities and resources, and educator misconduct were all listed as school-related issues that contribute to learners' lack of discipline.

According to Ofori, Tordzro, Asamoah, and Achiaa (2018), quoted by Olayinka, Falebita, and Musa (2023), the two main sources of learner disobedience are the family environment and the school environment. Learners blamed their parents for not allowing them to finish school and pay for basic needs, while school issues included overcrowding, educators' immoral relationships with learners, ineffective rule enforcement, educators' truancy, and learners' negative attitudes toward learning.

Nwahum, referenced by Boh (2019), finds eleven causes of learner misbehaviour in the classroom.

- 2.4.1. *Ineffective teaching*: lessons taught by ineffective and unskilled educators are always boring for their learners. Disruptive behaviour during class is a common symptom of learner boredom. Thus, a educator's approach to instruction may contribute to learners' lack of interest in class.
- 2.4.2. *Strict regulations and policies at school*: tension and frustration among learners may also result from the school's strict adherence to rules that they find unsettling.
- 2.4.3. *High learner numbers*: the National Policy on Education (2013) mandates a educator/learner ratio of 1:40, meaning that each educator is responsible for a class of 40 learners. However, it is not uncommon to have as many as eighty pupils in a single classroom, which not only makes for an uncomfortable learning environment but also encourages disruptions and disorder.
- 2.4.4. *Poor home training*: notwithstanding the adage that charity begins at home but ends where it is shown. When learners' lack of self-control at home carries over into school, it makes learning very difficult.
- 2.4.5. *Inadequate classroom resources*: can lead to unruly behaviour among learners, thus schools should prioritise addressing this issue.
- 2.4.6. *Discipline problems* are more likely to occur under an authoritarian administration because learners will feel powerless when decisions are made about them.
- 2.4.7. *Inadequate moral and religious instruction*: when learners lack proper moral or religious guidance, they may stray from societal norms. Therefore, they require consistent moral training to help them develop good moral habits.
- 2.4.8. *A breakdown in communication between administrators, educators, and learners*: Valuable information should be transmitted unimpeded from administration to learners. This is because a lack of mutual understanding might contribute to learner disobedience.

2.4.9. *Lack of commitment and dishonesty*: Consider the case of a poor educator who, instead of using the full 40 minutes, just uses 10.

2.4.10. *A negative outlook on education*: as demonstrated by learners' terrible behaviour even when the educator is present.

2.4.11. *Not enough educators*: if not enough educators are assigned to each subject area, learners may have too much free time and not enough structured instruction.

Some research suggests that adolescent misbehaviour is worse in schools where corporal punishment is not used (Odebode, 2019). Indiscipline, according to Jinott and Danalutchmee (2023), can have a variety of origins, including those at the individual, classroom, and school levels, as well as in the home and larger community. According to Odebode (2019), insubordination in the classroom stems from learners' attitudes and motivation. The collapse of school discipline is mostly caused by these factors, as described by Makendano & Mahlangu (2021) from the works of Hauwanga (2009), Masekoameng (2010), and Temitayo, Nayaya, and Lukman (2013).

The educators

When it comes to maintaining peace and order, few people are more important than educators in the schools and neighbourhoods where they work. Respectful behaviour among learners is something that should be fostered by educators. Ineffective Classroom discipline skills, negative attitudes toward learners, lack of respect for time, and careless course design are all potential causes of Classroom Discipline problems.

The learner

Learners also cause disciplinary problems, such as:

Ill health and lack of food can make learners constantly drowsy, which in turn impairs their concentration and learning abilities. If an educator does not know that a learner has trouble seeing or hearing, she can mistake the learner's behaviour for the absence of interest and disobedience. Some learners may intentionally interrupt class without a good reason. Learners' propensity to disrespect school authorities may stem from several factors. Learners may inflict damage to school property for no apparent reason, which we call a lack of care for school property. Peer pressure can have

beneficial as well as negative results, one of which is when learners' peers have unfavourable attitudes. A learner's negative outlook on school could be spread throughout the group if their friends share that opinion. Some learners may not be motivated to learn due to their lack of interest in school. Failure to succeed in school, as evidenced by low grades, learning challenges, or the inability to finish assignments. Learners commonly complain about school, a certain class, or their schoolwork due to boredom.

The Situation at home

Learners' emotional and mental well-being might take a serious hit when they have to deal with issues at home. A learner's insecurity, neglect, guilt, or anger can all surface when things are not going well at home. Possible root causes of family discipline problems include financial hardship, ineffective parenting, parental unhappiness, parental drunkenness, parental anxiety, and peer pressure.

Situations at school

The media and other educational outlets occasionally report on schools with extremely high disciplinary problems. As a result, there has been an increase in assaults on schools, educators, and property, as well as in crimes including theft, bullying, stabbings, and school shootings. When there are too many learners in a classroom, insufficient desks, books, light and discipline problems are more likely to arise.

Many factors contribute to learner misconduct, but the following four stand out, according to Satchel as quoted by Tarman (2016):

Demographic changes: the learners' lack of social skills may be attributable to the modern trend towards two-parent households and single-parent households. The need for parents to earn a living has been the impetus for them to spend more time in the workplace and less time caring for their children. Too little time is spent by parents with their children, leaving the responsibility of teaching them social skills to schools.

Poor interpersonal relations: It is possible that antisocial learners were shunned because of the aggression and other antisocial behaviours they displayed toward their peers.

Lack of cognitive discipline: learners who have trouble empathising with others have trouble interpreting, feeling, and appropriately meeting the needs of those around them, as well as manipulating mental processes that require taking the role of others.

The staff's lack of competence: Lack of time allocated for training school workers in conflict management and resolution hinders their ability to encourage prosocial behaviour among learners.

2.5. LEARNER DISCIPLINE GUIDELINES

Maintaining discipline in the classroom requires a joint effort by educators and parents. Following the rules laid out in South Africa's National Discipline Policy is of utmost importance for everyone engaged in maintaining discipline in South African schools (Obadire & Sinthumule, 2021). Educators are expected to maintain complete authority over their classes at all times and to institute any regulations deemed necessary. Learners are required to ensure proper conduct in all school settings, including classrooms, playgrounds, field trips, and school-sponsored events (Department of Education, 2001).

Using disciplinary measures effectively is a challenge for educators who work to keep their classrooms organised and disciplined. The South African Schools Act (Republic of South Africa, 1996a) lays out who is responsible for what in terms of managing and controlling learner discipline.

A code of conduct must be posted for all learners to sign, and disciplinary committees must be set up to hear cases of severe misconduct, punish those found guilty, suspend learners, and even suggest expulsion if needed. Discipline issues can be greatly reduced thanks to these interventions.

2.6. LEARNER DISCIPLINE AND THE LAW

Several South African regulations shield learners from being beaten or otherwise mistreated. Article 12 (1) of the Constitution guarantees that every person has the right to be free from torture, discrimination, and other cruel, humiliating, or violent acts. Under Section 28(1) (d), every child is protected from being subjected to abuse, neglect, or degrading treatment in any way. As said in Section 10, human dignity is something that everyone should strive to protect. Subsection (1) of section 10 of the South African Schools Act states that no one may employ physical punishment on a

learner at school. Violators of this section are guilty of a crime and, upon conviction, face the same punishment as for assault.

The Abolition of Corporal Punishment Act of 1997 also outlawed its use in educational settings. The Children's Act of 2005 Section 7(1)(h) states, " It is strictly forbidden to engage in any action that could cause harm to a child, be it emotional or physical." The National Education Policy Act of 1996 required the Minister of Education to create guidelines for the management and discipline of learners. The purpose of this measure was to ban the use of corporal punishment or subject a learner to psychological or physical abuse in any school (Ebrahim, 2017).

According to Prinsloo and Joubert (2013), views on discipline and punishment have shifted significantly since 1996 as a result of a greater focus on safeguarding fundamental human rights and the need to protect children from cruel treatment. Child abuse and the use of corporal punishment in schools are receiving more and more media coverage. Physical punishment is no longer considered an effective means of regulating children's conduct or addressing inappropriate actions. Human rights concerns have had an effect on disciplinary practices like suspension, due process, searching learners, and holding them in detention, in addition to corporal punishment. The rule of law is the capstone of responsibility in the classroom since it ensures that everyone adheres to the same standards of conduct.

2.6.1. Basic Legal Principles About Disciplining Learners

The law, and the law of education in particular, is predicated on the notion of legal certainty. A rule of law must be written so that individuals who are bound by it fully understand their responsibilities, rights, and options under the law. That is to say, the code of conduct must make it crystal clear to all parties what is expected of them, so that they can adjust their actions accordingly. If there is a well-established code of conduct and it is administered equitably, there will be more consistency in the penalties taken against transgressors. By adhering to the code of conduct, learners create an environment free from disruptions, allowing them to concentrate on their schoolwork. This safe space will enable educators to have confidence in their stance toward a learner, provided they behave reasonably and fairly within the bounds of the code of conduct as outlined by Prinsloo and Joubert (2013).

2.6.2. Human Rights and Classroom Discipline

Human dignity, equality, and freedom are democratic principles that the Bill of Rights in the Constitution acknowledges and ensures for all citizens. The school has a responsibility to safeguard, promote, and fulfil these rights by guaranteeing all learners and other school constituents' access to fair procedures and meaningful input into institutional decision-making.

- *Equality(s9)*

No educator or learner shall be subject to unfair discrimination in any way, and all learners shall be afforded the same protection and benefits of the law.

- *Respect and dignity (s10)*

Every person's inherent worth is the cornerstone of human rights. Educators enforcing school rules should be careful not to violate this right. One way to violate learners' dignity is to publicly ridicule, insult, or belittle them in front of their classmates.

- *Freedom and security of the person (s12)*

According to this part, everyone has the right to be free from physical and mental harm as well as the right to be secure in one's own body. The right to be free from cruel, brutal, or humiliating treatment or punishment encompasses the right to be free from torture in all its forms. Accordingly, discipline in the classroom must not be harsh, demeaning, or irrational.

- *Privacy (s14)*

Every learner has the right to be free from arbitrary government intrusion into their personal life, including the right to be innocent of having their person or property inspected or confiscated. However, it is within the bounds of legality for a school official to search the learner's belongings for weapons, illegal substances, controlled substances, stolen property, or pornographic content if there is reasonable suspicion that such things may be present.

- *The right to basic education (s29)*

The Constitution guarantees several fundamental rights, including the right to education. Before a learner can be expelled or suspended from school, the Schools

Act ensures that they are given due process. No amount of punishment, including sending learners home, can take away their entitlement to an education. No educator or administrator has the right to expel a learner from school or put them on suspension. No one other than the School Governing Body has the authority to suspend a learner for significant misconduct if there are reasonable grounds to do so; nevertheless, the learners must be given a fair chance to respond to the suspension before it can be enforced.

- *Freedom of expression (s16)*

A person's right to free expression extends beyond the written and spoken word to encompass every kind of behaviour that conveys their ideas, including but not limited to music, clothing, symbols, gestures, and more. The right to remain silent is also a part of this, and it would be a violation of someone's right to free speech to force them to have an opinion on any given issue. Learners do not, however, have unrestricted freedom of expression. School disruption is inappropriate and may result in the limitation of this freedom of expression causes a significant and substantial interference with school operations, activities, or the rights of others (Prinsloo & Joubert, 2013).

2.7. CLASSROOM DISCIPLINE AND ITS SIGNIFICANCE

Classroom discipline that fosters self-respect, respect for others, respect for learning, and respect for property (Wong, 2009) is essential for learner's success. Teaching a class without interruption from disruptive or disobedient learners is the goal of Classroom discipline, a term used by educators to describe the strategies and techniques they employ to achieve this goal. It is like a magic ingredient that lets professors make it or even survive in the classroom. While some educators may find it challenging to ensure a conducive learning environment and command the respect of their learners, others may find these tasks to be a breeze. This is not to say that any educator cannot benefit from the wisdom that comes with time and practice. To keep their classrooms running smoothly and free of disruptions, educators employ a wide range of Classroom discipline strategies, as defined by Mulvahil (2018).

Effective Classroom discipline and teaching are the two most essential factors in learners' academic achievements. The term class management refers to a educator's duties, which include planning, organising procedures and resources, monitoring

learner progress, minimising disruption and also discipline problems. Educators will never be able to successfully manage their classrooms if they consistently show up unprepared (Dervishi & Omeri, 2022).

If learners can maintain order in class, everyone benefits. Younger learners, in particular, are active producers, and a five-hour desk stint each day is not natural for them. Instead of expecting learners to sit quietly and take notes, discipline calls for active participation that does not interfere with others' ability to learn. Learners are better able to pay attention in class when they are not distracted (Engage Your Career, 2020).

2.8. MECHANISMS AVAILABLE TO SUSTAIN AND ENHANCE LEARNER DISCIPLINE.

According to Dr Shaneda Omar, Director of Clinical Services at the Teddy Bear Clinic, corporal punishment and discipline are pretty different. Through reinforcement, guidance, and direction, one can effectively manage a person's behaviour by learning healthy habits and eliminating bad ones. The goal of discipline is to create a predictable, ordered, and stable lifestyle by establishing boundaries, outlining obligations, and establishing mutually agreed-upon expectations. It is for the learner's own good and not intended to compromise the safety and dignity of learners, which should be our priority.

The use of punishment, prioritising a reward and punishment system, time-outs, detention during which learners are allowed to perform coursework, and litter pick-up are all examples of potential strategies. To further assist learners in comprehending their transgressions, Omar pushed for the incorporation of any supplementary means of discourse and engagement (Ebrahim, 2017).

2.9. EDUCATOR'S RESPONSIBILITIES IN CLASSROOM DISCIPLINE.

How an educator and the learner connect and how to foster that connection.

Educator–learner relationship.

Neither the educator nor the learner should leave their connection to chance. Educators must have faith in their abilities to connect with their learners on a personal level and keep those connections strong. A classroom community that includes and

benefits all learners can only thrive when each learner is recognised as an integral part of that community. Building relationships among learners.

As a result, educators have a responsibility to foster harmonious peer dynamics. For a classroom to become a community, learners must develop meaningful connections with one another. Having good relationships with other people has a profound effect on how individuals feel about themselves. Although having friends in class is essential, it does not mean that every learner will automatically become friends with everyone else.

Educator-guardian relationships.

Meeting with parents requires sharing only good news about their child. When presenting information to parents, educators should consider how that information could be received.

The importance of non-verbal communication

What a person says is crucial, but how they say it is equally significant. Facial expressions, posture, vocal tone and pitch, hand gestures, and even physical closeness between a speaker and a listener are all examples of non-verbal communication. Attitudes, emotions, sarcasm, and moods are mostly conveyed through non-verbal communication (Frank et al., 2019).

Good discipline, as stated by Prinsloo & Joubert (2013), does not occur by happenstance. It requires deliberate management. Many factors contribute to learner misbehaviour, including but not limited to personal issues and family life. A good, well-structured classroom environment aimed at preventing disciplinary matters is, thus, essential. Managing a classroom and enforcing discipline are complementary tasks. Management at the school focuses on the processes that take place. Structure, processes, and habits are all part of it. As a consequence, instruction is most effective when it consists of a series of steps that may be learnt, repeated, and reinforced. As a result, educators must place a high priority on Classroom discipline. Therefore, qualified educators have extensive knowledge in the subject matter and the curriculum, deliver engaging and stimulating lessons that inspire learners to learn, tolerate or prevent disruptions and disciplinary measures, perform routine tasks and

unusual behaviours with composure and efficiency, foster an environment of mutual respect, and make efficient use of class time.

Educators should have one-on-one conversations with learners concerning behavioural concerns in the classroom, claims Kursheed (2022).

Educators are obligated to explain to learners what they have seen in class. Educators should talk about the harm that learners' inappropriate behaviour causes in the classroom. Explore the positive perspective that might be taken on the observed behaviour and persuade the learner to adopt it. If you want to see a change in your learners' behaviour, you should always propose an action plan. When interacting with learners, educators must use the methods established by the school.

To put it plainly, educators must consistently model appropriate behaviour for their learners. It is an oxymoron in many ways. If it is true that no one can make anyone else behave, then it stands to reason that any attempt to implement a system for managing learner behaviour in the classroom is doomed to fail. For people to act in accordance with societal norms and expectations, they must believe that doing so is in their own self-interest. To counteract this, educators must implement efficient strategies for managing learner behaviour and maintaining discipline in the classroom (Shepherd & Diana Linn, 2015).

Wandah, Prayuda, Juliana, Ginting, and Gulton (2023) argue that a educator's capacity to create and sustain order among their learners is crucial to effective Classroom discipline. Successful educators hear out their learners' concerns, offer advice on how to move forward, and are open to candid conversations about anything, including the learners' personal lives and experiences, while maintaining their learners' trust. The creation of a classroom community where learners feel secure and encouraged in their pursuit of academic excellence is a fundamental responsibility of every educator. There are several ways to achieve this goal in the classroom. One is to be mindful of the cultural backgrounds of the learners. Another belief is that every learner deserves to be taught by an experienced and compassionate educator. A third is to respect learners' right to privacy while they are in class. Lastly, it is to foster an environment that is both supportive and welcoming.

The educator's managerial responsibilities:

Educators

Like executives in other fields, they are counted on to take the lead in inspiring their classes. Organise a wide range of tasks so that they and their learners can together achieve educational and social goals. A manager's responsibilities span the entire educational process, from planning to implementation to evaluation (Santhanam, 2022).

Mengliyeva (2024) asserts that teachers must possess leadership potential and organizational abilities in order to uphold discipline in the classroom. Leading by example and modeling the traits you want your students to emulate, such as discipline and responsibility, is also advised.

2.10. APPROACHES THAT ARE EFFECTIVE IN CONDUCTING A SUCCESSFUL CLASSROOM DISCIPLINE

Altering people's routines is the foundation of the first approach. In early childhood, the most common externalising characteristics that parents often notice include impulsivity, hyperactivity, disobedience, inattention, and excessive violence. Antisocial conduct, drug abuse disorders, social exclusion, and low academic performance are more common in learners who struggle with externalising behaviour difficulties (Graziano & Hart, 2016). This method has been successfully utilised by educators across the world (Wahdah, Prayuda, Juliana, Ginting & Gultom, 2023) to implement Classroom discipline systems.

The pluralistic analytical approach is another method that is effective in managing the classroom. The pluralist perspective, which emerged as an alternative to monism, holds that multiple, equally valid explanations exist for important topics and that different things will be helpful to different people on many occasions and in various settings. This means that the approach is not bound by any particular definition or method, but instead looks at each learner's needs and values to determine how best to manage the classroom. According to the research of Graciano and Hart (2016), this method can be used as part of an effective method of controlling a classroom.

Parents have an essential part in these strategies, since they can model appropriate punishment and set an example for their children. As they mature, people tend to mirror the behaviours of those they like. Successful usage of praise and reward has

been shown to reduce behavioural problems and boost learners' motivation to learn (Obadire & Sinthumule, 2021).

2.11. CLASSROOM DISCIPLINE STRATEGIES

2.11.1. Reinforcement: Positive and Negative

When discussing treatments to promote or maintain behaviour, Alberto and Troutman (as referenced by Frank, Christman, Baldwin, & Richards, 2019) state that positive and negative reinforcement are two options to consider. To reinforce behaviour, a consequence must be delivered after it has been performed, increasing or maintaining the likelihood that the behaviour will occur again given the same or similar antecedent conditions.

There are essential aspects of reinforcement, including:

Positive and negative reinforcement do not reinforce good and bad conduct, respectively. Consequences, both good and bad, are what a person gets when they act a certain way. To be positive about a learner's actions, it must improve their situation in some way. Negative denotes that the pupil loses out on something good because of the behaviour. In both positive and negative reinforcement, the goal of the consequences is to teach the learner what to do in the future when faced with the same or comparable antecedent situations (Frank et al., 2019).

2.11.2. Positive and Negative Discipline and Strategies Used to Implement Positive Discipline.

2.11.2.1. Negative and positive discipline

As an innovative method of providing positive behavioural discipline support to learners, replacing punitive techniques of maintaining discipline with negative discipline is very desirable. This is according to research (Stevens, 2018). Jones (2015) argues that educators have the capacity to instruct learners in the use of non-punitive forms of discipline. Positive discipline, according to Durrant (2021), is a method for shaping learner behaviour by attending to their emotional and psychological needs. From the foregoing, we can deduce that the goals of positive discipline are to help learners develop a strong sense of personal accountability, a healthy sense of self-efficacy in the face of adversity, and the confidence to make good choices. Haruyama (2019) agrees that adopting a more positive approach to

punishment can help learners develop self-control through their own efforts, thereby enhancing classroom conduct and reducing the likelihood of confrontations that often occur when disciplinary problems arise in schools.

Learners' violent and unacceptable actions in class, according to Dreikurs (2015), are a direct result of educators' harsh disciplinary methods. According to Bilaty (2017), any behaviours that disrupt instruction and learning are targeted by negative discipline. When this occurs in class, the educator usually tries to implement some discipline. The term negative discipline refers to the measures taken by a educator to rein in disobedient learners and restore discipline in the classroom. Semali and Vumilia (2016) argue that learners are more likely to engage in violent or aggressive behaviour at school when they are subjected to negative discipline, which does not improve learners' academic performance but instead demeans them, decreases their self-esteem, and causes them emotional anguish.

Negative discipline or punishment, argue Lopes and Oliveira (2017), brings the worst behaviours and has no positive long-term effects. Mbagala (2019) agrees that learners are not motivated to develop self-control when they are subjected to harsh punishments. While displaying little regard for a learner's human dignity, the DBE (2018) argues that negative punishment undermines their right to an appropriate education and safeguards them from all sorts of aggression. According to the research of Lopes and Oliveira (2017), physical punishment produces the opposite of its intended effect: it promotes aggression and violent behaviour among learners, rather than peace and respect.

2.11.1.2. Strategies used in the implementation of positive discipline in schools

According to research (Khan, Asia, Iqbal, & Ghaffar, 2019), encouraging learners to adhere to school rules helps them reach their academic, moral, and behavioural learning objectives. Despite those above, it is still challenging to keep learners disciplined. The DBE (2018) determines that schools' reliance on punitive disciplinary practices is not successful in helping learners with behavioural issues. Negative punishment has been shown to have physical, psychological, behavioural, and developmental implications for a learner (DBE, 2018), and it contributes to the escalating cycle of violence in schools (Mncube & Mthanti, 2014). To address these issues, the authors of this study (ibid) plan to explore the methods educators use to

instil positive disciplinary practices in schools, aiming to ensure a secure learning environment for all learners.

According to Ngubane (2018), establishing a code of conduct sets acceptable expectations for learner behaviour in the classroom, which in turn helps to cultivate an environment conducive to the effective acquisition of knowledge. An effective school atmosphere that promotes constructive discipline requires rules and regulations, like a code, to establish the parameters for what is considered appropriate and proper behaviour among learners (Graham, 2017).

According to SASA (1996), a code of conduct for the learners is a fundamental method for establishing effective school discipline. According to Sant (2019), the learners' code of conduct is a collection of regulations designed to control learner conduct, promote self-control, and keep schools running smoothly, enabling learners to learn and teach effectively. Positive reinforcement, role modelling, effective communication, integrated community systems, and the cultivation of a constructive atmosphere are further components of a comprehensive approach to behavioural improvement (DBE, 2018).

The National Association of School Psychologists (2002) advocates for positive discipline methods, emphasising their potential to protect the rights and well-being of learners and educators, maintain the quality of the learning environment, and help learners develop more adaptive and effective coping mechanisms in the face of adversity. Durrant (2021) further expands on this, suggesting additional methods to implement positive discipline in schools. These include receiving and expressing gratitude from parents and supervisors, giving learners specific feedback and praise when they reach goals. They also include being aware of when learners are having problems, listening to learners, offering emotional support and acknowledgement, and valuing learners' work and personalities. However, as Durrant (2021) found, most educators are unaware of the benefits of positive discipline and instead rely on what they are familiar with physical punishment. Learners may come to accept being beaten as a regular part of life, provided the beatings are brief and to the point, as suggested by Kunene (2020). Ngubane (2018) cites studies showing that positive discipline is unsuccessful at preventing behavioural problems in the classroom. Positively reprimanding learners, according to research by Fluke, Olson, and Peterson (2014),

does not prevent them from persisting in their misbehaviour and developing resistance to disciplinary strategies.

Here are a few Classroom discipline strategies that, according to Babadjanova (2020), today's educators are trying out in the classroom:

A common strategy used in the classroom is the entry routine, in which educators have learners follow a set of predetermined steps every day upon entering the classroom. This could include doing a quick physical warm-up activity, passing in homework, or assigning seats. The chaos and lost time that often accompany the start of a new class period can be avoided with this method.

When learners enter the classroom, they are given a quick written activity called Do now. The goal of this method is to have learners settled in as quickly as possible so they can begin working productively and preparing to learn.

Learners should be given props when they demonstrate positive behaviours, such as when they successfully answer a challenging question or when they assist another learner. The entire class performs props and consists of a few quick movements or words.

2.12. EFFECTIVE CLASSROOM DISCIPLINE TECHNIQUES

The role of the educator in the classroom is more akin to a guide than an administrator or waiter. For effective Classroom discipline, educators need to pay attention to more than just their learners, and Penny Ur's beliefs suggest that they start by developing certain character qualities.

- a) The key is to find ways to engage kids via their work.

Most lessons include activities and procedures that must be completed, and they should present just the right level of challenge for the learners. Separating learners by factors such as age, skill, personality, gender, and religion is also a good idea. The techniques used in the classroom should be stimulating, relevant, and engaging.

- b) Communicate effectively.

Before beginning to discuss the topic, educators should be able to speak freely and naturally, expressing the appropriate emotions, intonations, and moods. Educators risk losing their listeners if their speeches are dull and uninteresting.

c) Be approachable and kind to the pupils.

To become an effective educator, one must first demonstrate a genuine fondness for and familiarity with young people, because growth requires love. Educators, like learners, should be friendly and approachable both in front of and behind the classroom door if the institution's stated goal of fostering friendship is to be achieved.

d) Learn how to time our lesson with their free time perfectly.

Time management is intrinsically linked to every discipline. A educator only has 45 minutes to present a lesson, so they need to break it up into manageable chunks, making sure that each section covers relevant material. Brainstorming, checking homework, introducing a new topic, taking a break, and assessing should all take place at their designated times.

e) Be mobile and move about the room.

In such a scenario, we talk about the shift. The educator should roam around the classroom to take in everything from the learners' attire to their emotional state as the lecture progresses. This will allow them to see first-hand any changes that may occur in the classroom. The population as a whole has to be managed (Babadjanova, 2020).

According to the Kingdom of Eswatini, Ministry of Education (2020), the techniques that can be used to ensure a positive classroom environment include:

a) Rules and procedure

Rules and procedures for the classroom should be discussed with learners and established at the beginning of the school year. These policies and procedures can be reviewed at the beginning of each semester to make any required adjustments.

b) Relationship-building

Educators should encourage learners to socialise. Each learner will feel appreciated, and the educator will gain insight into whether or not an individual's struggles at home are affecting their classroom behaviour.

c) Professionalism

Educators should arrive on time and be ready to teach, providing a clear and positive example for their learners. Educators need to take stock of their methods in the

classroom and, if they discover that something is not working, investigate why, including whether they themselves are to blame.

d) Learning materials

Educators have a responsibility to make their lessons engaging by including real-world skills like conflict resolution, problem-solving, and tolerance. Educators should strive to create classes in which learners work collaboratively to solve problems. All learners should be able to get their hands-on the course materials.

e) Inclusivity

Educators should engage all of their learners in a conversation. Educators have a responsibility to foster environments where learners and educators can openly discuss, recognise, and appreciate individual and group differences. Learners need to be taught to actively hear out and value the perspectives of others in the classroom.

f) Learner achievements

Learners will perform better and exhibit better behaviour if they have a favourable self-image. No matter how small or large, educators should always celebrate and praise their learners' successes.

g) Learner responsibility

This exemplifies the managerial motivation for established norms and practices. Learners should have a voice in determining classroom policies. Educators might also distribute classroom duties evenly so that every learner has an opportunity to take charge.

h) Classroom layout

Classroom design can have an impact on learner performance and Classroom discipline. There are a variety of strategies that can be implemented to improve classroom environments such that they promote learning and positive learner behaviour.

i) Classroom atmosphere

The classroom environment, including the physical arrangement, should promote successful and enjoyable learning. When the classroom atmosphere encourages

focus and excellence, learners are more inclined to pay attention and give their all in class, including having a reasonably warm room, but not too warm to study in. A clean classroom which fosters respect for the classroom, easily accessible supplies and materials that are stored low enough for learners to keep their personal belongings, are some of the requirements. Attractively decorated classroom walls, especially those featuring the learners' own work to inspire them to excel, are necessary.

2.13. MATERIALS AVAILABLE TO EDUCATORS FOR ENFORCING DISCIPLINE IN THE CLASSROOM.

The time spent correcting learner behaviour is the leading source of stress for educators who care about their kids. Internal motivation, cooperation, self-control, and autonomous problem-solving are all diminished when rewards and punishment are used. All of these positive traits are boosted by effective discipline. If there were alternatives to punishment that were both more respectful and more successful, most educators would choose not to employ it. Materials for positive discipline meet the following characteristics, which include addressing both the behaviour and the underlying beliefs that contribute to it.

The five criteria for positive discipline

- i. Makes learners feel valued, part of a community, and appreciated.
- ii. Shows empathy yet maintains a stern demeanour.
- iii. Shows promise for the future.
- iv. Valued social and life skills for excellent character taught by educators, such as encouraging empathy, perseverance, resourcefulness, and teamwork.
- v. Encourages learners to reflect on their strengths and find ways to put them to good use in group projects.

Despite being developed with this in mind, it is important to remember that the positive discipline tools are grounded in the theories and practices popularised by Alfred Adler and Rudolf Dreikurs (Nelson & Gfroerer, 2017).

2.14. THE EDUCATOR'S AUTHORITY IN MAINTAINING DISCIPLINE IN THE CLASSROOM

According to Venkataramani (2012), as reported by Egunlusi (2020), the Latin word *auctoritas* refers to the one who invents opinions, gives advice, issues orders, and

creates or enforces norms, among other things. Officials can make calls, issue orders, and make proclamations based on their interpretation of the rules of procedure. Command, expertise, and respect are the pillars of authority (Vukadinovi & Njegovan, 2011). As Venkataramani (2012) points out, authority can be seen as part of the leadership that accompanies being a parent, guiding a child's life, making sure they follow your rules, and then gradually letting go as they grow up and learn to be responsible.

2.14.1 Conceptions of authority developed by Max Weber and Hirst & Peters.

Authority is defined in three ways: traditionally, legally and rationally, and charismatically by Weber (1958, p. 3).

According to Coleman and John (2013), traditional authorities are typically conservative because they lack an inner motor for social change. Patrimonial, feudal, and monarchical bureaucratic structures characterise conventional forms of power (Coleman & John, 2013), as do familiarity, esteem, categoricalness, habit, and tradition (Vukadinovi & Njegovan, 2011). Traditionalist educators assume that their learners will defer to them because of their status.

A charismatic leader's authority is founded on their superior knowledge or supernatural abilities, and their job is to guarantee the happiness of their followers (Coleman & John, 2013:35). Njegovan, Vukadinovi, & Nesic (2011:622), and Vukadinovi & Njegovan (2011:15), "charismatic leadership is characterised by a combination of progressive dignity, charm, dependability, and resolve." Learners' participation is essential for successful instruction. A charismatic leader with no followers is doomed to repeat past mistakes and have no real impact on society (Coleman & John, 2013).

Learners benefit from rational-legal authority because it is founded on norms, guarantees them access to due process, provides an opportunity to express their grievances, and establishes democratic values (Venkataranami, 2012). Iwuh (2012) explains that under rational-legal hierarchies, individuals at the top have the right to give orders to those lower in the hierarchy. Someone who places more stock in developed rules and rational-legal authority is more likely to follow them. Additionally, efficiency and the appropriateness of means to ends are cited as justifications for rational-legal authority (Coleman & John, 2013). When compared to traditional authority, rational-legal authority facilitates societal transformation.

2.14.2 Conceptualisation of authority and discipline outside the punishment paradigm.

Egunlusi (2020) argues that good instruction and educators' authority are vital in the education system since discipline is necessary to preserve order in schools. The literature on non-authoritarian forms of authority in the classroom centres on four main ideas:

2.14.2.1. Proficiency in the area of specialisation

According to Brown, cited by Egunlusi (2020), there are three pillars upon which an educator's authority rests: (a) subject matter expertise, (b) pedagogical skill, and (c) commitment to the academic and personal development of their learners. Educators have more sway over their classes when learners believe they are well-versed in the material they are covering. It is believed that when an educator is granted authority, they will keep the classroom in order so that learners can study (Hargreaves, Elhawaryb, & Mahgoube, 2018). However, if an educator is not competent, their learners will see them as a joke. Some educators lack the topic expertise or the self-assurance to properly manage their classrooms, as shown by the research of Egeberg & McConney (2018).

2.14.2.2. Educator's relationship with learners.

Armstrong (2018) argues that the learner's behaviour is moulded by the relationships they develop with adults in their lives. Educators are more likely to foster positive relationships with their learners if they engage in a continual, dynamic process of contact with them. The authors Caldera, Whitaker, and Conrad Popova (2019) provide a framework for considering tactics that foster a connection with learners and enhance their behaviour and performance in the classroom. An educator's job is to foster an environment of mutual respect and trust among their learners, encourage learners to value themselves, and provide consistent instruction on classroom norms and expectations (Sadik, 2018). According to research (Egeberg & McConney, 2019), educators can address their learners' requirements by establishing rapport with them and maintaining discipline in the classroom.

2.14.2.3. Leading by example.

According to Freire (2005), referenced by Egunlusi (2020), educators who violate their learners' principles should not be surprised when they see a lack of trust from their learners. When an educator's actions do not line up with his or her words, learners tend to disbelieve what they say. A school like that poses significant risks to the educator–learner relationship. Educators should be self-aware; if they do not put their teachings into practice, learners will have a hard time looking up to them. An educator's temperament will inevitably rub off on their learners. Meanwhile, the notion that learners will model their behaviour after an educator they look up to is intrinsically linked to the exercise of authority in the classroom.

2.14.2.4. Setting of rules in the classroom.

Peters in Egunlusi (2020) argues that educators, as authoritative figures, must construct classroom norms in addition to the legal laws controlling the running of a school, but that these standards should not be utilised as a tool of dominance. Due to their familiarity with their learners and their experience, educators are in the best position to determine what rules will be most effective in their classrooms. If learners are to learn in a disciplined context, achieving and enforcing some minimal conditions of order or command through a reasoned, authoritative act is necessary. Egeberg and McConney's research (2018) show that learners have a lot of respect for educators who can uphold rules without coming across as dictatorial. In this setup, the classroom is ideal for instruction and learner learning. As learners become accustomed to this routine, they begin to conceptualise the educator's approach to managing the classroom. The learners are prepared to focus and learn as soon as the educator starts talking.

2.15. GUIDELINES FOR EDUCATORS TO PARTICIPATE IN LEARNER DISCIPLINE.

In their efforts to uphold discipline and order in schools, educators find it difficult to enforce disciplinary penalties. A list of duties for managing and controlling learner discipline is outlined in the South African Schools Act (Republic of South Africa, 1996a). Adopting a code of conduct for learners and establishing disciplinary panels that will hold impartial hearings on significant discipline issues, punish offenders with corrective action, suspend learners, or suggest expulsion for unruly learners. Every learner must sign a declaration in order to adhere to the code of conduct. The resolution of disciplinary issues will be greatly aided by these corrective actions.

The goal of the learners' code of conduct is to establish a safe and secure learning environment where learners are not deprived of their rights to be treated with dignity and respect, to be taught in a safe and disciplined learning environment, to be treated fairly and responsibly, and to exhibit an acceptable level of respect. When handling disruptive behavior, the school's disciplinary policies and relevant regulations must be handled equitably and consistently (Obadire and Sinthumule, 2021)

2.16. PARENTAL INVOLVEMENT IN LEARNER DISCIPLINE

Educators should also be able to connect with and win over their learners' families for maximum participation in their classrooms. Effective classrooms are built on strong parent-educator relationships (Ellis, 2018). Disruptive behaviour is decreased, and on-task behaviour is enhanced when educators and parents are in constant communication with one another. Improvements in learners' academic performance and conduct are the most direct results of parental participation. While parental actions certainly have an effect, they are reinforced by the learner's personality traits. Proper conduct by learners is bolstered by admirable parental behaviour and support (Lumadi, 2019).

The six forms of parental participation that Epstein (2011) describes are parental direction, communication, learning at home, volunteering, decision-making, and community collaboration. In this context, parenting entails discussing the learner's interests, issues, and studies; setting academic expectations; limiting television consumption; monitoring time use and behaviour; and supervising academic work. Mbaki (2018) identifies the following kinds of parental involvement: checking in on homework, making sure kids show up to class, serving as role models, providing guidance, and helping educators with Classroom discipline and learner motivation.

2.17. RECOMMENDATIONS

Zondo, Mncube, and Adu (2022) propose that the DBE engage in increasing professional development programmes for educators so that they can make the most of the practical disciplinary tools at their disposal. With the help of this programme, educators will be able to create a safe and stimulating classroom setting for their learners. Educators in South African schools reported feeling helpless and unable to enforce classroom rules after the ban on corporal punishment was implemented. Schools need access to training and support programmes like online seminars to help

educators explore and implement innovative strategies for fostering constructive Classroom Discipline.

According to Obadire & Sinthumule (2021):

Every stakeholder, especially educators, should work together to guarantee successful school discipline since teamwork impacts everyday practice. When educators are in sync, they leave no room for learners to cause mischief. Learners can tell when educators are not on the same page, therefore parental involvement is crucial. Parents have a responsibility to teach their children good character traits from a young age. Regular school visits from parents can help keep kids on the straight and narrow.

To promote extracurricular activities, the school should build sports facilities with the help of both the government and parents. This will enable learners who are either overly active or struggle academically to find their place in the world.

The lack of resources, particularly classrooms, should be addressed first. This is a national emergency and must be handled as such. Long-term, we need to do things like construct more classrooms and hire more educators. Learners find ways to disrupt instruction and learning when classroom environments are not optimal.

If principals and educators want to raise the bar on Classroom Discipline, they can look to the advice offered by Moigua (2019):

A. At the school level.

It is the shared responsibility of parents and school administrators to make sure that all school-related events are held in a safe and inviting atmosphere for learners, educators, and guests. Administrators at each school should set and make clear rigorous standards of conduct for all learners. Principals should urge educators to handle disciplinary issues in the classroom when they have reasonable grounds for doing so.

B. At the classroom-level

Both learners and educators should be cognizant of the consequences that can result from misbehaving. Educators should make learners aware of expected conduct.

- C. Rules and procedures should be made explicit, and learners should be taught how to implement them.

Whenever a disciplinary issue emerges in the classroom or the school as a whole, it is imperative that administrators take immediate action. Take advantage of reinforcement schedules to help wayward learners improve their behaviour and to help each learner who struggle with conduct to self-regulate and to keep a close eye on their actions.

2.18. CONCLUSION.

Educators and learners must establish strong relationships for the classroom to be an engaging place to learn. Depending on the situation, learners and educators can work with Classroom Discipline issues in one-on-one or small-group settings. Keeping with the idea of peer control through individual responsibility. With this approach, educators and learners work together as equals in the classroom, aiming to maximise their and the group's potential for growth and development (Santhanam, 2022). Tarman (2016) argues that a successful classroom is built on several pillars, including an awareness of learners' fundamental psychological needs. This also includes a trusting connection between an educator and learners, supportive relationships among the learners themselves, collaboration with the parents, and a focus on learners' motivation.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

Researchers need to follow a certain technique in order to get their work done. The research process is mapped out here, from problem and objective formulation to data analysis and presentation. (Sileyew, 2019). The research design and methodology chapter also shows how the research result was achieved. There is no such thing as a research study without a research plan to direct the gathering and analysis of data. Similar to having a plan to complete a project. Strategies for data collection and analysis are laid forth in a research plan. In reality, it is a strategy built to guide the research (Pandey & Pandey, 2021). The goal of developing a research design is to give a study a solid foundation. Nevertheless, other interconnected decisions make up the research design process (Sileyew, 2019), one of the most crucial is choosing a research approach, as this determines how the study's relevant data were collected.

3.2. RESEARCH PARADIGM

The research paradigm refers to a study's underlying theory or philosophy (Khatri, 2020). Perhaps it is best described as a philosophy of science. American philosopher Thomas Kuhn (1962) first used the word paradigm to characterise a philosophic way of thinking within the framework of scientific research. The researcher's philosophical or worldview determines the study's scope, methods, and interpretation of findings (Okesina, 2020).

According to Perera (2018), which Kumatongo and Muzata (2021) cite, paradigms are expansive ideas or perspectives. Perera (2018) states that research paradigms are the generally accepted ideas and agreements among scientists on how to effectively study and address complex issues. Kivunja and Kuyini (2017) state that researchers analyse and understand a certain field within the context of a research paradigm. As a framework for data organisation and interpretation, it has the potential to impact research strategy, data gathering, and analysis.

Researchers often refer to the way in which a scientific community decides to address fundamental issues in ontology, epistemology, and methodology when describing their research paradigm (Perera, 2018). Various research paradigms can be grouped, such as positivism, post-positivism, interpretivism, constructivism, critical theory ideology, and pragmatism.

Following the adoption of the interpretivist framework for the study, data on the administration of learner discipline in public schools in Gauteng Province were gathered through interviews with educators, as they had frequent and direct contact with learners.

3.2.1. Components of a Research Paradigm

Researchers rely on guiding assumptions called a research paradigm to help them understand the world. Khatri (2020) defines a researcher's worldview as the set of beliefs, assumptions, or theoretical frameworks that researchers use to make sense of their findings. Ugwu, Ekere, and Onoh (2020) cite Grix (2004), who argues that researchers should state their assumptions about what can be researched, which is the ontological assumption, what we know about it, the epistemological assumption, and the best way to conduct the research, the methodological approach, clearly.

3.2.1.1 *Ontology*

Includes philosophical presumptions regarding the essence of existence or reality. The name for it is the theory of reality (Khatri, 2020). As to Hayati (2021), as stated by Hayati & Dalimunthe (2022), ontology is the philosophical subfield that seeks to explain and explain the nature of reality and the existence of objects within specific limits. Meaning, ontology explains how something's truth is shown by describing the reality that has it. Sidik, Baihaqi, and Utomo (2020) state that ontology is the study of existence and being, more especially the characteristics of being and the types of things that exist. Questions of what, why, and how something exists are at the heart of this branch of study. The study of reality and the concepts used to define it are central to ontology in the context of research.

According to what has been said thus far, this work took a constructivist stance on ontological issues. In my view as an interpretivist, there is no such thing as an objective reality; rather, reality is always a product of the particular perspective of the observer.

In my opinion, educators gained information not only from taking part in the study but also from their own experiences in the field of disciplinary management.

3.2.1.2 Epistemology

Another part of the research paradigm is epistemology, which addresses how knowledge is obtained. Knowledge theory and philosophy are the simplest ways to describe it (Khatri, 2020). According to Hayati and Dalimunthe (2022), epistemology is a body of thought that deeply explores the processes that lead to new knowledge. How can it be known is another key question in epistemology (Salabi, 2021). Nguyen (2019) states that the core concept of epistemology is how we see the truth or reality, or how we come to know something. Sidik, Baihaqi, and Utomo (2020) state that the study of how we learn, verify, and make sense of our experiences is known as epistemology. What constitutes evidence, the means by which trustworthy information can be acquired, and the bounds of human knowing are central concerns in epistemology. How to conduct research in a way that ensures the validity and trustworthiness of the results is governed by epistemology.

I was able to form stronger relationships with the participants, which allowed me to learn from their insights and experiences as educators about classroom discipline. Particularly during data collecting, participants were interviewed in order to elicit their responses. Interviews and participant observation were the mainstays of this paradigm for gathering data from people about the topic under study. In order to get a feel for the participants' experiences, this study was carried out in the field where they work.

3.2.1.3 Methodology

A study paradigm is not complete without methodology. It focuses on the "how" parts of the investigation (Khatri, 2020). A research study's methods, procedures, and approaches are known as its methodology (Sidik, Baihaqi, & Utomo, 2020). Research questions, data availability, and ethical issues dictate the methodology approach, which may be quantitative or qualitative. According to Sidik, Baihaqi, and Utomo (2020), the research paradigm is comprised of three parts that, when combined, describe the research process in detail and help guarantee the quality of studies.

3.3. CLASSIFICATION OF A RESEARCH PARADIGM

3.3.1. Interpretivism (or the Interpretivist Paradigm)

According to Ugwu, Ekere, and Onoh (2021), this paradigm guarantees that people and their perceptions of the environment are the primary foci of investigation. One of the central tenets of interpretivism is that all knowledge is based on individual subjective experiences (Aliya, Bello, Kasim & Martin, 2014; quoted by Kumatongo & Muzata, 2021). According to the interpretivist, a corpus of information cannot be considered objective if it is subject to human reasoning and thought. So, they go deep into the phenomenon of interest to glean their conceptions from the field. Knowledge and meaning, according to interpretivists, are both subjective constructions that result from the process of interpretation (Kumatongo & Muzata, 2021). According to Sidik, Baihaqi, and Utomo (2020), this paradigm is centred around understanding social behaviours and occurrences from the viewpoints of those involved instead of pursuing objective truths. According to interpretivists, individuals proactively build their own worldviews through social contact and communication.

3.3.2. Constructivism

According to Creswell and Creswell (2018), the fundamental idea behind constructivism and social constructivism is that individuals try to make sense of their reality by constructing their own meaning from the experiences they have had. Kumatongo and Muzata (2021) state that constructivists put an emphasis on participants' views of the topic at hand to decipher the meanings that participants assign to their surrounding environment. As stated by Sidik, Baihaqi, and Utomo (2020), this paradigm places an emphasis on how individuals build their own reality. It posits that the world is not static but that each individual builds their own reality based on their experiences.

Both constructivist and interpretivist theoretical frameworks were utilised in this investigation. After analysing the participants' viewpoints and experiences, the researcher can draw conclusions using constructivism, which takes into account the views of diverse scholars.

3.4. RESEARCH APPROACH

Chetty (2016) states that research approaches are plans and procedures that, depending on the type of research challenge, include everything from general assumptions to specific methods of data collecting, analysis, and interpretation. Nevertheless, according to Tenny, Brannan, Brannan, and Sharts-Hopko (2020), a qualitative research method delves into global issues by gathering first-hand accounts of people's thoughts, feelings, and actions. Rather than concentrating on how much or how little something is, qualitative research aims to identify its underlying causes (Mohajan, 2018).

3.4.1. Qualitative research methodology

As defined by Paul and Bandyopadhyay (2019), qualitative research is an empirical strategy for collecting information that cannot be reduced to numbers. Whereas quantitative research concerns counts or measures of items, qualitative research is more concerned with their meanings, concepts, definitions, characteristics, symbols, and descriptions.

A general definition of qualitative research is an investigation based on observation and not relying on numerical data sources. It aims to comprehend and explore rather than explain and manipulate factors. Interpretive and contextualised, it places more emphasis on patterns of development than on the final result of the study (Nassaji, 2020).

Research methods used in qualitative studies centre on gathering first-hand accounts from people about a social issue. Typical components that often provide non-quantifiable consequences are interviews or talks. Conversations and interactions with individuals can help researchers understand the why and how of people's viewpoints regarding certain research issues (Manu, 2018). Furthermore, Lauri (2019) asserts that qualitative research is essential for understanding specific theories.

According to Creswell and Poth (2016), which is referenced by Akyildiz and Ahmed (2021), qualitative research encompasses a wide range of scientific frameworks, including ground theory, ethnography, phenomenology, action research, narrative research, content analysis, historical research, and grounded theory.

Qualitative researchers look for contexts in which activities occur (Vanderstoeps & Johnston, 2009, referenced by Akyildiz & Ahmed, 2021). Rather than generalising results to huge groups, qualitative research aims to comprehend complex human concerns. Researchers in qualitative studies often rely on their own mental processes to decipher codes and draw conclusions, but this is becoming easier with the advent of sophisticated data analysis software (Akyildiz & Ahmed, 2021).

As Creswell and Creswell (2018) point out, researchers who adhere to this school of thought place a premium on inductive reasoning, subjective interpretation, and providing reports that do justice to the nuances of the situations they study. Investigating people's perspectives on a social phenomenon is the main objective of qualitative research. Research that focuses on people's interpretations and meaning-making processes to get insight into their social reality is known as qualitative research (Mohajan, 2018). Essentially, an investigative process in which researchers gradually make sense of a social phenomenon by contrasting, comparing, replicating, cataloguing, and classifying the object of study, as stated by Creswell & Creswell (2018) in reference to qualitative research.

Qualitative design may be viewed as a subjective way of analysing thoughts, behaviours, and connections, as pointed out by Mkandawire (2019) in his explanation of qualitative data gathering approaches in research. In qualitative research, various methods are employed to gather, analyse, and interpret data. These methods include oral histories, classroom observations and immersions, open-ended surveys, diaries, notebooks, and content analysis of visual and textual materials (Mohajan, 2018). Approaches to qualitative research might range from phenomenology and hermeneutics to ethnography and grounded theory, in addition to the case study, historical, and narrative designs.

The correct response to this question is to conduct qualitative research (Islam & Aldaihani 2022). Creswell and Poth (2018) state that qualitative research is essential when describing stories, events, poetry, or the theatre in a literary and adaptive way that avoids the limitations of conventional academic writing. Qualitative research may also be used to test hypotheses, refine existing ones, and even transfer knowledge to unanticipated contexts. Inadequate or incomplete theories for a certain sample, location, or context are good reasons to do qualitative research. When you realise that

existing theories fail to represent a particular topic or problem appropriately, it is recommended that you switch to qualitative research. Finally, qualitative research is necessary when you need to comprehend the conditions in which respondents, participants, or objects explain a problem or issue. Knowledge gained from qualitative research can help inform readers and lead them to practical solutions (Islam & Aldaihani, 2022). The research strategy for this study will be qualitative.

Using a variety of tools and approaches, qualitative researchers probe the thoughts, feelings, and convictions of study participants. The focus of qualitative research is on the language data that pinpoints problems as seen by the study's participants. A study's success depends on the researcher's ability to decipher the participants' responses to questions about their own actions, experiences, and the nature of the things being studied (Hennink, Hutter, & Bailey, 2011; Bowling, 2014). According to Silverman (2016), qualitative research is particularly useful when trying to collect free-form information. The qualitative approach is crucial for evaluating several points of view in order to provide comprehensive information.

Using a qualitative research strategy, I was able to investigate educators' perspectives on dealing with learner behaviour issues in public school classrooms. Using a qualitative approach was crucial because it let me collect data in an authentic environment by chatting with people and observing how they respond in relation to their surroundings (Creswell, 2013:45). Instruments for behaviour observation and participant interview data collection were devised by me (Creswell, 2013:45).

For this study, I relied on qualitative research methods (Hossain, 2011, cited by Akyildiz & Ahmed, 2021) to glean more in-depth and pertinent answers. For this reason, it often succeeds where other approaches fail. Instead of audio and video, which must first be converted to text before analysis can begin, qualitative data is typically presented in text format since it is more easily analysed (Parameswaran, Ozawa-Kirk & Latendresse, 2020). So, as this study's textual data was best handled via qualitative research, that's what I did (Gibbs, 2018).

This method yielded abundant information regarding the administration of learner punishment in public schools throughout the province of Gauteng. The study benefited from a qualitative research approach since it enabled me to control the study's scope by limiting the number of participants and places (Cohen, Manion & Morrison, 2018).

Another benefit of using a qualitative research approach was that it helped me learn more about how secondary schools handle disciplinary issues (Cohen, et al., 2018).

3.5. THE RESEARCH DESIGN

Research designs are plans for collecting and using data in a certain way to get the answers researchers need to test their hypotheses (Burns & Grove, 2005). In order to carry out their study, researchers must have a research plan, according to Sileyew (2019). The researchers' process for arriving at an issue, outlining their goals for the investigation, and presenting their findings from the data they gathered is illustrated by this path.

3.5.1. Case Study

In-depth contextual assessments of one or more examples of a natural phenomenon over which the researcher has little influence (Tracy, 2019) are what case studies are all about (Yin, 2017). These phenomena can be anything from people to organisations to programmes to events to geographic locations to decisions. Without experimental controls or manipulations, a case study collects data from multiple entities using various methods and tools, with the help of one or more observers, in one or more natural settings (Maghadam, Arabi & Khoshsima, 2021).

Researchers doing case studies go as close to the action as they can. An additional goal of the study might be for the researcher to learn about the underlying mechanisms. It is possible that first-hand accounts of what happens play a supporting role. Among other methods, the researcher may conduct in-depth interviews with relevant parties. It is possible to plan interviews so that all the bases are covered. Still, in most cases, the interviewer is free to delve into anything that comes up throughout the conversation.

Documents, historical records, organisational charts, production figures, and other sources can enhance and validate data gathered through observation and interviews (Maghadam et al., 2021). While some studies rely on a single approach, such as observation, others "triangulate" data from several distinct sources to conclude. To obtain more thorough and accurate data or to corroborate a study's findings, researchers often employ a method known as triangulation (Jentoft & Olsen, 2019).

As Flick (2018) notes, data triangulation involves gathering information from several distinct sources. This refers to other instances in which data was gathered, as well as additional participants. According to Halkia and Neubert (2020), case studies are helpful because they allow researchers to achieve their research goals by addressing phenomenon-driven research questions and by providing tools for expanding existing theoretical frameworks. Case studies are recommended by Yin (2017) for investigating how or why something occurred, or when attempting to describe what did occur. As Yin (2017) puts it, the case study method allows investigators to retain holistic and meaningful characteristics of real-life events which helps researchers better understand complicated social phenomena.

Evaluation research can also employ case studies to Meta-evaluate, explain, describe, demonstrate, and investigate. Among the many possible motivations for doing a case study is the desire to gain a more profound knowledge of a phenomenon that has not been studied before (Halkias & Neubert, 2020). Researchers can improve the trustworthiness of their work by creating a methodology for their case studies (Yin, 2017). Because it details all relevant elements, the case study technique is well-suited for studying the effects of educational interventions. According to Yin (2017), both single- and multiple-case designs are generally accepted.

I opted for an instrumental case study because there are various varieties. With the goal of collecting new knowledge, the instrumental case study set out to analyse and describe how public school educators manage learner punishment. I was able to get extensive information from educators at participating schools by employing a case study methodology (Creswell, 2014). This design was considered for the study because it offers a variety of options that can be used to illuminate and realize the research objective and viewpoints (Vosloo, 2014).

3.6. POPULATION AND SAMPLING

Sampling is picking which objects, people, or responses to analyse. Questions, surveys, and observations can be directed at the people, places, and objects involved. It is possible to conclude the entire population from a subset, called a sample. According to Islam and Aldaihani (2022), a research population is an extensive collection of things or people that are the focus of a study or inquiry. The practice or method of selecting samples from a larger population to estimate population

parameters or characteristics is what sampling is, according to Gentles, Charles and Ploeg (1915).

3.6.1. Convenience Sampling

Convenience sampling is a catch-all term for selecting a sample of people because they were easy to reach. The key to the convenience sample is selecting respondents based on their openness to taking part in the survey (Zickar & Keith, 2023). According to Mweshi and Sakyi (2020), researchers will only utilise a convenience sample if the participants are both easily accessible and possess the necessary information to answer the study's research questions. Information is collected from a population that is easily accessible using convenience sampling, a non-probability sampling technique. The researcher's convenience in contacting them is more important than whether or not the people included in the sample accurately reflect the community at large. Convenience sampling, frequently called availability, incidental, or non-random convenience sampling (Simkus, 2022), is one non-probability sampling approach. Obilor (2023) cites Saunders, Lewis, and Thornhill (2012), who describe convenience sampling as selecting a subset of a population based on how easily and quickly data can be collected from that group. He continues by saying that researchers use participants' ease of contact to their advantage in convenience sampling.

According to Saunders et al. (2012), referenced by Obilor (2023), the researcher in this sampling method chooses individuals from the study community based on proximity, without considering whether they represent the total population. In convenience sampling, researchers select participants based on how easy it is to reach them. In other words, the researcher will limit data collection to individuals who are easily reachable.

As defined by Bhardwaj (2019), convenience sampling involves picking sample members based on their accessibility. He says that only members who are convenient for the researcher's schedule are chosen for this. In this sampling strategy, we use whatever information is at hand. Participants are selected based on their potential availability for participation in the study.

I selected people who had worked with learner disciplinary issues before. Educators, in my opinion, are a treasure trove of knowledge on learner conduct in public schools because of the constant one-on-one time they spend with learners. My curiosity in

learning from people who were keen on sharing the "best" information prompted me to conduct this qualitative study (Kumar, 2014). Primary and secondary school educators were the target population for this research.

3.6.2. Site selection

As Mills and Gay (2019) explain, the research site is where all the data collection takes place. Mills and Gay go on to say that universities, hospitals, and other medical centres are typical places for scientific studies.

Three primary and two secondary schools in the Tshwane North District in Gauteng province were selected as research sites for the investigation of this study. The participants that were selected for this study were primary and secondary educators.

3.7. DATA COLLECTION

Several methods exist for collecting data, such as conducting experiments, observations, censuses, and surveys. Investigators might potentially collect the data independently (Kothari, 2018). There are two possible varieties of data:

Primary data is information that researchers get straight from the participants participating in the study and secondary data gathering is when researchers gather information from previously published studies. Researchers in this field do secondary research, such as a review of original research using secondary data. Interviews and observations will all contribute to this study's data set (Jameel & Majid, 2018).

The collection of data is essential to every study. After a study has been planned and designed, the data needed to investigate the topic are collected. Data collection is essential since conducting research requires a specific set of information. It is possible to use both primary and secondary sources. Methods including observation, interviews, surveys, and database searches are used to collect primary data. Secondary sources include published and unpublished works, such as books, journals, periodicals, and biographies. The gathering of data is the first and foremost step in every research project (Mazhar, Anjum, Anwar, & Khan, 2021)

According to Jameel and Majid (2018), data collection is amassing information on study variables from a research sample. There are two distinct ways to gather information:

3.7.1. Interviews

The interview is a one-on-one conversation between the researcher and the person interviewed. An interview is a wonderful tool for gathering in-depth knowledge about a subject, provided the interviewee is being forthright. The interviewer can capture not just what is said, but also the interviewee's facial expressions, body language, and other reactions. The interviewer can then quickly and readily derive the necessary conclusions (Kabir, 2016).

The goal of conducting an interview is to learn about the interviewee's or interviewees' thoughts and feelings about a topic through their own words. In this sense, interviews are most helpful in gaining a more profound comprehension of a social issue or phenomenon. When researchers have limited prior experience with the phenomenon(s) or issue(s) under investigation, interviews are the best strategy to use. Researchers might benefit from interviews when they are studying delicate themes, and their participants or respondents prefer to give verbal accounts of their thoughts and feelings (Islam & Aldaihani, 2022).

Interviews are the best method to use when you need detailed information about people's opinions, ideas, experiences, and feelings. When asking complex questions requiring substantial research, interviews are the best method. People who are less able to express themselves in writing or over the phone (such as young children, the elderly, or the disabled) are better served by in-person interviews (Easwaramoorthy and Zarinpoush, 2006). If you are looking for people's stories, opinions, sentiments, and ideas, interviews are a great way to get them, as stated further by De la Croix, Barrett, and Stenfors (2018). The interviews will be conducted at the sampled schools with educators.

In this study I used face-to-face interviews. In a face-to-face interview, both the interviewer and interviewee can speak freely and without interruption. Your interviewer is skilled at picking up on non-verbal clues such as facial expressions, body language, and more. When two people meet in-person, the possibility of creating a warm and welcoming atmosphere increases (Saarijvi & Bratt, 2021).

Face-to-face semi-structured interviews were conducted with educators of the selected primary and secondary schools in Tshwane North District in Gauteng Province. I opted for this method of data collection because I believe that doing a semi-

structured interview in person allows for more leeway in terms of topics and timing (Du Plooy-Cilliers, Davis & Bezuidenhout, 2021). This is mostly due to the fact that interviewees are free to speak their minds and stop participating at any point, and that the study's aims inform the questions asked (Maree, 2012).

I recorded the interviews using a voice recorder, as long as the participants gave me permission (Flick, 2022). Significant data that pertained to the research was also duly noted on multiple occasions (Creswell, 2014). According to Evans and Lewis (2018), this was done to collect detailed information about the experiences of educators regarding the subject being studied. The participant was free to choose when and how the interview will take place. Each interview began with my introducing myself and explaining what I would be doing as a researcher. This research project was entirely voluntary, and participants were free to stop participating whenever they wanted. I made sure to stress that point to them. The accuracy of the recorded conversation was my primary concern; thus, I sought participants' consent before using a voice recorder (Creswell, 2012: 221). A voice recorder allowed me to pay closer attention to the participants' words and compare the transcribed data more easily.

3.7.2. Observation

The first step in learning about the world is just observing it. Humans heightened sensory abilities allow them to observe their surroundings in great detail. However, observation as a study data gathering strategy entails more than merely seeing or hearing. What we see or hear must be documented so that it can be evaluated and understood by others before it is considered public. The scientific method of collecting data through systematic observation. Researchers rely on their five senses to observe individuals in their natural habitats. To observe in the field, one must immerse oneself in the environment for an extended period of time, make explicit, self-awareness notes about the process of observation, improvise methodically and tactically to gain a comprehensive understanding of the observed environment, communicate one's observations in a way that is standardised in some way, and write down their findings (Kabir, 2016).

Observation is a method used to keep track of the unique habits, movements, and occurrences of people and events. There are two types of observational measurement, ad hoc and systematic. Free-form observations are made on the spot

and written down as they are viewed. Structured observations, on the other hand, require the researcher to deliberate on what to observe, how to examine it, how long to observe, and how to record the results. The observer is a crucial part of the measuring process. When seeing anything, a participant observer takes part in it themselves. While viewing the phenomenon of interest, the non-participant observer takes a purely observant stance (Polit & Beck, 2017).

Gathering information about the social setting under study, familiarising oneself with participants, learning how to ask the right questions, identifying and guiding informants, and learning how people interact and how things are organised and prioritised, are all facilitated by observations (Kawulich, 2012). Observational studies involve researchers physically going to the site of interest, which may often be a classroom or school, and taking careful notes on what happens there (Bertram & Christiansen, 2014). When studying the habits and motivations of certain people. Through observation, one can directly observe human behaviour and interaction and indirectly observe the results of actions and their motivations (Evaluation Briefs, 2018).

I did not take part in the procedure under research; rather, I acted as an observer (Mazhar, Anjum, Anwar, & Khan, 2021). The objective of the observation was to watch and listen to educators as they dealt with discipline in the classroom, which was a great opportunity to learn more about this topic. A schedule for observations was utilized. Since observation is essentially fieldwork, I made sure to take notes right after each observation (Merriam & Tisdell, 2016:150).

3.8. DATA ANALYSIS

The research used a thematic data analysis strategy, as proposed by Braun and Clarke (2006), to examine the gathered data. Thematic analysis is a technique for discovering overarching concepts or themes in a body of study data, as explained by Joffe (2012) and quoted by Morgan (2022). There is no overriding idea that this practice adheres to. Additional parts of research are incorporated into methodologies, such as a guiding theory and a linguistic orientation. Methods, in contrast, provide researchers a great deal of leeway in terms of matters like data type and overarching theoretical framework (Braun & Clarke, 2022).

Though it provides methodologies and tools to make sense of a dataset, Thematic Analysis might be difficult to understand due to the fact that different scholars have provided varied views on how to perform one (Braun et al., 2019). It is possible that the paradigms upon which these notions are built will not play along with one another. Coding to identify meaning patterns is central to all of these approaches, notwithstanding their variances (Braun & Clarke, 2022).

Data reduction to meaningful codes, groupings, and themes is the main objective of this type of data analysis, which aims to alleviate the deluge of information in the raw data. Data collection and initial analysis should occur concurrently, with more detailed analysis performed as the research progresses, according to the principles of theme data analysis (Merriam, 2009).

While gathering data, thematic analysis can be used repeatedly since it is "a flexible and useful research tool, to provide potentially a rich and detailed, yet complex account of data" (Braun & Clarke, 2006: 4). The suggested method for gathering and analysing data is based on the systematic procedures outlined by four sets of well-known authors: (1) Braun and Clarke (2006), who proposed a six-stage theme model; (2) Creswell (2013), who arranged the four steps of data analysis in a spiral; (3) Merriam (2009:175), who said that data analysis was three-tiered and "primarily inductive and comparative"; and (4) Miles, Huberman, and Saldaa (2014), who provided an example.

According to Guest, MacQueen, and Namey (2011), the researcher should first become acquainted with the data that have been obtained before beginning the method of thematic data analysis. In order to accomplish this, the obtained data was reviewed one last time. The next step is for the researcher to recognize and label the pertinent data in order to code it. Describing the "implicit and explicit ideas with the data" was the last stage in developing themes after coding the acquired data. Codes were used to indicate the evolving topics. The recognised codes provided a concise summary of the raw data for analysis at a later date. All of the themes were double-checked and examined to make sure they were direct and applicable. Each produced concept was subsequently named. Finding and naming themes cleared the way for writing the research report. According to Guest, MacQueen, and Namey (2011), the

last step was to write a research report that drew analytical findings through the use of themes.

I was able to perceive and make sense of the communal or shared meanings and experiences of participants through this approach's emphasis on meaning. Braun and Clarke (2006) outlined a six-step process for thematic analysis, which I followed when analysing data using this method.

3.8.1. Familiarisation with the data.

At this step, I let myself be fully consumed by the data by reading and rereading the textual data derived from the answers obtained through face-to-face semi-structured interviews, listening to audio recordings, taking notes as I read, and highlighting or underlining the relevant portions (Braun and Clarke, 2006).

3.8.2. Generating initial codes.

The foundation of analysis is codes. I used coding to find and name features that might have some bearing on the study's central topic (Braun & Clarke, 2006). My goals in coding were to both characterize the data's content and give a concise overview of its key points, as well as to unearth hidden meanings within the data's semantic surface.

3.8.3. Searching for themes.

At this step, I moved on from codes to coming up with themes. The goal of the change was to record relevant information about the study subject that reflected responses, patterns, or significance in the dataset (Braun & Clarke, 2006).

3.8.4. Reviewing potential themes.

I compared the themes to the complete data set throughout this step. The last step was to read the data again to see if the themes accurately represented the whole dataset or only a part of it.

3.8.5. Defining and naming themes.

In this step, thematic analysis—the critical process of moulding analysis into its fine-grained detail—involved extensive analytical labour. While this was going on, I was deciding which passages to use as introductions to each subject, which ones to use as quotes, and which ones to use as data for analysis.

3.8.6. Producing the report.

At this stage, I created a report outlining the data. The report's goal was to present an interesting "story" based on the facts and the research that was done. When writing the report, I paid close attention to how the many themes were related to one another so that the story told by the data made sense.

3.9. TRUSTWORTHINESS

Trustworthiness or rigour of a study, as defined by Pilot and Beck as referenced by Connely (2016), is the extent to which one may have faith in the reliability of the research data, interpretation, and methodology. Scientists should design the procedures, and the steps needed for research to be taken seriously by study participants (Amankwaa, 2016).

3.9.1. Credibility

According to Noble & Heale (2019) credibility refers to trustworthiness and how believable a study is. Nassaji (2020) states that in qualitative research, credibility refers to the likelihood that people would accept the results as valid. In other words, it has to do with how accurately the results represent the phenomena being studied.

The validity and trustworthiness of the research are the two most important considerations (Pilot & Beck, 2014).

3.9.1.1. Triangulation.

According to Noble and Heale (2019), researchers employ triangulation to bolster the reliability and validity of their findings. Triangulation must be carefully considered in order for the study to produce trustworthy and dependable results (Bans-Akutey & Tiimub, 2021).

The study's trustworthiness was guaranteed by employing a variety of data collection methods, including interviews, observations, and a literature review (Creswell, 2014). Data used to support the trustworthiness of this study came from a combination of sources, including the literature review and face-to-face, semi-structured interviews at selected schools. To bring attention to the key areas, the obtained data was analysed for similarities. Yin (2011) and Creswell (2014) state that using many sources or tools for data collection helps realize trustworthiness. These acts coincide with that remark.

3.9.2. Transferability

The term "transferability" describes how well a study holds up in the real world. One way to prove it is to explain in detail how the researcher interpreted the participants' answers and what the results mean in relation to other situations (Stahl & King, 2020). If you want your study to be applicable to other situations, you need to give a detailed account of its procedures, setting, participant selection, and other relevant facts (Findley et.al., 2021).

To make this study more transferable, I became honest about the study's methodology and reliability, and provided a detailed description of the study's location, participants, and environment Ankwa (2016).

3.9.3. Dependability

Concerning the long-term viability of the results, dependability is an important consideration (Korstjens & Moser, 2018). How consistent data are across different study settings and across time is what we mean when we talk about data dependability (Pilot & Beck, 2014). In order to guarantee the dependability of a study's results, the researcher must meticulously record each and every step of the process. If any information is missing, the results could be inaccurate. All procedures, from data collection to analysis, should be detailed in the documentation. Replicability according to the study's meticulous log is a necessary condition for the study's credibility (Roberts et al., 2019). In addition, if the results of the duplicated studies are in good agreement with the study, it means the study is very reliable and trustworthy (Nyirenda et al., 2020).

I verified the dependability of the interview procedure by attesting to its appropriateness and quality (Mertens, 2010:259). Dependability was ensured by keeping interview transcripts, field notes, and a copy of the audio recordings of the interviews (Ary et al., 2010:502).

3.9.4. Confirmability

When a study's results are completely independent of the researcher's personal beliefs, prejudices, interests, or motives, we say that the study is confirmable (Connelly, 2016). Alexander (2019) states that confirmability is the possibility of agreement between two or more separate individuals regarding the correctness, applicability, or interpretation of the facts. The goal is to prove that the data are

accurate representations of the information that participants gave and that the researcher did not make up the answers.

In order for qualitative study data and results to be deemed confirmable, they must be described in enough detail for another researcher to independently confirm their accuracy. Another useful approach is audit trails, where the researcher carefully records and explains each step of data coding and analysis (Nassaji, 2020).

According to Pilot and Beck (2014), confirmability refers to how easily and under what circumstances prior results may be reproduced. Methodological notes and audits of analytical trials are some of the strategies employed. Every step of qualitative research, from deciding to analysing, is recorded in great detail (Connelly, 2016). I listened to the audio recorder and typed out the transcriptions after the data gathering was complete.

3.10. ETHICAL CONSIDERATIONS

Anwar (2016) cites the work of Maylor and Blackmon to explain ethics as the moral principles that govern our thoughts and actions in any given circumstance. When conducting research, it is important to act ethically. On the one hand, Anwar (2016) cites Brewis and Wray-Bliss, who define ethics as following the rules and stressing avoidance to respondents. On the other hand, Anwar refers to the work of Coghlan and Brannick (2007), who state that when people discuss research ethics within the framework of classic empirical research paradigms, they typically refer to actions like not causing harm, not violating confidentiality, and not manipulating data. Conclusions about research ethics may be drawn from the foregoing; they include the importance of avoiding harming participants, maintaining the confidentiality of data, and so on. (Anwar 2016).

All research, according to Yin (2011), takes place in the actual world, with actual people playing their actual roles. Important ethical considerations that I took into account when conducting the study included obtaining ethical clearance, securing school permissions, collecting informed consent from participants, protecting their anonymity and confidentiality, and informing them of their right to withdraw from the interviews.

3.10.1. Requesting ethical clearance

After the research proposal was successfully approved, I applied for the ethical clearance certificate to conduct the study from the Research Ethics Committee in the College of Education at the University of South Africa. After receiving the authorisation to conduct the study, I formulated letters to request permission to conduct research to all the institutions earmarked for this research as well as letters of informed consent for the participants earmarked to participate in the research (see appendix A)

3.10.2. Gaining access.

The letters requesting permission to conduct the study were written and delivered to the Tshwane North District and the principals of schools selected to participate in the study requesting authorisation to conduct research at their settings (Creswell, 2014). The letters clearly explained the aims of the study, the ethical considerations that I would observe during the research. The clearance certificate granting me the permission to conduct research issued by the Ethics Review Committee of the University of South Africa were attached.

3.10.3. Getting informed consent.

One of the most important ethical considerations in research with human subjects is getting their informed permission. The mental model views consent as an internal mental state of the individual granting it, while the performative model views consent as an act that is carried out in public (Schnüriger, 2018). In any case, getting someone's permission lets the researcher go ahead and do the study. According to Walker (2018), the moral position of an activity can be changed from forbidden to permitted by the expression of consent. I wrote letters of informed consent to all the participants and explained how they were going to be involved in the study (Cohen, Manion & Morrison, 2007).

3.10.4. Ensuring confidentiality and anonymity

Tolich (2016) argues that whereas anonymity and confidentiality centre on how information is used and who is attributed to it, privacy deals with who has access to it in the first place. In the informed consent letters that I sent out to participants, I made it clear that I would keep all of their responses completely anonymous and secret throughout the interviews, and that nothing they said or wrote would ever identify them as a participant in the study (De Vos et al., 2011).

To observe the prescripts and standards of protecting participants' rights to confidentiality, I used pseudonyms to ensure anonymity of the geographical site and the information provided and non-traceability of their responses in the research report (Babbie, 2011). A pseudonym is a made-up name that is used instead of the real name of a person or a place. Researchers frequently use pseudonyms for qualitative study participants, although participants may also be given the choice to choose their own (Heaton, 2022). To ensure confidentiality, the letters of informed consent also explained that the data collected would not be disclosed to any other party outside this academic enquiry (De Vos et al., 2011)

3.10.5. The right to withdraw from the interviews.

The participants were guaranteed the right to withdraw from the interviews and the freedom to react if they consider them offensive, intrusive, misleading, biased, misguided, irritating, inconsiderate or impertinent (Cohen et al., 2007). Information contained in the letters of consent meant that the participants would have the right to choose whether to participate in the study or not. In the letters of informed consent disclosure was made to the participants regarding the risks associated with the study and their rights to withdraw if they felt vulnerable (VanderStoep & Johnston, 2009).

I found it important to divulge information to the participants pertaining to how data would be collected during the interviews, such as using the voice recorder in order to get consent if the interview were to be audio-taped. Consent from the participants was obtained by asking them to sign a form that indicated that they had understood its contents and how the research project would be conducted (Creswell, 2014).

3.11. CONCLUSION

How and why a study is conducted can be gleaned from its methodology and design. The data sources and procedures for gathering data will be implemented. In this research procedure, from problem creation to problem validation, all parameters will be provided together with the entire research techniques and framework.

CHAPTER 4

DATA ANALYSIS, PRESENTATION OF FINDINGS AND INTERPRETATIONS.

4.1 INTRODUCTION

In this chapter, the findings from the data collected through individual semi-structured audio-recorded interviews conducted with 20 participants are reported, analysed, discussed, and interpreted. Data were collected from five selected schools in the Gauteng Tshwane North District of the Gauteng Province over a period of two months. The analysis and findings presented in this chapter are based on individual interviews. The interviewer adopted English as the medium of communication. The interviews were audio-recorded and transcribed, and ultimately, analysis followed, culminating in findings and interpretations.

In an attempt to answer the research question: How to manage learner discipline by educators in public schools in the Tshwane North District in Gauteng Province, South Africa? This chapter presents the themes and the sub-themes that emerged from the analysis, as affirmed by the themes and sub-themes.

4.2 CHARACTERISTICS OF THE PARTICIPANTS

Table 4.1 shows the characteristics of the 20 participants to place the data in context and to also comprehend the perceptions or views of the participants.

Table 4.1: Participant biodata

School	Participant	Gender	Age category	Educational level	Teaching experience
School A	1	Male	20-40 years	Bachelor's degree	4 years
School A	2	Female	40-60 years	Bachelor of Arts, Higher	15 years

				Education Diploma	
School A	3	Female	40-60 years	Bachelor's degree	6 years
School A	4	Female	20-40 years	Honours Degree	9 years
School B	5	Male	20-40 years	Bachelor's degree	6 years
School B	6	Female	40-60 years	Honours Degree	22 years
School B	7	Female	40-60 years	PGCE	11 years
School B	8	Female	20-40 years	Honours Degree	3 years
School C	9	Female	20-40 years	Bachelor's degree	2 years
School C	10	Male	40-60 years	Bachelor's degree	15 years
School C	11	Male	20-40 years	Bachelor's degree	8 years
School C	12	Female	20-40 years	PGCE	6 years
School D	13	Female	20-40 years	PGCE	9 years
School D	14	Male	40-60 years	Honours Degree	7 years
School D	15	Female	20-40 years	Bachelor's degree	2 years

School D	16	Female	20-40 years	PGCE	4 years
School E	17	Male	40-60 years	Honours Degree	34 years
School E	18	Female	40-60 years	ACE in Management	32 years
School E	19	Female	20-40 years	Bachelor's degree	2 years
School E	20	Male	20-40 years	PGCE	1 year

4.3. ANALYSIS OF INTERVIEW DATA

The researcher identified themes that aligned with the interview questions while examining the interview transcriptions. To analyse the collected data, the researcher began by transcribing the audio-recorded interviews and field notes, then organised the information into manageable segments. From these segments, the researcher coded the data into distinct yet related categories, which led to the emergence of patterns in the form of themes and sub-themes. The researcher interpreted the data comprehensively, drawing on the participants' verbatim quotes and integrating relevant literature and theoretical perspectives. Table 4.2 presents the themes and their corresponding sub-themes that emerged from the data.

Table 4.2: Thematic map (themes and sub-themes)

Themes	Sub-themes
Theme 1: Disciplining disruptive learners	<ol style="list-style-type: none"> 1. Proactive rule-setting 2. Individual learner engagement 3. Behavioural documentation 4. Parental involvement 5. Classroom correction strategies
Theme 2: Methods used to maintain order	<ol style="list-style-type: none"> 1. Rule-setting 2. Rewarding

	<ol style="list-style-type: none"> 3. Non-verbal signalling 4. Seating 5. Behavioural tracking 6. Learner leadership 7. Verbal commanding 8. Work allocation 9. Respecting
Theme 3: Classroom discipline style	<ol style="list-style-type: none"> 1. Learner positioning 2. Collaborative structure 3. Rule orientation 4. Relational management 5. Engagement focus 6. Behaviour tracking
Theme 4: A time when effective Classroom discipline techniques were used	<ol style="list-style-type: none"> 1. Positive reinforcement 2. Behavioural correction systems 3. Learner engagement strategies 4. Use of classroom leadership 5. Setting boundaries and being consistent 6. Strategic use of eye contact, gestures, and non-verbal cues 7. Creative tools
Theme 5: Approach to involving parents in Classroom discipline strategy	<ol style="list-style-type: none"> 1. Communication through learner workbooks 2. Direct invitations and formal meetings 3. Engagement through digital platforms 4. Frustration with uninvolved or uncooperative parents
Theme 6: Dealing with learners' discipline problems after the abolition of corporal punishment	<ol style="list-style-type: none"> 1. Classroom-based corrective action 2. Behaviour documentation 3. Parent and management collaboration 4. Restorative and reflective tasks 5. Uncertainty and limitations

Theme 7: Establishing and maintaining classroom rules on the first-day of school	<ol style="list-style-type: none"> 1. Learner involvement 2. Rule display 3. Behaviour reinforcement 4. First-day engagement
Theme 8: Methods for diffusing a heated learner conflict during class	<ol style="list-style-type: none"> 1. Learner separation 2. Calm verbal engagement 3. Private mediation 4. Escalation to authorities
Theme 9: Strategies to engage reluctant learners	<ol style="list-style-type: none"> 1. Parental and specialist involvement 2. Extra individual support 3. Differentiated teaching 4. Positive reinforcement 5. Active learner participation
Theme 10: Integrating technology to enhance Classroom discipline	<ol style="list-style-type: none"> 1. Using multimedia to engage learners 2. Limited resources and access challenges 3. Controlled use of technology to support learning
Theme 11: Handling a situation where a learner consistently challenges your authority	<ol style="list-style-type: none"> 1. Addressing the learner privately 2. Escalating the matter to the school structures 3. Maintaining composure and emotional control
Theme 12: Protocol for communicating behavioural concerns with parents/guardians	<ol style="list-style-type: none"> 1. Following formal school procedures 2. Using written communication 3. Engaging school-based support teams 4. Challenges in parent engagement

4.3.1 Theme 1: Disciplining Disruptive Learners

This theme explores the various disciplinary strategies that educators use to discipline disruptive learners in the classroom. It was essential to explore the balancing act that educators perform between maintaining discipline and preserving positive learner outcomes. As a result, five sub-themes emerged from the data: proactive rule-setting,

individual learner engagement, behavioural documentation, parental involvement, and classroom correction strategies.

4.3.1.1 **Subtheme 1: Proactive rule-setting**

The participants reported that one of the core strategies which they adopt for managing learner behaviour effectively was proactive rule-setting. There was broad agreement that setting expectations early on helped to reduce behavioural problems before they emerged and allowed educators to maintain control of the classroom environment. Participant 8 illustrated this clearly when she explained,

With me, it starts with rules, so I cannot get into my classroom without learners knowing my expectations and then they need to know what they are expected to do so what I do is that in each and every class that I teach, I make sure that I establish rules so that we can go back to them whenever we are having a challenge. (P8)

This shows that there is a belief that discipline is not rooted in punishment but in clear communication and structure. For this participant, the very act of entering the classroom is preceded by an intentional effort to define what is acceptable and what is not. Rules, in this context, are not treated as mere formalities. Rather, they are the foundation of a functional learning space. The implication is that when learners understand what is expected of them from the outset, they are less likely to test boundaries or act out.

Other participants echoed similar sentiments, suggesting that learners are prone to remain on task when they are kept engaged and involved in structured activities. Participant 4 shared a practical approach that is aimed at maintaining attention and reducing the likelihood of disruption through group-based tasks:

Put them in groups and maybe give them something to keep busy with so that they cannot destruct you much. (P4)

Although phrased casually, this insight speaks to a comprehensive understanding among educators that idle time can lead to distraction or misbehaviour. Through giving learners purposeful activities, especially in group settings, the educator actively redirects their energy into something productive. Group work also encourages

cooperation and accountability among peers and reduces the burden on the educator to manage each individual's behaviour alone.

A similar view was expressed by Participant 7, who highlighted the value of making lessons relatable to gain learners' attention and foster engagement. He stated that,

Before you can present content... find some information which is not in the textbook that will relate to learners and that will bring their attention to you... Then it helps a lot. (P7)

In this context, the strategy extends beyond managing behaviour through rules and enters the realm of content delivery. Linking lesson material to the learners' everyday experiences or interests can help educators to cultivate curiosity and reduce off-task behaviour. The idea is that when learners find content meaningful or relevant, they are less inclined to disrupt the learning process.

In addition to rules and lesson planning, ongoing communication with parents was also described as an essential tool in maintaining discipline. Participant 10 explained the value of regular meetings with parents to address academic and behavioural matters:

In each and every term, we have parents meeting per phase and per Grade... to tell them about learners' progress and the challenges that we facing as a Grade or phase. (P10)

This approach reflects a belief that discipline does not reside solely within the classroom but is quite effective when schools work collaboratively with families. The involvement of parents and keeping them informed about the challenges faced at school ensures that educators are better able to maintain consistency in behavioural expectations between the school and home environments. The findings also suggest a preventive approach, where engaging parents early and regularly may help in addressing minor issues before they escalate into serious disciplinary concerns.

The analysis of the findings reflects a general understanding among the participants that disciplining disruptive learners begins long before misbehaviour occurs. Proactive rule-setting through engaging lesson delivery, structured activities, and consistent communication with parents all function as preventive strategies that promote positive

behaviour. The emphasis throughout the analysis is on creating an environment where learners are aware of boundaries, remain interested in the learning process, and feel accountable to the educators and their families. This indicates that for these participants, effective discipline is not reactive, but somewhat intentional and strategic from the outset.

These findings are supported by the literature, which concurs. Preventive discipline is the practice of keeping learners engaged and interested in what they are learning so that they do not have time to participate in inappropriate behaviours (Monteiro, Carvalho & Santos, 2021). According to Bordia (2020), preventive discipline is the establishment of classroom norms and procedures for managing learner behaviour. Rules and regulations, such as a code, create the framework for acceptable and proper learner behaviour, which is essential in an effective school climate that nurtures positive discipline (Kuenzi, Mayer & Greenbaum, 2020). The findings, therefore, confirm that the educators in this study are applying what the literature recommends, using proactive rule-setting and engaging lessons as preventive strategies rather than waiting for disruption to occur.

4.3.1.2 Subtheme 2: Individual learner engagement

A notable subtheme that emerged from the participants' responses was the use of individual or one-on-one engagement with learners as a strategy to manage disruptive behaviour. Rather than relying solely on external disciplinary measures, some educators emphasised the importance of privately addressing individual learners to better understand the leading causes of their conduct. This is a personalised approach that reflects a belief that misbehaviour stems from emotional, psychological, or situational issues left unaddressed and likely needs to be addressed with empathy and sensitivity.

Participant 2 explained that when faced with a disruptive learner, she chooses to remove the learner from the immediate classroom setting and engage in a private conversation:

*I actually take the learner who is disruptive and talk to him/her privately...
Sometimes you can find out that there are hidden and underlying issues... (P2)*

This analysis suggests that the educator views behavioural incidents not merely as problems to be corrected but as signals of possible unmet needs. The notion of hidden and underlying issues highlights the complexity of learner behaviour and the importance of responding with curiosity rather than punishment. The implication is that by taking time to listen and understand the learner, the educator can respond appropriately and supportively, possibly preventing further disruption.

Similarly, Participant 1 shared her method of addressing misbehaviour by first initiating a calm dialogue with the learner. She stated that,

I speak to them first, asking them why are they behaving in the manner they are behaving, and we try to come to a solution... (P1)

This analysis reveals that the participant employs a collaborative approach, where the learner is not only reprimanded but also actively involved in finding a resolution. The phrase "*we try to come to a solution*" points to a restorative mindset, in which the aim is compliance, along with understanding and behavioural change. This technique also creates mutual respect, as the learner is allowed to explain themselves and feel heard rather than simply being labelled as a troublemaker.

Participant 7 echoed a similar view, describing the importance of humility and patience when dealing with certain learners:

As an educator, you have to get used to that learner... humbly so, ask the learner to try to behave... (P7)

Although this is informal in tone, this finding indicates an understanding of the importance of building rapport with learners. '*Getting used to*' a learner suggests sustained interaction and effort to understand their behavioural patterns. The use of the word '*humbly*' further implies that the educator views the relationship as a key tool in Classroom discipline, whose strength lies in compassion rather than control.

The analysis suggests that some educators view discipline as the enforcement of rules and, further, as an opportunity to connect with learners on a personal level. Individual learner engagement allows educators to uncover the personal stories that may lie behind disruptive behaviour, opening the door to more appropriate and effective

interventions. The strategy reflects a shift away from punitive discipline towards a restorative, learner-centred approach that acknowledges the humanity of each child and seeks to guide rather than condemn.

Khursheed (2022) highlights the need for one-on-one behavioural interventions. Successful educators hear out their learners' concerns, offer advice on how to move forward, and are open to candid conversations about anything while maintaining their learners' trust (Wahdah, Prayuda, Juliana, Ginting, & Gultom, 2023). According to the Kingdom of Eswatini, Ministry of Education (2020), educators should engage all of their learners in conversation. These findings therefore concur with the literature, showing that one-on-one dialogue and respectful engagement help learners feel heard and supported, which in turn reduces disruptive behaviour.

4.3.1.3 Subtheme 3: Behavioural documentation

Another strategy described by the participants involves the use of formal documentation to monitor and manage disruptive behaviour. For some educators, keeping a written record serves as a tracking tool and a way to implement structured, escalating consequences. This method reflects a systematic approach to discipline, where behaviour is recorded, monitored over time, and addressed through clearly defined steps.

Participant 1 explained her use of a personal tracking system to record incidents of misbehaviour:

I have a book of disruptive learners where I keep record... I write them in the list of the learners that are being disruptive... (P1)

Recording misbehaviour in a dedicated book suggests an effort to ensure consistency and fairness in how disciplinary actions are applied. This method also ensures that interventions are not made on impulse but supported by a record of behaviour over time.

A more structured example was provided by Participant 9, who described a tiered documentation process using colour-coded books:

In my class, we have what we call the white book... when the learner misbehaves, he/she is written in the yellow book... if you misbehave times three, then you go to the black book. (P9)

This response demonstrates a formalised progression of consequences. After repeated offences, the system starts with a warning (white or yellow book) and advances to a more serious level (black book). Such an approach makes expectations and consequences clear to learners and further provides a transparent record for the educator and potentially for parents or the school management.

The code of conduct must make it crystal clear to all parties what is expected of them, so they can adjust their actions accordingly. If there is a well-established code, there will be more consistency in the penalties taken against transgressors (Grey College, 2020). According to SASA (1996), a code of conduct for the learners is the fundamental method for establishing effective school discipline. The findings confirm this view, as the participants' use of systematic records illustrates how documentation strengthens accountability and creates consistency in disciplinary action.

4.3.1.4 Subtheme 4: Parental involvement

The participants highlighted the importance of escalating matters through parental involvement and formal disciplinary structures within the school when classroom-level strategies fail to curb disruptive behaviour. Involving parents was seen as a critical step in reinforcing behavioural expectations and ensuring accountability beyond the classroom.

Participant 1 described how she actively brings parents into the disciplinary process by facilitating a formal agreement between all parties:

I call the parent after... I make them both the parent and the learner to sign...(P1)

The analysis reflects an effort to involve parents as supporters and co-signatories in addressing disruptive behaviour. The act of signing signals a formal acknowledgement of the problem and a shared commitment to improvement. It also serves as a documented reference in the event of repeated offences. Including learners in the

process helps the educator reinforce personal accountability to ensure that expectations are clearly understood by all involved.

However, the participants also acknowledged that parental involvement does not always yield the desired results. Participant 9 noted that,

If the parent's intervention is not working, that is when the learner is being suspended. (P9)

This finding suggests the use of a tiered escalation, where suspension is used only after parental involvement has proven ineffective. Although collaboration with parents is preferred, there are limits to its effectiveness in some instances. Where necessary, more serious institutional consequences are applied.

Further support was sometimes sought through internal school structures. As Participant 1 added,

Sometimes I involve disciplinary committee at school. (P1)

The inclusion of a disciplinary committee indicates that some cases require broader institutional input that moves beyond the educator's authority. The analysis shows that discipline is a shared responsibility which extends from educator to parent to school structures when needed. Effective classrooms are built on strong parent-educator relationships. Disruptive behaviour is decreased, and on-task behaviour is enhanced when educators and parents are in constant communication (Powers, 2023). Parents have a responsibility to teach their children good character traits from a young age.

Keeping the peace in the classroom requires a joint effort from educators and parents (Obadire & Sinthumule, 2021). According to Kaluma (2021), learners are more likely to develop morally accepted conduct patterns when parents collaborate with educators on managing punishment issues. Effective classrooms are built on a strong parent-educator relationship (Ellis, 2018). Mbaki (2018) identified the following kinds of parental involvement: checking in on homework, making sure kids show up to class, serving as role models, providing guidance, and helping educators with Classroom discipline and learner motivation. Parents can model appropriate punishment and set an example for their children (Obadire & Sinthumule, 2021). The findings therefore

support the literature, as educators in this study emphasised that collaboration with parents reinforces behavioural expectations and creates consistency between home and school.

4.3.1.5 **Subtheme 5: Classroom correction strategies**

Some participants shared that they rely on immediate, classroom-based correction strategies to manage disruptive behaviour without escalating the issue beyond their teaching space. These strategies are typically direct and situational, allowing educators to maintain control while keeping the learning process moving. These in-class interventions are commonly tailored to the learner and the context of the disruption.

Participant 6 described a mix of verbal discipline and task-based correction as part of her approach:

I reprimand them verbally and I can also apply demerit system and... give those learners small task like cleaning the classroom...(P6)

The analysis reveals that discipline takes on a corrective tone rather than a purely punitive one. The tasks serve as a consequence and as a way to instil responsibility. Verbal reprimands and the use of a demerit system further indicate that consistent, visible consequences are part of her routine Classroom discipline.

Participant 5 shared another common technique, which uses mild social isolation combined with academic engagement:

I will isolate them amongst their peers... I will then put a learner in a position where they will have to read and explain what they have read... (P5)

This analysis shows that this method subtly redirects the learner's focus and encourages participation. The use of reading can act as both a behavioural check and an opportunity for reintegration into the lesson.

However, other participants opt for proximity and redirection. Participant 3 stated that,

What I can do is that I can call them, and they must sit next to me so that they can be able to concentrate well. (P3)

Meanwhile, Participant 2 noted that,

During the lesson, I try to reprimand the learner, and if they persist, I ignore them... (P2)

The analysis shows that these strategies reflect a flexible, situational approach to maintaining Classroom Discipline through minimal disruption. Through reinforcement, guidance, and direction, one can effectively manage a person's behaviour by teaching appropriate behaviours and unlearning maladaptive ones (Scott, Jain & Cogburn, 2023). Reward charts, merit and demerit systems, taking away privileges, time-outs, detention, and litter pick-up are listed as alternative discipline methods that promote learner accountability without harshness (Bishop et al., 2022). In line with this, the findings show that educators in this study also rely on immediate yet non-violent correction strategies, which reflects the literature's emphasis on reinforcement and accountability without corporal punishment.

This theme connects with Operant Conditioning, in which Skinner highlights reinforcement and consistent rules as shaping behaviour. In the same vein, corrective actions and parental collaboration match reinforcement principles. Moreso, individual learner engagement links to the Social Learning Theory, where educators model positive behaviour, which learners can observe and imitate.

4.3.2 Theme 2: Methods Used to Maintain Order

This theme captures the methods that educators use when maintaining discipline. It was essential to understand this to assess the effectiveness of the methods in line with the classroom practices and the learner behaviours. As a result, the following seven sub-themes emerged: rule-setting, rewarding, non-verbal signalling, behavioural tracking, verbal commanding, work allocation, and respecting.

4.3.2.1 Subtheme 1: Rules-setting.

The participants consistently reported the role of rule-setting as a foundational method for maintaining discipline in the classroom. Rules were seen as necessary boundaries and tools for building a structured and cooperative learning environment. What stood out, however, was the emphasis that some participants placed on involving learners

in the process of rule creation, a strategy that nurtures ownership and promotes self-regulation.

Participant 4 illustrated this inclusive approach when she explained that,

Yes, classroom rules. Know classroom rules with your learners and make those rules with them, and make sure they abide by those rules. (P4)

In this context, the co-construction of rules is presented as a key part of creating a degree of shared responsibility. The establishment of rules with the learners positions them as active participants in creating the learning culture, rather than being passive recipients of imposed discipline. This inclusion can encourage learners to take the rules seriously and hold one another accountable.

Similarly, Participant 17 reinforced the idea that rules should be learner-driven and focused on encouraging participation:

Maintaining classroom rules and then those rules must encourage learners to participate. It must be learners who come up with those rules because they are meant for them and not for me. (P17)

This response points to a deeper pedagogical insight: when learners see rules as personally relevant, they are more likely to comply with and uphold them. Rules, in this view, are not about control but about enabling meaningful engagement.

Participant 8 also mentioned the structured use of rules as part of extensive techniques:

To maintain order in the classroom like I said, we have certain rules, and we have certain techniques that I use...(P8)

The analysis shows that these reflections on rule-setting, especially when inclusive, acts as a preventive and empowering method of maintaining discipline. According to Kuenzi, Mayer and Greenbaum (2020), rules and regulations create the necessary framework for appropriate learner conduct within a favourable school climate. This perspective is echoed by Peters, cited in Egunlusi (2020), who argues that educators, as authoritative figures, must construct classroom norms in addition to the legal laws

controlling the running of a school, but that these standards should not be utilised as a tool of dominance.

According to Khan et.al. (2019), encouraging learners to adhere to school rules helps them reach their academic, moral, and behavioural learning objectives. The author maintains that educators are in the best position to set effective classroom rules in collaboration with learners, which contributes to a disciplined learning environment based on shared understanding.

Graham (2017) states that an effective school atmosphere promoting constructive discipline requires rules and regulations, like a code, to establish the parameters for appropriate and proper behaviour among learners. The findings confirm this position, as educators in this study also highlighted that co-created rules promote ownership, compliance, and shared responsibility, echoing what the literature suggests about collaborative rule-setting as a discipline tool.

4.3.2.2 **Subtheme 2: Rewarding**

Another method that the participants use to maintain order in the classroom is the strategic use of rewards. Positive reinforcement, in the form of tangible or symbolic incentives, is seen as a powerful motivator for encouraging good behaviour.

Participant 6 shared a variety of reward practices which she uses to sustain learner motivation:

Normally, I reward learners... on Friday, I will provide, for example, money for bunny chow... I provide learners with bit reward stickers like excellent work, the smiley faces... (P6)

This combination of weekly food rewards and regular sticker-based incentives reflects a thoughtful strategy to associate good behaviour with positive outcomes. The variety also caters to different forms of motivation. Although some learners may respond to public recognition via stickers, others may feel motivated by more substantial rewards. The participant's consistent use of Friday as a reward day suggests a routine that learners can anticipate and work towards.

Participant 18 also shared her use of monthly rewards tied to observed good behaviour:

I reward my learners for a good behaviour every month through observation, for example, I give them sweets or chocolates. (P18)

This method is based on careful observation and shows that rewards are not only for academic performance but also for positive conduct. The use of sweets or chocolates demonstrates how even small tokens can help reinforce good behaviour over time.

The analysis shows that reward systems are not simply about giving prizes, but about reinforcing values, motivating learners, and maintaining an orderly classroom. For many educators, rewards provide a proactive, positive alternative to discipline which encourages learners to behave well because they want to, not because they fear punishment.

The practice of using positive reinforcement to encourage order is supported by Babadjanova (2020), who highlights the effectiveness of praising only the desired behaviours and suggests that rewarding positive conduct, while ignoring minor disturbances, can have a far greater impact than traditional discipline. Similarly, Rafi, Sami and Ansar (2020) affirm that reinforcement, whether positive or negative, increases the likelihood of recurring desired behaviours when consistently applied, helping to shape and maintain order in the classroom through predictable, motivating consequences.

According to Obadire and Sinthumule (2021), the successful use of praise and reward has been shown to reduce behavioural problems and boost learners' motivation to learn. In line with these perspectives, the findings show that educators actively use varied rewards to strengthen desirable behaviours, confirming that positive reinforcement remains a central method of sustaining order in classrooms.

4.3.2.3 Subtheme 3: Non-verbal signalling

The participants also described using non-verbal or minimal verbal cues to regain control and maintain order in their classrooms. These techniques are usually quick, familiar routines that help to reset attention without interrupting the flow of teaching.

Participant 8 explained how a simple clapping routine is used to refocus learners:

I will ask them to clap once, twice and fold their arms... I grab their attention by doing that. (P8)

This method demonstrates how repeated, consistent physical cues become a shared classroom ritual. The sequence of actions breaks the learners' attention from whatever is distracting them and also requires immediate and cooperative movement, which helps to settle the group collectively.

In a similar approach, Participant 16 uses a verbal countdown to re-centre the class:

I will shout 5,4,3,2,1, and they will also count with me, and then 'shhhh', then they will come back to being attentive again. (P16)

This interactive signal blends non-verbal and verbal elements to bring learners' focus back in a playful yet structured way. Counting together helps to re-establish the educator's presence and encourages learners to respond as a group.

However, Participant 11 focuses on strategic placement and proximity to manage behaviour non-verbally:

Those learners that I know to be problematic, they always sit next to me... I place you with different learners... I always put them in front of me so that I can monitor their behaviour. (P11)

The analysis shows that the use of signals such as clapping patterns, countdowns, or strategic seating arrangements helps educators to be able to manage behaviour efficiently and subtly, particularly in moments of rising noise or distraction in the classroom. Non-verbal methods such as clapping routines and countdowns are in line with what Babadjanova (2020) describes as efficient classroom strategies, including entry routines and consistent attention cues, that establish predictable behavioural patterns. The use of non-verbal communication is also supported by Rafi, Sana and Ansar (2020), who point out that facial expressions, tone, posture, and physical proximity play an essential role in conveying discipline-related expectations. These cues often have more impact than verbal instructions alone, and they help educators to regain control in a calm and non-disruptive manner. The findings reinforce this, as

the participants relied on clapping routines, countdowns, and seating proximity, showing how non-verbal strategies quickly and effectively restore focus in ways that align with the literature.

4.3.2.4 **Subtheme 4: Behavioural tracking**

A further method used by some participants to maintain classroom order involves systematic behavioural tracking. This approach entails ongoing monitoring of learner behaviour, through tools such as record books or peer-reporting systems. The intention is to make learners aware that their behaviour is being observed and documented, which, in turn, promotes self-regulation and accountability.

Participant 9 described a colour-coded tracking system to manage behaviour:

The method I use is the black book method... everyone must remain in the white book. (P9)

This system relies on a visual and symbolic division of conduct. Being in the “white book” represents good standing, while being moved to the black book signifies a warning or escalation. The simplicity of the system makes it easy for learners to understand where they stand behaviourally, while the formality of documentation adds weight to the process. The analysis shows that this is a preventive measure as much as a disciplinary one which encourages learners to stay out of the “black book” by maintaining positive conduct.

Participant 13 shared a different, learner-led approach by involving peers in behaviour tracking:

I ask the class representative to write the names of the learners who are making noise. (P13)

This method decentralises behaviour monitoring by giving responsibility to learners, particularly class leaders. While it promotes peer accountability, it also instils a culture of shared responsibility for maintaining discipline. However, such systems must be carefully managed to avoid misuse or peer conflict. The use of documentation systems like colour-coded books and peer-reporting aligns with the principles outlined by Siyali

(2024), who argues that legal certainty in rule enforcement requires codes of conduct that clearly outline behavioural expectations and consequences.

Additionally, Zondo and Mncube (2022) view the learner code of conduct as a tool for encouraging self-discipline and creating orderly environments that promote effective teaching. These systems provide clarity and consistency while reinforcing a structured culture of accountability among learners. The findings confirm this argument, as the participants' use of colour-coded books and peer-reporting demonstrated how documentation systems build consistency and help learners regulate their own behaviour, just as the literature outlines.

4.3.2.5 **Subtheme 5: Verbal commanding**

Verbal commanding emerged as a fundamental technique used by the participants to maintain order through clear, direct communication and assertiveness. While not always framed as a formal method, the use of a firm voice, clear instructions, and structured learning routines appeared central to managing learner behaviour and ensuring classroom focus.

Participant 14 described a straightforward approach to gaining attention:

"I wouldn't say there is specific method that I use... I will greet the learners and just tell them to keep quiet and listen..." (P14)

The analysis reveals a simple yet effective practice of using polite but clear commands to regain control. Greeting learners before issuing instructions may also establish a respectful tone that facilitates compliance.

Participant 15 emphasised the power of a strong voice in Classroom discipline:

You also need to have a strong voice amongst learners so that when you speak, learners hear you...(P15)

The participant highlights voice projection and presence as tools for commanding attention. A firm tone signals authority and seriousness, making learners less likely to ignore instructions or cause disruptions.

Participant 13 reiterated the use of verbal direction combined with peer involvement:

Most of the time, I ask the class representative to write the names of the learners who are making noise. (P13)

Although this overlaps with behavioural tracking, it also demonstrates the verbal command used to delegate responsibility and reinforce expectations. The analysis shows that verbal commanding is a straightforward yet powerful tool that complements other strategies to keep learners focused and engaged. Using clear verbal instructions and a firm voice to maintain order is supported by Khursheed (2022), who advocates for educators to explain observed behaviour and communicate classroom expectations clearly. Voice modulation and strong presence are also acknowledged by Dervishi and Omeri (2022), who state that effective Classroom discipline relies heavily on structured routines and confident educator communication.

These methods help assert authority without aggression, ensuring that learners remain attentive and aware of classroom norms. The findings are therefore consistent with this view, showing that the participants' use of strong voices, polite commands, and delegated responsibility align closely with research on effective verbal communication as a Classroom discipline tool.

4.3.2.6 Subtheme 6: Work allocation

Some participants maintain order by ensuring that learners remain constantly engaged with structured academic tasks. In this context, work allocation is used for instructional purposes and as a preventive strategy against disruption.

Participant 15 explained how consistently giving learners something to do helps to minimise noise and distractions:

Ensuring that always you have a work for them to do so that they do not have any chance of making noise...(P15)

This view reflects a practical understanding of learner behaviour. For example, when hands and minds are busy, discipline problems tend to decrease. Continuous tasking, therefore, becomes a method of indirect behavioural control.

Participant 19 supported this approach by describing a step-by-step teaching method that keeps learners focused throughout the lesson:

If the activity has five questions, we write the first question and then we mark before moving to the next questions...(P19)

This method maintains attention by breaking tasks into manageable parts and immediately reviewing them, which also provides immediate feedback and reinforces expectations. The allocation of structured tasks as a preventive measure against disorder reflects the ideas presented by Engage Your Career (2020), who argue that learners, particularly younger ones, benefit from active engagement rather than passive compliance. When kept purposefully occupied, learners are less likely to misbehave.

Furthermore, Dervishi and Omeri (2022) support this by stating that effective Classroom discipline includes routine lesson planning and clear academic structure, which ensures minimal opportunity for disruption while maintaining focus. The findings directly reflect this point, as participants explained that continuous tasking keeps learners purposefully engaged, confirming literature that links structured work allocation with reduced opportunities for misbehaviour.

4.3.2.7 Subtheme 7: Respecting

A final method the participants identified for maintaining discipline was respectful communication. Rather than relying solely on authority or control, some educators emphasised the importance of treating learners with dignity and building mutual understanding as a foundation for discipline.

Participant 2 shared how respect influences classroom behaviour positively:

I normally talk with the learner with respect, and I receive it back. So, I do not have much of these problems in my class. (P2)

The analysis reflects the reciprocal nature of respectful interactions. The modelling of courteous behaviour creates a climate where learners feel valued and are, in turn, inclined to respond with cooperation. These findings suggest that respect is not just a moral stance, but it is also strategic. In this way, respectful communication serves to maintain order and to strengthen learner-educator relationships, and thus making behavioural issues less frequent and easier to manage when they occur.

The use of respectful communication as a tool to maintain order is affirmed by Salamondra (2021), who states that mutual respect in educator–learner relationships lead to better behavioural outcomes and stronger Classroom discipline. Rasuli, Makhdoomzada and Haidari (2023) also argues that the interactions that learners have with adults, especially educators, help to shape their behaviour. When educators model respectful communication, they develop a culture of dignity and cooperation, making disciplinary problems less frequent and easier to resolve when they do arise. The findings therefore confirm the literature's stance, as the participants in this study stressed that mutual respect improves relationships and also serves as a practical strategy for sustaining order in classrooms.

In this theme, rewarding, verbal commanding, non-verbal signalling are Operant Conditioning like positive or negative reinforcement, punishment, while learner leadership and respecting align with the Social Learning Theory where learners learn leadership, respect, and self-control by observing modelled behaviours. Similarly, rule-setting and seating reflect Preventive Discipline like rules and structure.

4.3.3 Theme 3: Classroom discipline Style

This theme explores the different Classroom discipline styles adopted by educators to create conducive learning environments. It was important to understand how the classroom is managed by the educators to assess the efficacy of the management styles. The theme emerged with the following six sub-themes: learner positioning, collaborative structure, rule orientation, relational management, engagement focus, and behaviour tracking.

4.3.3.1 Subtheme 1: Learner positioning

Several participants identified learner positioning in the classroom as a core aspect of their Classroom discipline style. Strategic seating arrangements allow educators to monitor and influence learner behaviour without disrupting the flow of teaching. The analysis revealed that this includes positioning disruptive or talkative learners near the front, where they are visible and easier to engage or correct discreetly.

Participant 1 shared a practical example of this strategy:

I bring disruptive one or the talkative one to the front... it is easy for me to deal with them without having to stop teaching... (P1)

This reflects the subtle power of proximity and non-verbal cues in classroom control. Placing learners in positions where the educator can engage with them directly, whether through eye contact, gesture, or quiet word, can redirect their behaviour quickly without escalating the situation.

Other participants highlighted the use of learner leadership roles, such as class representatives or group leaders, to support classroom order.

Learners sit in rows, and those who are disruptive must sit in front, and we have a class representative and a vice, so they assist me to control the class. (P3)

Those leaders... are seated in groups of six, and each and every group has that one leader whereby if someone is out of control... that group leader... will call the person to order... (P14)

This delegation supports discipline and promotes shared responsibility among learners.

Most of the time to manage the behaviour of learners... I work with class representatives. (P11)

The analysis reveals that learner positioning is thus a logistical and relational strategy, balancing educator authority with peer-assisted monitoring to maintain order effectively. The use of strategic seating and learner leadership roles aligns closely with the emphasis placed in the literature on classroom structure and visibility. According to Babadjanova (2020), classroom layout largely impacts learner behaviour and overall management, which suggests that proximity and positioning help to monitor engagement and redirect off-task actions.

Similarly, Peters, cited in Egunlusi (2020), notes that educators must create and enforce rules and routines that promote order through reasoned authority, including logistical decisions such as seating arrangements. These strategies promote educator oversight while encouraging learner responsibility within a structured environment. The findings affirm this, as educators described how seating and learner leadership

roles enabled both control and peer accountability, which directly supports the literature on classroom layout and rule-guided authority as vital management strategies.

4.3.3.2 **Subtheme 2: Collaborative structure**

A collaborative classroom structure emerged as a key element in the management styles of several participants. The analysis reveals that the approach involves decentralising authority by actively including learners in maintaining classroom norms, routines, and discipline. Instead of exercising strict top-down control, educators promote shared responsibility in order to create a level of ownership among learners.

Participant 2 explained how this method transforms learners from passive recipients into active custodians of their learning environment:

They are responsible. They need to make sure the class is clean... we treat each other as family members. So, it's more learners in charge than myself.
(P2)

This sentiment reflects a relational and inclusive model of discipline, where learners are seen and treated as partners rather than subordinates. However, some educators noted the need to balance this inclusive approach with moments of firmness, especially when learners push boundaries.

Actually, I do not have a specific Classroom discipline style... Sometimes collaboration has to be there... sometimes I need to be firm. (P6)

This blend of flexibility and assertiveness indicates a dynamic management style, one that adapts to the shifting moods and behaviours within the classroom. Participant 7 reinforced this view:

I use different types of management styles... each and every educator must know his/her own learners and how you going to teach them. (P7)

Participant 12 added another dimension to this collaborative approach by adopting the role of a guide rather than an authoritarian figure:

I am more of a guide... I let my learners know how I expect them to behave... I do not want to be too strict... (P12)

The analysis reveals that a collaborative structure in Classroom discipline strengthens trust and learner agency, which provides a foundation for respectful discipline and shared order. The collaborative classroom structure described by participants is supported by Rasuli et al. (2023), who assert that learners' behaviour is influenced by the quality of their relationships with adults, including being treated as respected contributors to the learning space.

In a similar vein, Metz et al. (2022) highlight that creating trust-based relationships and nurturing mutual respect in classrooms supports positive behavioural outcomes. This model transforms the classroom into a shared space, where learners become co-managers of discipline alongside the educator, reinforcing order through cooperation rather than coercion. The findings are consistent with these views, as educators in this study highlighted that giving learners responsibility nurtures trust and ownership, confirming that collaboration preserves order in ways that align with the literature.

4.3.3.3 Subtheme 3: Rule orientation

An emphasis on rules as a foundational element of Classroom discipline was consistently highlighted by the participants. The analysis revealed that educators who adopt a rule-oriented style view clear expectations and consistency as crucial for promoting order, discipline, and learner accountability.

Several participants stressed the importance of having structured routines and visible classroom rules. The participants reported that these serve as constant reminders of appropriate behaviour and encourage learners to internalise expected conduct.

There is a set of rules that I put in my classroom where learners can see how I expect them to behave... (P18)

The participants also noted that effective rule orientation begins with educator preparation and active learner involvement. For instance, Participant 4 shared that:

Number one, have your lesson preparation ready with you always. Number two, when you are in class, make sure you involve learners and be on time. (P4)

The analysis reveals how rules function as external controls and as part of a educator's professional approach to structure and engagement. A prepared, punctual, and inclusive educator models the behaviour expected from learners. Other participants spoke of reinforcing rules through consistent verbal reminders and by explaining the consequences of misbehaviour.

We always stress on the school rules... I always remind them what their behaviour may result to if they do not do things accordingly. (P11)

In some classrooms, rules are also used to establish a respectful and orderly culture during lesson delivery. Participant 7 explained that,

I state it clear before I can start my lessons that I do not want anyone to talk. When you want to talk to me you raise up your hand... (P7)

The analysis suggests that rule orientation provides a stable framework that supports behaviour management. When rules are clearly communicated, consistently reinforced, and linked to classroom values, they contribute significantly to maintaining discipline and enhancing learner cooperation. A rule-oriented Classroom discipline style is consistent with research by Zondo and Mncube (2022), who argue that a code of conduct is essential in developing self-discipline and establishing a culture of accountability.

Shcherbanyuk and Bzova (2023) also affirm that when rules are clearly stated and consistently enforced, they provide legal and behavioural certainty to support the learners and educators in maintaining a structured and fair environment. These views confirm that rule orientation is not only about control but also about providing clarity, predictability, and reinforcement of school values. The findings strongly support this, since the participants stressed that clearly communicated and consistently reinforced rules created certainty and accountability, just as the literature emphasises.

4.3.3.4 Subtheme 4: Relational management

The participants emphasised a relational management style as a Classroom discipline approach, which they use for its value in building respectful and trusting relationships with learners as a foundation for discipline. The participants who adopt this approach

noted that maintaining positive interactions helps to reduce behavioural issues and fosters cooperation.

For several educators, discipline begins with understanding the individual learner and maintaining an environment of mutual respect. Participant 8 explained that:

I establish a positive relationship with the learners... Even when you are reprimanding a learner... it is going to be a level of respect... I never wanted to send a learner outside. (P8)

This suggests that disciplinary action does not need to be punitive to be effective; rather, a respectful tone usually encourages better responses from learners.

Some participants also pointed out that some behavioural problems stem from primary personal issues. Participant 20 stated that responding empathetically allows educators to address root causes rather than symptoms.

I do check the issues that some learners are having in a way that I try to work on it friendly... I also create a strong relationship with my learners, which also promotes respect and cooperation... (P20)

Avoiding overly authoritarian behaviour was also seen as key to encouraging learner participation by Participant 12.

I do not want to be too strict for them to end up now being scared and not partaking in the lesson...(P12)

This analysis reflects an understanding that excessively strict environments may suppress learner voice and engagement, and thus lead to passive or resistant behaviours.

Nonetheless, relational management does not mean leniency. Participant 20 clarified that firmness and support can coexist.

I am firm and I do support some of the learners... (P20)

The analysis suggests that effective Classroom discipline is strengthened when educators cultivate strong personal connections. A relational approach builds trust and

also promotes emotional safety, allowing for better behavioural regulation and learner cooperation. Relational management, based on building respectful educator–learner relationships, is echoed in the work of Khursheed (2022), who advocates for educators to engage individually with learners in addressing behavioural issues, using empathy and support as key tools. Furthermore, Salamondra (2021) reinforces the idea that learners are responsive to discipline when they trust their educators and feel emotionally safe in the classroom.

These approaches encourage discipline that stems from mutual respect rather than authority, and they promote a stable environment in which learners are prone to self-regulate. The findings confirm this argument, as the participants explained that respectful and empathetic interactions reduced misbehaviour and deepened cooperation, demonstrating how relational approaches mirror what the literature identifies as effective practice.

4.3.3.5 Subtheme 5: Engagement focus

The participants reported using an engagement-focused Classroom discipline style which revolves around actively involving learners in lessons to minimise disruptive behaviour. The participants highlighted the link between learner participation and classroom order, suggesting that when learners are meaningfully engaged, they are less likely to misbehave.

Several participants described how integrating enjoyable, interactive tasks into their lessons keeps learners interested and focused.

I just keep them engaged. I am not an autocratic educator... I incorporate fun activities because that will make them enjoy being in class... (P16)

This statement illustrates the proactive use of varied instructional strategies as a preventive behaviour management tool.

Engagement was also linked to encouraging participation through structured activities like discussions or question-and-answer sessions. Participant 17 explained that:

I encourage active participation and engagement. Fully participation in the lessons through question and answers. (P17)

In this sense, maintaining discipline does not rely on controlling the classroom through authority alone but through learner involvement in the learning process. Importantly, Participant 5 recognised the need to balance freedom with clear boundaries.

I allow these learners to be themselves... but I always let them know that there are limitations to everything... The only way they can communicate is within the confines of the subject. (P5)

The analysis revealed that freedom of expression is encouraged within structured, curriculum-focused limits, as it promotes discipline and autonomy. The repetition of learner enjoyment also points to the role of emotional connection in sustaining attention. Participant 16 noted that:

Whatever what I do, I incorporate fun activities because that will make them enjoy being in class... (P16)

According to the analysis, the engagement-focused style reflects a learner-centred philosophy which views behavioural control not as a separate goal but as an outcome of dynamic, responsive, and enjoyable teaching. The prioritisation of participation and interest can help educators to effectively reduce off-task behaviour and nurture an orderly classroom environment. The engagement-focused style is supported by Dervishi and Omeri (2022), who state that effective Classroom discipline is underpinned by the delivery of stimulating and learner-centred lessons that minimise behavioural disruptions. Additionally, Engage Your Career (2020) emphasises that maintaining learner interest and participation helps to reduce off-task behaviours and contributes to classroom order. These perspectives reinforce the notion that discipline is most effectively maintained not through control, but by creating lessons that capture and sustain learners' attention. The findings reinforce this point, as educators deliberately used engaging and interactive lessons to minimise disruption, showing clear agreement with the literature that learner-centred strategies are essential for maintaining discipline.

4.3.3.6 Subtheme 6: Behaviour tracking

A key Classroom discipline style identified by the participants is the consistent monitoring and documentation of learner behaviour. The participants reported that

behaviour tracking is a preventive and corrective measure which offers accountability and guiding follow-up action.

Some educators employ structured tools like incident books to record misbehaviour and escalate issues when necessary. Participant 19 explained that:

I use the incident book where I record the learners who misbehave in class, and if they appear many times, I call the parents... learners write it down that they will change their behaviour, and it works. (P19)

This highlights a progression from observation to intervention, which enables learners to reflect on their conduct and commit to improvement in writing.

Another approach used by the educators, such as Participant 3, involves utilising learner leadership, such as class representatives and their deputies, to assist in monitoring. They explained:

We have a class representative and the vice, so they assist me to control the class. (P3)

The analysis reveals that this peer-assisted model supports the educator while also cultivating shared responsibility among learners.

Strategic learner placement was also mentioned by Participant 11 as a behaviour tracking strategy. The participant explained that:

Those ones that are problematic and naughty, I always put them in front of me so that I can monitor their behaviour. (P11)

Such positioning allows the educator to closely observe high-risk learners and intervene promptly. Moreover, according to Participant 11, behaviour tracking is reinforced by regularly reminding learners of the school's code of conduct.

From time to time, I always remind them of the school rules and remind them what their behaviour may results to... (P11)

This reiteration reinforces expectations and ensures learners remain conscious of the consequences. The analysis reveals that behaviour tracking indicates a structured and

reflective management style that blends documentation, strategic positioning, and regular reinforcement of rules to promote responsibility, deter misbehaviour, and nurture a disciplined learning environment. The consistent monitoring and documentation of learner behaviour is in line with Shcherbanyuk and Bzova's (2023) assertion that legal certainty and structure are essential for maintaining discipline.

They stress that rules and records must be communicated and enforced fairly to ensure consistency. Similarly, Rafi, Sami and Ansar (2020) support the use of reinforcement and behavioural feedback mechanisms, including peer monitoring and educator-led observation, to encourage self-regulation. The findings concur with these perspectives, since educators described using incident books, peer monitoring, and constant reminders as reinforcement mechanisms, confirming that systematic tracking supports accountability in line with the literature.

This theme links with both Bandura's Social Learning Theory and Skinner's Operant Conditioning. The sub-themes of collaborative structure, relational management, and engagement focus reflect Social Learning Theory because learners observe how educators interact respectfully and cooperatively, and then model those behaviours with their peers. When an educator demonstrates fairness, patience, and active listening, learners learn to imitate these practices in their own conduct. On the other hand, rule orientation and behaviour tracking are tied to Operant Conditioning, since learners understand that following rules consistently brings recognition and reward, while misbehaviour leads to corrective measures. In this way, Classroom discipline style embodies both modelling (Bandura) and reinforcement (Skinner), showing how structure and relationships work hand in hand to maintain discipline.

4.3.4 Theme 4: A Time When Effective Classroom discipline Techniques Were Used

This theme reflects on the specific experiences where educators successfully managed their classrooms using deliberate strategies. The participants recounted instances which yielded positive outcomes. The theme demonstrated how effective Classroom discipline can enhance behaviour and academic performance. This theme emerged with the following seven sub-themes: positive reinforcement, behavioural correction systems, learner engagement strategies, use of classroom leadership,

setting boundaries and consistent, strategic use of eye contact, gestures, and non-verbal cues, and creative tools.

4.3.4.1 ***Subtheme 1: Positive reinforcement***

Positive reinforcement was mentioned as a time when the participants used effective Classroom discipline techniques, particularly in encouraging desired behaviours and celebrating learner achievements. The participants described various methods such as praise, applause, small rewards, and public recognition to reinforce good behaviour and promote a positive classroom atmosphere.

The participants shared that verbal praise, and recognition can meaningfully boost learners' confidence and motivate them to maintain positive conduct. One participant recalled,

So, I praised her and requested the class to clap for her, and the learner was so impressed, and the class also was impressed by her performance. (P10)

This type of public affirmation validated the learner's effort and also reinforced the desired behaviour across the class.

Physical rewards were also commonly used. Participant 11 stated that,

Those who are doing well I always have chocolates with me, so each time they perform well in their tasks, I always reward them. (P11)

The analysis revealed that such tangible incentives help to sustain interest and good conduct, particularly among younger learners. Another participant shared a similar approach:

After the lesson, I rewarded him with the glass of juice. (P14)

This reflects how even simple gestures can yield meaningful behavioural change. The structured use of rewards for promoting kindness and cooperation was also highlighted. As Participant 18 noted,

I create the reward system where learners can get sweets/chocolates for demonstrating an expected behaviour such as active participation, kindness and helping each other... (P18)

The analysis suggests that positive reinforcement is not limited to academic performance; rather, it extends to social and emotional learning as well. The data reveal that consistent, thoughtful reinforcement, whether verbal or material, contributes to improved learner behaviour and classroom order. The strategy affirms the learners' efforts and builds a classroom culture where positive conduct is expected and appreciated.

The findings are supported by Skinner's Theory of Operant Conditioning, particularly the value of positive reinforcement in shaping desirable behaviours. According to Augustine et al. (2022), educators show appreciation for excellent behaviour by praising and rewarding learners; hence, positive reinforcement is given to learners who do well academically and in extracurricular activities. Moreover, Rafi, Sami and Ansar (2020) elaborate that positive and negative reinforcement are two options to consider, as it increases or maintain the likelihood that the behaviour will occur again. These findings confirm that positive reinforcement is practical and effective in real classroom settings, since the participants demonstrated how even small rewards or simple praise directly motivated learners, echoing what the literature stresses about reinforcement shaping behaviour.

4.3.4.2 Subtheme 2: Behavioural tracking

Behavioural tracking was highlighted as a time when effective Classroom discipline techniques were used. The participants described using warning systems, formal records, and parental involvement to monitor and modify behaviour.

Participant 13 explained using a tiered warning system using coloured cards:

I had cards, yellow card and the red card... before I give you the yellow card, I will reprimand you... If the behaviour does not stop the learner get the red card... (P13)

This approach provides clear, progressive consequences which give learners opportunities to correct their behaviour before further action is taken. Parental engagement was another critical component mentioned by Participant 3.

For learners who are disruptive I call the parents, they come and sign and also the learner sign... learner start to change their behaviour. (P3)

The analysis demonstrates that involving parents promotes accountability and supports behavioural change beyond the classroom. According to Participant 16, consistent record-keeping is a tool to track recurrent issues.

I recorded the learners... Even those who come late... those learners who appear many times I call their parents and if they do not change... they go for disciplinary hearing. (P19)

In some cases, consequences such as suspension were used as a last resort but with positive outcomes. Participant 9 reported that:

The pressure was that he failed the term because he was not at the school because of the suspension... Now the learner is behaving very well... (P9)

The analysis revealed that behavioural tracking combines clear warnings, documentation, parental collaboration, and, when necessary, disciplinary measures to support lasting improvements in learner conduct. According to Bordia (2020), corrective discipline includes serious interventions such as suspension, applied when a kid does not progress despite supportive discipline. Obadire and Sinthumule (2021) stress that discipline issues can be significantly reduced when schools implement well-structured and fair systems, which include maintaining records and engaging parents. This resonates with the findings, as the participants highlighted how structured tracking systems, supported by parental involvement, brought about clear improvements in learner behaviour in line with what the literature suggests.

4.3.4.3 Subtheme 3: Group control

Managing group dynamics effectively was a crucial moment when participants used Classroom discipline techniques to maintain order and encourage learner

responsibility. The participants described combining clear rules, leadership roles, and consequences to guide group behaviour.

Some participants explained that they allow learners to form their own groups but enforce strict behavioural expectations. According to Participant 5,

I allow them to group themselves... I also give them the straight rules to say there is no way where you can talk but not discuss the project... (P5)

This balance of autonomy and structure helps learners to learn cooperation within clear boundaries. Leadership within groups was another common strategy mentioned by Participant 6:

During group work... I assign leaders and also come up with the demerit system... the group that is misbehaving I am going to take away maybe 5/10 marks... (P6)

The analysis reveals that assigning leaders encourages peer regulation and gives learners ownership over their behaviour, while the demerit system introduces tangible consequences for poor conduct. According to some participants, regular educator interaction during group work also plays a role in maintaining control.

I use those techniques in most of the time when I am in class... Interact with learners regularly. (P4)

Engaging directly helps educators to address issues promptly before they escalate. Finally, connecting activities to learners' experiences cultivates relevance and engagement, supporting better behaviour. One participant explained that:

It depends on the subject... learners need to give their examples... it relates them to what you are teaching in that particular time. (P7)

The analysis revealed that these group control techniques promote collaboration, accountability, and active participation while also reducing disruptions. Dervishi and Omeri (2022) describe Classroom discipline as encompassing duties such as planning, organising procedures and resources, monitoring learner progress, minimising disruption and also discipline problems. This correlates with the Ministry of

Education and Training (2020) from the Kingdom of Eswatini, which stresses the importance of relationship-building and rules and procedures, noting that learners perform better in environments where expectations are clear, and responsibilities are shared. The findings mirror this point, showing that when learners are given group responsibilities under clear rules, they become accountable and cooperative, confirming the effectiveness of group control strategies.

4.3.4.4 **Subtheme 4: Strategic direction**

Several participants reported using strategic direction as a time when effective Classroom discipline techniques were used. The findings reveal that this includes proactive planning, purposeful questioning, timely intervention, and non-verbal cues to sustain engagement and curb disruption.

One approach involved randomly directing questions to learners to maintain alertness. Participant 1 explained that:

I ask them questions and not wait for them to raise their hands but by just picking them randomly... it brings their attention... (P1)

The analysis reveals that this tactic creates an environment where learners are expected to participate actively. This reduces the likelihood of disengagement or off-task behaviour.

Non-verbal cues also play a significant role in exerting subtle control over behaviour. According to Participant 17,

Sometimes by mere looking at the learner he/she will realise that what he/she is doing is very wrong. (P17)

This suggests that strategic eye contact or educator presence can influence learners without interrupting the flow of teaching. Effective Classroom discipline was also highlighted as a necessary skill when confronted with potentially disruptive situations:

That is when you need to have effective Classroom discipline skills, because if you do not, they will just laugh and disrupt the entire school... (P16)

The analysis points to the importance of foresight and authority in steering learner behaviour towards constructive ends. In addition, introducing tools such as timers and structured transitions supports classroom flow. The participants explained that:

I introduced an eventual timer and a transition form to get to changing the time... helps to stay focused and make the class run smoothly. (P20)

The analysis shows that these examples illustrate how strategic direction blends consistency, attentiveness, and flexible structure to uphold order while enhancing the teaching and learning experience. According to Babadjanova (2020), effective Classroom discipline involves communicating effectively, being mobile in the classroom, and managing time wisely. Ibrahim et al. (2022) emphasise that expressions on the face, posture, vocal tone and pitch, hand gestures, and even physical closeness are key elements of non-verbal communication that convey attitudes and regulate behaviour. These findings support the literature, as educators reported successfully using questioning, eye contact, and gestures to steer behaviour, showing that such strategies can be powerful tools in maintaining discipline.

4.3.4.5 Subtheme 5: Leadership modelling

The participants shared that modelling leadership is one instance where effective Classroom discipline techniques were used to instil order and accountability, particularly when addressing discipline challenges through visible, consistent leadership. A key approach involved empowering learners perceived as influential among peers. The participants reported that:

I pick up the one they fear the most in front of the class and show them I am not really scared at them, but I am willing to work with them... (P15)

In this instance, the educator does not resort to confrontation, but instead repositions the dominant learner as an ally, thus transforming a potential disruptor into a behavioural role model. This move demonstrates strategic emotional intelligence that involves turning peer influence into a tool for positive classroom culture.

Leadership modelling also included structured incentives to reward group responsibility. According to Participant 6,

I assign leaders... the group that is behaving the most will have an extra mark...
(P6)

The analysis reveals that this approach promotes intrinsic motivation by making learners accountable for their peers' behaviour, and thus reinforcing a cooperative, peer-monitored environment. Delegated leadership becomes an extension of the educator's authority, which diffuses discipline across the class in a decentralised yet effective manner.

Furthermore, real-time modelling of expected behaviour was key, as explained:

The learner participated... he did not cause any disruptions... he was the one calling others to order. (P14)

In this case, the educator's prior investment in guiding a learner translated into visible, sustained peer leadership, which shows that consistent modelling can yield long-term behavioural shifts.

Some participants used routine duties to reinforce responsibility and order. The participants noted that:

I usually tell my learners to pick up papers on the floor... make sure that they are in proper uniform. (P2)

The analysis shows that this subtle modelling of ownership and discipline maintains order and helps to normalise respectful and cooperative behaviour. According to Egunlusi (2020), educators must consistently model appropriate behaviour for their learners. Similarly, Egunlusi (2020) explains that learners are understandably wary of educators who act in ways that run counter to their professed values. This is evident in the findings, where participants consistently demonstrated expected behaviour and delegated leadership, leading learners to adopt positive roles and reinforcing the literature's argument about educator behaviour shaping classroom culture.

4.3.4.6 Subtheme 6: Boundaries with flexibility

Several participants described that ensuring boundaries with flexibility was an instance where effective Classroom discipline techniques were used. While clear expectations and behavioural boundaries were seen as essential, the participants also

acknowledged the value of flexibility to accommodate learner individuality and promote a supportive learning climate.

A recurring insight was that strict control alone is not sufficient. Educators who allow some degree of freedom create an environment where learners feel respected and are prone to cooperate. The participants explained that:

I am very liberal in my Classroom discipline... but there has to be boundaries... you get to communicate with someone only if you prepare for oral presentation.
(P5)

This analysis illustrates how flexibility is not synonymous with permissiveness. Instead, freedom is framed within structured expectations where communication is allowed, but only when it aligns with learning objectives.

The participants also recognised that excessive rigidity could inhibit learner engagement. As P12 noted:

I let my learners know how I expect them to behave... I do not want to be too strict... (P12)

The analysis revealed that setting expectations without creating fear is essential for the educator to nurture an atmosphere of mutual respect, where behaviour is guided by internal motivation and not external compulsion.

Flexibility was also linked to the relevance of classroom activities. When learners are given space to express themselves and relate content to their lived experiences, cooperation improves. According to Participant 7,

With sciences learners need to give their examples... it relates them to what you are teaching in that particular time. (P7)

This reflects a learner-centred approach, where discipline is supported through relevance, ownership, and respectful dialogue. The analysis suggests that the most effective Classroom discipline occurs when firm boundaries are coupled with adaptable strategies. Burden (2025) states that good discipline requires deliberate management and that a good, well-structured classroom environment aimed at

preventing disciplinary issues is, thus, essential. According to Durrant (2021), positive discipline helps learners develop a strong sense of personal accountability, a healthy sense of self-efficacy in the face of adversity, and the confidence to make good choices. The findings reinforce this view, as educators demonstrated that clear boundaries combined with flexibility encouraged cooperation and self-regulation, just as the literature suggests.

This theme highlights practices that are almost a direct application of Skinner's Operant Conditioning. Positive reinforcement, setting boundaries, and the strategic use of non-verbal cues all operate on the principle that rewarded behaviour is more likely to be repeated. Educators who praise learners or use calm gestures signal approval, shaping future conduct. At the same time, Social Learning Theory is reflected in learner engagement strategies and the use of classroom leadership. When learners see their peers leading group activities or participating positively, they are encouraged to imitate such conduct. In short, effective Classroom discipline draws on reinforcement to encourage compliance and on modelling to promote positive peer influence.

4.3.5 Theme 5: Approach to Involving Parents in Classroom discipline Strategy

This theme captures the approaches that educators employ to involve parents in Classroom discipline. The theme emerged with the following four sub-themes: communication through learner workbooks, direct invitations and formal meetings, engagement through digital platforms, and frustration with uninvolved or uncooperative parents.

4.3.5.1 Subtheme 1: Communication through learner workbooks

One of the most widely adopted approaches for involving parents in Classroom discipline involves using learners' workbooks as a medium of communication. The participants reported that this approach serves as a practical bridge between the classroom and the home, given that it offers parents a direct window into their child's academic engagement and behaviour.

The participants noted that:

I will leave a note because it is a common place in our school that parents should check and control their children's books. (P5)

Educators intentionally leave notes, stamps, or areas requiring parental signatures to encourage parental oversight and accountability. This analysis reflects a school-wide culture where the workbook becomes more than a record of academic work; it becomes a communication log.

Some participants noted that:

I ensure that I have things that parents have to sign to ensure that they have checked the books. So, I put a stamp in their books to ensure that their parents sign them to ensure that they checked those books. (P15)

The analysis shows that this systematic tracking signals to learners that there is a partnership between educator and parent. This way, learners take responsibility for their behaviour and learning, knowing that it is being monitored beyond the classroom. However, the effectiveness of this method relies on parental willingness to participate and be consistent. According to Obadire and Sinthumule (2021), parents have a responsibility to teach their children good character traits from a young age, and regular school visits can help keep kids on the straight and narrow. Grey College (2021) adds that having a code of conduct in place provides a basis for setting reasonable expectations for learner conduct, helping to develop an atmosphere that is favourable to the successful acquisition of knowledge. The findings affirm this point, as educators relied on systematic workbook checks and parental signatures to create a shared accountability framework, showing that home-school cooperation directly reinforces Classroom Discipline.

4.3.5.2 Subtheme 2: Direct invitations and formal meetings

A more direct and personalised approach to involving parents in Classroom discipline is through invitations to meet with educators, either formally or informally. The participants reported that these engagements are commonly initiated in response to behavioural issues that are persistent or absenteeism, and they aim to form a collaborative front between school and home in supporting the learner.

Some participants reported that:

I send them an invitation requesting them to come to see me based on the behaviour of the learner. (P2)

This suggests that educators proactively address behavioural problems by involving parents in a face-to-face context, which makes the issues tangible and immediate. These meetings allow educators to better understand the root causes of learners' behaviour and to strategize interventions with parental input.

Participant 19 explained that:

In terms of involving parents... I call the parents to have one-on-one session with the parent and the learner. (P19)

In this instance, having both the parent and learner in the same meeting bolsters accountability and transparency, allowing the learner to observe adult collaboration regarding their conduct. Such sessions usually reflect seriousness about behaviour expectations.

Two participants noted that:

I normally involve the parent when a learner is absenting themselves and also when a learner... bunk classes. (P13)

"I do not immediately go to their parents... but sometimes what assists is when you call their parents, and you let them know." (P11)

This analysis reflects a balanced approach, where educators exercise discretion before escalating issues to parents. This shows that parental involvement is not punitive but is a step towards resolution. When successful, these meetings strengthen educator-parent relationships and signal to learners that behaviour in the classroom has consequences and is being closely monitored by a support network. Powers (2023) states that effective classrooms are built on strong parent-educator relationships. Powers (2023) affirms that disruptive behaviour decreases, and on-task behaviour increases when educators and parents maintain constant communication with one another. This aligns with the findings, since educators reported that face-to-face meetings with parents promoted collaboration, accountability, and improved learner behaviour, echoing the literature's emphasis on relationship-building.

4.3.5.3 **Subtheme 3: Engagement through digital platforms**

The integration of digital platforms, especially WhatsApp, has become a tool for educators to involve parents in Classroom discipline strategies. This method enables regular, convenient, and immediate communication by breaking down traditional barriers, such as time constraints or travel logistics, that might prevent parents from being physically present.

The participants reported that:

I have a WhatsApp group that I sometimes communicate with parents. (P5)

The analysis shows that this simple, yet effective measure facilitates consistent updates and creates a shared virtual space where educators and parents can interact.

Some participants noted that:

I will have a WhatsApp group and communicate that with parents, or it can also be individually. (P8)

The analysis shows that P8's flexibility in choosing between group-wide announcements and one-on-one conversations accommodates the different communication needs of parents. Individual messages allow for private discussions on sensitive matters, while group messages streamline general updates and instructions.

Similarly, Participant 5 stated that:

So, I communicate with parents through WhatsApp group to say today I have given learners an assignment... (P5)

Sharing routine updates keeps parents informed and indirectly encourages parental monitoring of the learner's academic engagement. If successful, this can lead to fewer behavioural issues, as learners become aware that their work is being tracked by both school and home.

Another participant explained that,

I create opportunities for parents to ask questions, share concerns and get feedback. (P18)

The analysis reflects that this two-way digital engagement promotes openness, making parents feel involved and valued rather than simply informed. According to Oranga, Matere and Nyakundi (2023), improvements in learners' academic performance and conduct are the most direct results of parental participation. Geduld (2023) identifies parental involvement activities such as checking in on homework and helping educators with Classroom discipline and learner motivation. The findings confirm this view, as the use of WhatsApp groups and private messages allowed parents to track progress, ask questions, and stay engaged in ways that directly supported discipline and learner motivation.

4.3.5.4 Subtheme 4: Frustration with uninvolved or uncooperative parents

While some educators successfully involve parents in Classroom discipline through various strategies, others expressed deep frustration when parents remain uninvolved or act counterproductively. This is because a lack of cooperation can undermine the educator's efforts and negatively impact learner behaviour and progress.

Participant 1 explained this:

Sometimes, when we have a parent, we find out that they act exactly like a learner. (P1)

This observation reveals a serious concern that when a parent exhibits immature or dismissive behaviour, it becomes almost impossible to form an effective educator-parent alliance. Such behaviour can discredit the educator's authority and strengthen the learner's harmful conduct.

The same participant further described the following:

There are parents that they never come to school, they only come when it's time to issue the report cards. (P1)

The analysis confirms that many educators encounter absentee parents who avoid involvement until academic consequences are final. However, this neglect delays early

interventions and limits opportunities to address behavioural challenges collaboratively before they escalate.

According to P7,

Sometimes you approach them, and they understand... but in some instances, they deny completely, and that is when you lose the learner (P7)

These findings point to a pivotal issue, that denial and lack of accountability from the parent can lead to disengagement from the learner. When a parent refuses to acknowledge a behavioural issue, the learner receives no corrective guidance from home, weakening the overall discipline framework.

The participant further lamented that,

Parents do not want to hear problems. When a child presents a problem to them, they reward them with money, fancy clothes and food. (P7)

The analysis shows that P7's account highlights how some parents unintentionally reinforce poor behaviour by rewarding instead of disciplining. This shows that there is a misalignment in values and approach between home and school, which creates a conflicting behavioural standard that confuses learners and consequently erodes classroom control. The findings strongly reinforce the literature, as the participants described how uncooperative or absent parents weakened discipline frameworks, confirming that inconsistent reinforcement between home and school undermines Classroom discipline.

This theme connects most clearly with Operant Conditioning, because the literature stresses that parents' responses to children's actions determine whether those actions are repeated. When parents cooperate with educators by reinforcing good conduct at home, discipline is strengthened. Conversely, when parents are unresponsive, schools experience greater behavioural challenges. Parental involvement also reflects Social Learning Theory. Learners often observe and internalise how adults, including parents and educators, handle behaviour. If parents communicate positively and model responsibility, learners are likely to carry those lessons into the classroom.

4.3.6 Theme 6: Dealing With Learners' Discipline Problems After Abolition of Corporal Punishment

Following the official prohibition of corporal punishment in schools, educators have had to explore alternative disciplinary methods to address learner misconduct. The responses from the participants reflect a shift from physical to non-physical strategies that prioritise behavioural correction, documentation, involvement of school leadership and parents, and structured Classroom Discipline. The findings revealed that while some educators remain uncertain or feel restricted by policy, others employ a diverse range of creative techniques. Five sub-themes emerged from the analysis as follows: classroom-based corrective action, behaviour documentation, parent and management collaboration, restorative and reflective tasks, and uncertainty and limitations.

4.3.6.1 Subtheme 1: Classroom-based corrective action

In the absence of corporal punishment, educators reported having adapted by employing immediate, visible corrective measures within the classroom environment. These strategies serve to discipline and maintain order in real-time.

While describing such methods, Participant 1 explained that:

Mostly, I would make them sit down in the front and do my work while sitting on the floor just to have that discipline going on... So, I sometimes say they must kneel down next to their desks where I can see them, then they write on the floor. (P1)

The analysis shows that this approach shifts the disciplinary response from punitive to controlling and corrective by leveraging discomfort and increased proximity to authority. Participant 2 similarly noted that:

I make them sit down on the floor, and then they must earn to sit back on the chair. (P2)

Here, the loss of a privilege, such as sitting on a chair, symbolises a consequence that must be reversed through improved behaviour. Participant 5 echoed this by saying:

I will isolate a learner from their group... and put them next to my desk with their textbooks, workbook and everything and then they will have to work while sitting next to me. (P5)

Participant 20 added a public visibility component to the strategy, stating that:

Sometimes when they are way too disruptive, I just call them out and stand in front of other learners to see them, maybe for an hour while I will be teaching. (P20)

The analysis reflects that these techniques indicate a shift from physical punishment to symbolic discipline, with a focus on accountability and loss of privilege rather than pain. Most significantly, educators themselves should demonstrate what it is like to be punished and to like it (Bordia, 2020). This implies that symbolic, controlled forms of discipline, such as those educators use in the classroom now, are instructional rather than harmful.

Discipline does not require learners to sit quietly and listen to the educator; rather, it requires them to participate in a way that does not disrupt the learning of others (Engage Your Career, 2020). This supports non-violent, corrective classroom-based strategies that are focused on behaviour management. The findings agree with this view, as educators described visible, symbolic consequences such as the loss of privileges and isolation that corrected behaviour without physical punishment, echoing the literature's emphasis on instructional rather than harmful discipline.

4.3.6.2 Subtheme 2: Behaviour documentation

The participants reported that they now increasingly rely on systematic documentation to track learner misbehaviour, build evidence, and guide decisions regarding disciplinary escalation.

Highlighting this strategy, Participant 6 noted that:

I keep an observation book and record whatever misconduct is caused by the learner in class so that I can have evidence. (P6)

This method provides a factual basis for discussions with school leadership or parents and removes subjectivity. Participant 8 elaborated on the details required:

I have an observation book... You are going to write the date, what happened... You sign, and then you keep the book. (P8)

According to the analysis, the use of such logs reflects an attempt to manage Classroom Discipline within formal procedures. Participant 19 explained the process beyond documentation:

I use the misconduct book, and if it does not work out, they end up in disciplinary hearing. (P19)

This shows that for persistent 'offenders', documentation becomes the pathway to formal discipline proceedings. Participant 1 further indicated that repeated documentation plays a role in triggering administrative action. They explained that:

The disciplinary committee in my school always say that if the learner has been doing the same thing over five times, you can give them 7 days and they will come for hearing. (P1)

The analysis indicates that reliance on evidence suggests a shift towards bureaucratic forms of discipline, which, while slower than corporal punishment, offer transparency, fairness, and opportunities for behavioural change through accountability. If there is a well-established code of conduct and it is administered equitably, there will be more consistency in the penalties taken against transgressors (Abrahams, 2022). This reinforces the lack of structured documentation to uphold fairness and consistency in disciplinary procedures. Rules and regulations, such as a code, to create the framework for acceptable and proper learner behaviour are essential in an effective school climate that fosters positive discipline (Kuenzi, Mayer & Greenbaum, 2020). This aligns with the practice of logging behaviour and following due process. This resonates with the findings, since the educators' reliance on misconduct books and observation logs provided fairness and accountability, reflecting the structured, transparent procedures highlighted in the literature.

4.3.6.3 Subtheme 3: Parent and management collaboration

Collaboration with school leadership and parents is considered a vital aspect of post-corporal punishment discipline strategies, especially when classroom-level methods are insufficient.

While discussing this, Participant 5 mentioned that:

I'll find a letter that is being stamped... to say we have a problem with such and such learner, so can we schedule a meeting. (P5)

This reflects a structured and official process for engaging stakeholders. When classroom control fails, the participants reported that they look to school authorities and parents for reinforcement. Participant 11 shared that:

If the office cannot assist me, we call their parents... So, from time to time, you will have to go to the office and call parents. (P11)

This indicates collaboration and a chain of escalation that supports educators' authority. Participant 15 highlighted that support from school leadership is not only expected but is also often delivered:

We receive help or support from our school management team about disciplining learners. (P15)

Participant 18 added that:

The next step is to send them to my senior, principal's office. (P18)

These insights show that through post-corporal punishment, educators are rarely expected to manage severe behaviour in isolation. Instead, effective discipline relies on institutional support and a multi-tiered response system, which integrates parents and leadership to form a unified front. Proper conduct by learners is bolstered by admirable parental behaviour and support (Powers, 2023). This points to the role of parental involvement in supporting discipline. All stakeholders, especially educators, should work together as a team to promote successful school discipline, as team collaboration influences everyday practice (Obadire & Sinthumule, 2021). The findings confirm this, showing that educators drew on both parents and school management as partners in discipline, which strengthened authority and demonstrated the shared responsibility outlined in the literature.

4.3.6.4 **Subtheme 4: Restorative and reflective tasks**

In the new disciplinary landscape, educators frequently use repetitive or reflective tasks aimed at ensuring accountability and behavioural change in learners.

While describing such methods, Participant 16 noted that:

I know they will hate writing a lot so I will just give them a pen and a paper and say write until these two pages are full. (P16)

Here, repetition serves as a deterrent and as a quiet period for the learner to reflect. Participant 20 offered another creative strategy:

I do request learners to write their names or read their names 100 times... they will know that this is a bad thing to do. (P20)

This method uses monotonous tasks as symbolic punishment, and thus redirecting energy into self-awareness. Participant 12 introduced another non-violent strategy:

If it is detention... they will follow-through but mostly we use the cleaning technique where they will clean their classrooms. (P12)

This introduces a restorative element, where the learner contributes positively to the learning space, reflecting on their actions while regaining trust. Participant 13 takes a more personal approach:

I normally speak to these learners. I would sometimes make them feel that whatever that they are doing is wrong. (P13)

The findings reflect the use of dialogue as a behavioural correction tool that is underpinned by empathy and moral guidance. These techniques reflect a wider philosophy of behaviour correction that is focused on internal change, and not fear-based obedience. According to Durrant (2021), there are other ways to implement positive discipline in schools, including being sensitive to signs of difficulty in learners' lives, listening to, providing emotional support and acknowledging, and appreciating learners' work and appreciating them as individuals. This supports non-punitive, reflective approaches such as having learners write or clean as part of behaviour correction. Positive discipline encourages learners to cultivate self-control through

their own efforts, which in turn improves classroom behaviour (UNICEF, 2025). The findings align with this perspective, as repetitive writing, cleaning tasks, and reflective conversations were used to encourage accountability, supporting the literature's call for restorative, self-regulatory approaches.

4.3.6.5 ***Subtheme 5: Uncertainty and limitations***

Despite the shift to non-violent strategies, some participants expressed frustration or confusion with how far their authority extends without corporal punishment.

While discussing these difficulties, Participant 3 shared that:

That one is still a challenge because we are not allowed to detain them... So, we are still confused there. (P3)

This reflects ambiguity around policy enforcement and permissible disciplinary actions. Participant 9 illustrated how perceptions of corporal punishment are still blurred:

Our kids are 'don't touch' and 'bella bees'... I used to use breaks until I explain it that it is also a corporal punishment. (P9)

This example shows that educators, despite their best intentions, may unknowingly cross boundaries due to a lack of clarity. Participant 11 added:

There is little that we can do because sometimes their parents would come and say do whatever that you see you can do though we cannot do anything. (P11)

This paradox reveals the confusion that while parents expect action, policy limits it. The legal and ethical tension puts educators in a difficult position as they try to enforce discipline without adequate tools or consistent institutional support. The analysis highlights the lingering uncertainty that educators face when navigating discipline in a post-corporal punishment environment, particularly without adequate training or guidelines. With the help of this programme, educators will be able to create a safe and stimulating classroom setting for their learners.

Educators in South African schools reported feeling helpless and unable to enforce classroom rules after the ban on corporal punishment was implemented (Zondo,

Mncube & Adu, 2022). However, as Durrant (2021) found, most educators are unaware of the benefits of positive discipline and instead rely on what they are familiar with, namely, physical punishment. This reveals the knowledge gap and confusion many educators still face in adapting to post-corporal punishment discipline. The findings mirror this challenge, as participants described uncertainty and frustration regarding their disciplinary authority, indicating that without clear guidelines or training, educators struggle to embrace positive alternatives fully.

This theme demonstrates how schools shifted towards reinforcement and reflective practices after corporal punishment was banned. Classroom-based corrective action and restorative tasks reflect Operant Conditioning through non-violent consequences that aim to reduce misbehaviour. Parent and management collaboration fits this framework too, because consequences are more effective when consistently reinforced across home and school. The introduction of reflective and restorative strategies shows an influence of Social Learning Theory. When learners are guided to reflect on their actions or see restorative practices modelled, they learn alternative ways to resolve conflicts and regulate themselves without physical punishment.

4.3.7 Theme 7: Establishing and Maintaining Classroom Rules on the First-Day of the School

This theme explores how educators establish and maintain classroom rules on the very first-day of school. It was essential to understand this because the first-day of school is critical for setting the tone for the rest of the term or year. The following four sub-themes emerged: learner involvement, rule display, behaviour reinforcement, and first-day engagement.

4.3.7.1 Subtheme 1: Learner involvement

A prominent approach reported among educators in establishing and maintaining classroom rules on the first-day of school is involving learners in creating the classroom rules. When learners participate in setting expectations, they are prone to comply, as the rules reflect their input and agreement.

While discussing this, Participant 4 explained that:

you set classroom rules engage them, let them be part for setting their own classroom rules so that in future they can be accountable because they are the ones who made those classroom rules. (4)

Similarly, Participant 6 articulated a practical benefit of this strategy:

My motto is that learners have to come up with their own rules so that if they do not comply it will be much easier for me as an educator to apply the detention. (P6)

Involving learners early on is beneficial for the educators as it establishes a democratic atmosphere that legitimises discipline as a shared process rather than a unilateral imposition. This point is reiterated by Participant 9, who stated:

We engage when we do classroom rules so that next time, they must not say mam those are your rules they must say they are ours.

This shared authorship nurtures a classroom culture of mutual respect and cooperation. Participant 13 supported this by adding:

Each and every one of them will raise their hands and say mam let's do this: no late coming, no chewing gum, when you enter the class you knock, so it's them coming up with those rules.

The analysis thus shows that the co-creation of rules becomes a powerful foundation for lasting discipline, as learners become inclined to follow regulations which they helped to formulate. According to Peters in Egunlusi (2020), educators, as authoritative figures, must construct classroom norms, but these standards should not be utilised as a tool of dominance. Wu, Oubibi and Bao (2024) describes decision-making as discussing the learner's interests, issues, and studies supervising academic work. This highlights learner involvement in rule-related decision-making, which aligns with the concept of co-created classroom rules. The findings support this, as educators consistently emphasised that learner participation increased accountability and compliance, showing that co-creation of rules strengthens ownership and reduces resistance, just as the literature suggests.

4.3.7.2 **Subtheme 2: Rule display**

Educators highlighted the importance of visibly displaying classroom rules as a continuous point of reference and reinforcement in establishing and maintaining classroom rules on the first-day of school. The physical presence of the rules in the learning environment helps learners to internalise expected behaviours and serves as a silent, consistent reminder of agreed-upon standards.

While elaborating on this strategy, Participant 1 noted:

I write those classroom rules down and I have them at the back of the class."
(P1)

The placement of rules within the learners' line of sight is for preventive and corrective purposes. It ensures that even in the educator's absence, the environment itself continues to regulate behaviour. Displaying rules also supports equitable enforcement, as expectations are clearly communicated to all. This point is echoed by Participant 5, who shared:

I will have those rules and those punishments be displayed in a class where everyone in the class can see them above the writing board.

Making the rules visible affirms their significance and helps to integrate them into daily classroom culture. Participant 17 reinforced this idea, stating:

Those rules must be displayed in the classroom. They must be visible in the classroom so that everyone... can read them. (P17)

The analysis indicates that such visibility reinforces the seriousness of classroom conduct while providing a visual cue that can be referred to during disciplinary moments. Participant 19 supported this by saying:

We make a chart where the rules are written so that everyone can see the rules.
(P18)

In this way, rule display functions not only as a communication tool but also as a behavioural anchor. It standardises expectations and promotes transparency, and thus allowing learners to be constantly aware of the behavioural framework within which

they are expected to operate. Rules and procedures for the classroom should be discussed with learners and established at the beginning of the school year. These policies and procedures can be reviewed (Kingdom of Eswatini, Ministry of Education and Training, 2020). According to SASA (1996), a code of conduct for the learners is the fundamental method for establishing effective school discipline. This affirms the value of clear, visible standards such as classroom rules in guiding behaviour. The findings confirm this point, since the participants highlighted that displaying rules on charts or boards helped to standardise expectations and sustain discipline, reinforcing the literature's view on visibility as a preventive tool.

4.3.7.3 **Subtheme 3: Behaviour reinforcement**

Beyond initial rule-setting, the participants stressed the importance of consistently reinforcing classroom rules throughout the academic year. They reported that this reinforcement helps to maintain discipline and reminds learners of behavioural expectations, especially as familiarity or complacency may set in over time.

While describing her approach, Participant 1 explained that:

Every day when I walk in... after marking my class register, they read the rules. (P1)

This daily reinforcement ensures that the rules remain a living part of the classroom routine rather than a one-off activity. It also demonstrates the educator's commitment to structure and consistency. Participant 2 also underlined the necessity of repetition, stating:

I just keep on reminding learners the importance of classroom rules. (P2)

Such reminders are not punitive, but they are preventive in nature. They help learners to internalise classroom norms and build a stable, respectful learning environment. Participant 7 offered a similar account, noting that:

On Mondays... we read classroom rules and positive messages on how to respect and behave. (P7)

Linking rules to the core values like respect and responsible behaviour strengthens their relevance and encourages emotional and moral engagement. Participant 20 reinforces the idea of ongoing reinforcement with this reflection:

I consistently reinforce and visit them throughout the year, that is how I do it.
(P20)

This strategy demonstrates how behaviour management is not an isolated event but a continuous process. Frequent reinforcement of rules helps learners align their behaviour with expectations, especially as new challenges arise or when classroom dynamics shift. If there is a well-established code of conduct and it is administered equitably, there will be more consistency in the penalties taken against transgressors (Abrahams, 2022). Educators should talk about the harm that learners' inappropriate behaviour causes in the classroom and always propose an action plan (Khursheed, 2022). This supports behaviour reinforcement by continually revisiting expectations and correcting missteps. The findings align closely, as the participants described daily and weekly reminders of rules as a living process, reflecting the literature's call for consistent reinforcement to prevent misconduct and encourage responsibility.

4.3.7.4 Subtheme 4: First-day engagement

Many educators reportedly regarded the first-day of school as a pivotal moment for setting the tone through establishing expectations and forming meaningful educator–learner relationships. The participants highlighted how they strategically used this day to introduce classroom rules and create a welcoming, structured environment that builds respect and trust.

While reflecting on her practice, Participant 8 explained that:

So, with me on that day I set the rules and when I do that, I involve the learners.
(P8)

This approach shows that the initial interaction is not authoritarian but collaborative, and thus creates a degree of shared responsibility for discipline from the outset.

Participant 10 adds depth to this process by describing her first-day routine:

Normally on the first-day of school... I introduce myself... and tell them this is what I want you to do. (P10)

Personalising the introduction and stating clear expectations early is essential for the educator to cultivate familiarity while asserting authority.

Similarly, Participant 12 mentioned her dual-purpose strategy:

I will welcome them into the new grade, let them know who I am... and how I expect them to behave. (P12)

This blend of relational engagement and behavioural guidance lays the foundation for classroom culture.

Participant 16 affirmed this perspective, stating:

On the very first-day of school when you introduce yourself to the learners you also lay down the rules. (P16)

This analysis shows how rules and relationship-building are interwoven and yet crucial in the educator's first impression.

Therefore, the first-day engagement is more than an administrative necessity; it is a strategic, formative interaction that anchors Classroom Discipline in mutual respect, as well as structured routines and shared expectations from the outset. Classroom discipline that fosters 'self-respect, respect for others, respect for learning, and respect for property' (Harry Wong) is essential for learners' success. According to Kingdom of Eswatini, Ministry of Education (2020), classroom environment, including the physical arrangement, should be one that promotes successful and enjoyable learning. Rules and procedures for the classroom should be discussed with learners and established at the beginning of the school year. The findings echo this, as the educators framed the first-day as both relational and disciplinary, confirming the literature's argument that respectful, structured beginnings set the tone for effective classroom culture throughout the year.

This theme ties to both theories. Learner involvement and first-day engagement align with Social Learning Theory because when educators model inclusivity and respect by involving learners in creating rules, learners imitate this collaborative spirit. Meanwhile, the display and reinforcement of rules are grounded in Operant Conditioning. Rules provide the framework for clear expectations, while reinforcement ensures that learners who follow them are acknowledged, and those who do not face

corrective measures. In this way, the first-day of school becomes a foundation for modelled behaviour and reinforced conduct.

4.3.8 Theme 8: Methods for Diffusing a Heated Learner Conflict During Class

Participants reflected on various strategies for managing learner conflicts that arise in the classroom. The consensus across interviews was that heated confrontations, if not managed calmly and promptly, can derail lessons and negatively impact the learning environment. While some educators claimed such incidents are rare in their classrooms due to proactive discipline strategies, others highlighted how they typically manage them when they do arise. The following four sub-themes emerged with the following sub-themes: learner separation, calm verbal engagement, private mediation, and escalation to authorities.

4.3.8.1 Subtheme 1: Learner separation

A widely adopted initial strategy for diffusing heated learner conflicts reported by the participants is physically separating the learners involved. The participants consistently reported that removing learners from the immediate environment reduces the intensity of the confrontation and creates space for rational reflection.

In explaining this, Participant 1 stated:

I will take them out of the class, number one. I do not shout at them. I speak to them in a very polite manner just to get them to calm down...when you exclude them from the crowd, that is when they come to their senses. (P1)

This method reflects the understanding that distance from the crowd and peers usually prevents escalation and peer reinforcement of negative behaviours. Participant 2 also emphasised this separation:

I take one learner outside the classroom. I separate them to diffuse the conflict. You cannot take them in the same place, and you cannot talk with them at the same time. (P2)

Separation is not just physical, but it can also be a psychological intervention that allows each learner time to cool off. Participant 4 confirmed:

Number one you have to take them out of the class, out of the rest of the learners and then check what they are fighting for... (P4)

Moreover, some participants adopt a more direct monitoring role to prevent escalation. Participant 15 described:

One method would be to separate them. One learner at another corner and another one at other corner. But usually what I do is that I stand between them to ensure that the heated argument does not escalate to physical violence. (P15)

The consensus across these views' highlights separation as an essential first step in restoring order and beginning conflict resolution with a calmer dynamic. According to Beahm, Lan and Cook (2022), educators must implement efficient strategies for managing learner behaviour and maintaining discipline in the classroom. Discipline problems are more likely to occur under an authoritarian administration because kids will feel powerless when decisions are made about them (Peng & Huang, 2024). Semali & Vumilia (2016) argue that learners are more likely to engage in violent or aggressive behaviour at school when they are subjected to negative discipline. This aligns with the rationale behind learner separation as a non-aggressive, empowering intervention that avoids authoritarian escalation. The findings reinforce this, as the educators described separation as their first instinct in preventing escalation, which shows how their practice mirrors the literature's call for calm, non-authoritarian responses that preserve order.

4.3.8.2 Subtheme 2: Calm verbal engagement

Following the initial physical separation of conflicting learners, the participants consistently reported using a calm, respectful tone to de-escalate tensions further. They noted that the non-confrontational verbal approach not only prevents the conflict from worsening but also models the respectful communication expected in the classroom.

While describing her approach, Participant 1 explained:

I do not shout at them. I speak to them in a very polite manner just to get them to calm down. (P1)

The emphasis here is on maintaining composure, which helps to lower the emotional temperature of the situation and encourages learners to mirror the adult's calmness. Similarly, Participant 16 advised:

Just make sure that you calm learners down...ask them to get some fresh air and then come back. Just avoid shouting and scolding. (P16)

This strategy acknowledges the need for physical and emotional space as part of calming and reflects an understanding of learner needs beyond immediate discipline. Participant 12 also noted:

What I will do is that I will call them out and then reprimand them on whatever the issue might be and try to understand why... (P12)

This shows that calm verbal engagement also involves seeking to understand the leading causes of conflict, not just focusing on punishment. Lastly, Participant 18 provided a holistic view:

I mainly focus on clear communication, effective listening and find ground, encourage them to make peace, shake hands and hug each other. (P18)

This illustrates that calm verbal engagement extends beyond conflict resolution to restoring relationships and cultivating empathy. The analysis reveals that a calm, respectful dialogue following separation is vital in diffusing classroom conflict by modelling positive communication and guiding learners towards resolution and reconciliation. Educators should talk about the harm that learners' inappropriate behaviour causes (Khursheed, 2022).

Successful educators hear out their learners' concerns, offer advice on how to move forward, and are open to candid conversations about anything while maintaining their learners' trust (Wahdah, Prayuda, Juliana, Ginting and Gultom, 2023). This reinforces the importance of calm communication and relationship-building when managing conflict. The findings align with the literature, since the participants consistently emphasised respectful, non-shouting dialogue that models composure, reflecting the literature's stress on listening, empathy, and trust as cornerstones of conflict resolution.

4.3.8.3 **Subtheme 3: Private mediation**

The participants consistently reported that private, one-on-one conversations or mediated discussions are a critical step in diffusing learner conflicts. The findings revealed that this approach allows educators to gain insight into each learner's perspective, clarifying misunderstandings and enabling work towards a peaceful resolution in a controlled, distraction-free setting.

While discussing this, Participant 6 explained:

I will listen to both sides of the story before taking any side...the witnesses have to be there, and I put the matter in writing. (P6)

This illustrates the educator's commitment to fairness and thoroughness in ensuring that all voices are heard before decisions are made. Similarly, Participant 10 mentioned:

I will ask them questions and check who started the fight, and I do not allow them to talk simultaneously. I will listen to both sides of the story. (P10)

Carefully managing the conversation flow allows the educator to maintain order and clarity, which can be crucial for de-escalation. Participant 11 also described:

I would pull them aside, take them out of class maybe, mediate the situation, give them both the chance to say their sides of the story. (P11)

This reflects the importance of mediation in restoring understanding between conflicting learners. Finally, Participant 20 added:

I calmly separate the learners...Each and every one of them will be expressing their side of story in a respective manner...I do use a peer mediation. (P20)

The analysis shows that the use of peer mediation here suggests innovative practices that engage learners in conflict resolution through ownership and empathy. According to Holzer and Daumiller (2025), a educator's job is to foster an environment of mutual respect and trust among their learners. According to Abdullah (2024), educators can address their learners' requirements by establishing a trusting rapport with them and maintaining discipline in the classroom. Kursheed (2022) claims that educators should

have one-on-one conversations with learners concerning behavioural concerns in the school. The analysis supports the concept that private, respectful mediation can be an effective tool for conflict resolution and Classroom discipline. The findings confirm this point, as the educator's highlighted fairness, one-on-one dialogue, and even peer mediation, all of which resonate with the literature's view that trust, respect, and relationship-building are vital to sustainable conflict resolution.

4.3.8.4 **Subtheme 4: Escalation to authorities**

When classroom-level conflict resolution proves insufficient in diffusing learner conflicts, participants reported escalating disciplinary matters to higher authorities, including school leadership and parents. Participants view this step as necessary when conflicts are severe or unresolved to ensure that proper protocols and additional support structures are activated.

Discussing this escalation process, Participant 4 noted:

If the matter cannot be solved, take them to the disciplinary committee. (P4)

This highlights the formal procedures in place to address persistent or serious issues beyond the classroom educator's capacity. Participant 7 expanded on the escalation hierarchy:

Send them to the departmental heads and then to deputy principal...Then, if maybe the case is the major one...to the principal and the School Governing Body. (P7)

This demonstrates a clear chain of command and the seriousness with which disciplinary issues are addressed at various levels within the school. Similarly, Participant 12 stated:

We have patrollers within the school premises...I will call them to take those learners to the principal's office." (P12)

The involvement of patrollers points to an active school-wide discipline system that supports Classroom discipline. Finally, Participant 10 shared:

If there is an injury, then I will be forced to call the parent and also report to the principal and also write it in the incident book. (P10)

This reflects the legal and ethical responsibility that educators hold to report serious incidents and involve parents when safety is compromised. The analysis thus illustrates that escalation is a critical safeguard that complements Classroom discipline by involving the school community and ensuring accountability for learner behaviour that threatens the learning environment or safety. Every learner must sign a declaration committing them to abide by the code of conduct, and disciplinary committees must be established to hold fair hearings on serious discipline cases (South African Schools Act, 1996a).

Administrators at each school should set and make clear rigorous standards of conduct for all learners and take immediate action when a disciplinary issue emerges in the classroom or the school as a whole (Kaduma, 2024). This supports the practice of escalating incidents to school leadership when classroom measures are insufficient. The findings echo this, as the educators described following a structured chain of authority and involving parents or committees when needed, confirming the literature's emphasis on clear procedures and collective responsibility in serious cases.

This theme reflects the Social Learning Theory most strongly. When educators use calm verbal engagement or private mediation, they model self-control and conflict resolution for learners, who can later imitate these strategies in their own interactions. Separating learners or escalating a matter to authorities, however, reflects Operant Conditioning, as such measures remove the immediate reinforcements of disruptive behaviour and demonstrate that certain actions carry consistent consequences. Together, these strategies combine observation and reinforcement to resolve conflict while teaching learners alternative responses.

4.3.9 Theme 9: Strategies to Engage Reluctant Learners

This theme explores the strategies that educators use to engage learners who show reluctance or resistance to participation in learning or completing tasks. The analysis revealed the importance of understanding the reasons behind reluctance, adapting teaching methods, involving parents and support structures, and creating inclusive and supportive learning environments. The following five sub-themes emerged from the

findings: parental and specialist involvement, extra individual support, differentiated teaching, and active learner participation.

4.3.9.1 **Subtheme 1: Parental and specialist involvement**

Many participants reported that they involve both internal school structures and external support systems when addressing the issue of reluctant learners. The findings reveal that educators rely on a broad network of interventions, including the School-Based Support Team (SBST), parents, school leadership, and even NGOs.

While highlighting the school's approach, Participant 2 explained that:

“What I do is that I inform the DH or the senior of the block (the block leader). And then from there, I inform SBST, and they try to check what is wrong with the learner thereafter we engage with the parent.” (P2)

Focusing on parent communication, Participant 5 noted:

By doing that, I inform the parent so that the parent should not be alarmed when the learner comes back and says I have encountered such and such problem in the classroom with an educator. (P5)

Expressing concern over the systemic gaps in addressing these learners' needs, Participant 7 added:

“I wish that we got support from the NGOs and principal because learners really the education that we are giving them now, it doesn't accommodate them... If the government, the schools and School Governing Bodies can work together to bring us those gadgets that will help us to save this 40% learners.” (P7)

Participant 9 illustrated the extent of educator commitment, stating:

I have an afternoon class where I help them from 14h00–14h30... We need to support them, though it is not easy. (P9)

Parents have a responsibility to teach their children good character traits from a young age. Regular school visits from parents can help keep learners on the straight and narrow (Obadire & Sinthumule, 2021). Proper conduct by learners is bolstered by

admirable parental behaviour and support (Powers, 2023). Lumadi (2019) claims that improvements in learners' academic performance and conduct are the most direct results of parental participation. The findings reinforce the importance of parental involvement in learner discipline and academic engagement. The alignment with the literature is clear, as the participants emphasised engaging parents, school leadership, and even NGOs, which mirrors the literature's stance that broad support networks are crucial for helping reluctant learners succeed.

4.3.9.2 **Subtheme 2: Extra individual support**

Many educators reported that they take initiative by offering additional support to reluctant learners outside of normal classroom time. This includes one-on-one assistance during breaks or after school to help these learners to catch up or receive tailored instruction.

While describing her approach, Participant 3 shared:

I think they need a special time because maybe they do not cope... I will have some time with them in the afternoon or during break. (P3)

Similarly, Participant 5 explained a more individualised assessment method:

I will then take that learner during break time, maybe for the first 15 minutes of the break time, I will then assess them individually without other learners. (P5)

Participant 10 also adopts a remedial strategy outside of normal periods, stating:

Before my class, there is a class on the corner like a library, but it is not library... When you are free you call those learners, and they have their remedial books." (P10)

Highlighting the importance of one-on-one support, Participant 19 shared:

By making extra classes for them alone... I am having one-on-one session with the learner and then explaining everything. (P19)

The analysis suggests that many educators go beyond their regular duties to provide targeted support for reluctant learners. The flexibility in time and teaching approach

reflects a strong commitment to inclusion and learner progress. Importantly, these extra efforts are reportedly undertaken despite limited institutional support, hence demonstrating the personal dedication that many educators have in supporting vulnerable learners.

Educators should have one-on-one conversations with children concerning behavioural concerns in the classroom (Khursheed, 2022). Managing pupils both inside and outside of the classroom is a major area of application for Skinner's theory of behaviour modification (Scott, Jain & Cogburn, 2023). This highlights the relevance of consistent and tailored interventions beyond general classroom instruction. The findings support this, since the educators consistently described creating extra time outside lessons to help struggling learners, confirming the literature's point that personalised, one-on-one support strengthens behaviour and learning outcomes.

4.3.9.3 Subtheme 3: Differentiated teaching

To effectively reach reluctant learners, many participants reported employing differentiated teaching strategies, such as modifying instruction, resources, and assessments to suit diverse learner needs and learning styles.

Sharing her teaching approach, Participant 16 explained:

You must make sure that your teaching styles and assessment are differentiated... Give lower-order questions just to make sure that you improve their confidence. (P16)

Highlighting the role of visual aids and technology, Participant 12 stated:

I already use smartboards, handing out of notes which have pictures, they have visual and content from the textbook. (P12)

Participant 18 added that adapting content to suit learner interests can greatly influence engagement:

I focus on creating positive and supportive learning environment, tailoring or focusing instruction to their interest. (P18)

Meanwhile, Participant 8 reflected on the importance of building on existing learner strengths:

I also acknowledge their skills and strengths because they also have their own skills and abilities. (P8)

The analysis indicated that differentiated teaching plays a central role in learner engagement, particularly for those who are disinterested or disengaged. Through adjusting the complexity of content, such as by incorporating multimedia and recognising individual capabilities, these educators create inclusive classrooms where all learners can participate meaningfully. Rules and procedures should be made explicit, and learners should be taught how to implement them, thus taking advantage of reinforcement schedules to help wayward learners improve their behaviour (Sen, 2022). This implies the absence of differentiated approaches and reinforcement tailored to individual learners. The findings echo this, as the participants showed how adapting teaching styles, using visuals, and recognising learner strengths helped to sustain engagement, aligning with the literature's call for differentiated methods in inclusive classrooms.

4.3.9.4 Subtheme 4: Positive reinforcement

Many participants reported using positive reinforcement as a strategy to boost confidence and motivation in reluctant learners. Praise, encouragement, and assigning minor leadership roles were reportedly commonly used to validate effort and promote class participation.

Reflecting on this strategy, Participant 8 shared:

I used to give those reluctant learners a leadership role and send them out to other classes or educators. (P8)

While expanding on her method, she further noted:

You have to acknowledge and clap for them. (P8)

Participant 15 described a deliberate shift in attention to encourage disengaged learners:

I leave the learners who are doing work and engage with learners who are not doing the work to ensure that they are also doing the work. (P15)

Similarly, Participant 8 explained how asking simpler, general questions can be used as a confidence-building tool:

You ask general questions... to build their confidence first. (P8)

The analysis demonstrates that even subtle gestures, such as applause or reframing classroom dynamics through leadership roles, can greatly influence how reluctant learners perceive themselves. The strategy hinges on making learners feel capable, acknowledged, and included, thereby reducing their resistance to participation. Educators show appreciation for excellent behaviour by praising and rewarding learners; learners who follow the rules should be appropriately acknowledged (Augustine et al., 2022).

The authors (ibid) add that positive reinforcement is given to learners who excel academically and in extracurricular activities, so all learners will want to perform well to obtain rewards. The findings reflect this directly, since the educators reported using praise, applause, and leadership opportunities to build confidence, confirming the literature's view that positive reinforcement motivates learners to participate actively.

4.3.9.5 Subtheme 5: Active learner participation

The participants consistently reported that reluctant learners become more engaged when they are given responsibilities and actively included in classroom routines. They noted that assigning simple tasks or pairing them with supportive peers nurtures a sense of belonging and purpose.

In this instance, Participant 13 shared:

I use those reluctant learners to do the work, so they feel like they are also part of the class... I normally send them to my car, to staffroom, to wipe the board and keep them active. (P13)

Participant 8 elaborated on the importance of peer support in seating arrangements:

During seating arrangement, the learner that is reluctant... will sit with a learner that is average or good so that they can help each other. (P8)

The participant also described how they form groups intentionally to encourage participation across all learner levels:

In group works, I will have a mixture of different personalities and also different cognitive level learners. (P8)

Addressing individual learner preferences, Participant 5 highlighted the importance of adapting roles to suit personality types:

Some learners are introverted, meaning that they are not comfortable with presenting or being in front of the audience... so I will then give them extra allowance. (P5)

These strategies indicate that participation is not limited to academic tasks alone. Physical involvement, peer engagement, and emotionally safe environments all contribute to making reluctant learners feel seen and valued. The analysis reveals that educators recognise that inclusion can be practical, relational, adaptive, and customised to fit the learner's comfort zone while still nudging them towards interaction.

Learners should have a voice in determining classroom policies, as educators might also distribute classroom duties evenly so that every learner has a chance to take charge (Kingdom of Eswatini, Ministry of Education and Training, 2020). Therefore, educators should encourage learners to socialise so that each learner will feel appreciated (Kingdom of Eswatini, Ministry of Education and Training, 2020). The findings align with the literature, as the educators stressed assigning roles, pairing learners, and adjusting tasks to ensure inclusion, which supports the literature's emphasis on participation and belonging as foundations for engagement.

The strategies here combine the principles of both theories. Positive reinforcement, extra support, and parental involvement illustrate Operant Conditioning, since rewards and consistent encouragement increase the likelihood of participation. In a similar vein, differentiated teaching and active learner participation reflect Social Learning

Theory. Learners are encouraged to watch how engaged peers contribute and to model that behaviour themselves. This blending shows that engagement is about external rewards, as well as observing and imitating successful patterns of participation.

4.3.10 Theme 10: Integrating Technology to Enhance Classroom discipline

This theme explores how educators incorporate technology tools and resources in their classrooms to support or enhance Classroom discipline. The participants discussed various digital devices, platforms, and multimedia resources, which highlighted the opportunities and challenges in integrating technology to maintain discipline, engage learners, and create an interactive learning environment. The following three sub-themes emerged from the findings: Using multimedia to engage learners, limited resources and access challenges, and controlled use of technology to support learning.

4.3.10.1 Subtheme 1: Using multimedia to engage learners

The participants frequently reported that they use multimedia technology, such as videos, smartboards, and projectors, to enhance classroom engagement by making lessons interactive and visually stimulating. The findings revealed that this approach helps to capture the learners' attention and reduce disruptive behaviours by keeping them interested in the material being presented.

While emphasising the role of digital platforms in managing behaviour, Participant 1 explained:

... I create a WhatsApp group with most of my learners... I send them videos that are content-related. Sometimes I send them TikTok videos that are showing disruptive learners and how it ended in the classroom. That way I am just conscientizing them that sometimes behaviour will lead into certain circumstances. (P1)

Participant 4 highlighted the use of smartboards and live lessons to make learning more engaging:

By making use of the smart board and live lessons so that they can watch something instead of listening to you every time when you teach them. So, when they watch live lessons to them it is more like watching television, and the lesson becomes more interesting than when you are in front of them. (P4)

Participant 14 described how short video clips projected in class generate learner interest and peer regulation:

... usually, I play them a short clip using the projector and the laptop. So, what I have noticed is that learners become so interested, and after that, they will try to ask questions. So, they themselves do not want anyone who is making noise, even when I try to say something, they will say no, let the video finish, then we will talk after. (P14)

Participant 18 added the value of educational programmes shown on school televisions for better learning and demonstration:

Through educational programmes on the school television, where learners can watch those programmes for better learning, understanding and demonstration. (P18)

The analysis demonstrates that multimedia tools are a key asset for educators who aim to nurture active participation and minimise distractions, as learners respond well to dynamic and varied content. Educators should strive to create classes in which learners work collaboratively to solve problems, and all learners should be able to get their hands-on the course materials (Kingdom of Eswatini, Ministry of Education and Training, 2020).

The techniques used in the classroom should be stimulating, relevant, and engaging (Babadjanova, 2020). The findings affirm the benefit of multimedia for maintaining learner attention and reducing disruptive behaviour through stimulating content. The connection between the findings and literature is evident, as the participants described how videos, smartboards, and television programmes not only captured attention but also curbed disruptions, showing strong agreement with the literature's emphasis on engaging, dynamic instruction.

4.3.10.2 **Subtheme 2: Limited resources and access challenges**

While many participants expressed enthusiasm for integrating technology into Classroom discipline, they also highlighted major barriers due to insufficient technological resources, especially in under-resourced or rural schools. The participants reported that these limitations restrict the consistent use of multimedia tools and digital aids.

Participant 5 candidly described the scarcity of gadgets available for instructional use:

The school that I am working in there is very few gadgets that we can use in integrating technology with our day-to-day learning and teaching. We have limited resources that we can use to improve learning and teaching... (P5)

Participant 6 acknowledged and lamented that their school lacks a full ICT infrastructure and must make do with minimal technology:

Unfortunately, we are not an ICT school whereby technology has to be integrated. So, what I normally do I use what I have. Our school at the moment only has an overhead projector. (P6)

Participant 17 explained how rural schools lack even basic technological teaching aids, impeding efforts to enhance lessons with multimedia:

Our school is in rural area. Sometimes you don't have technological teaching aids that you can use or utilise in the classroom. But to enhance lesson with multimedia resources it is key because learners they learn better if you use those resources. But in our case, we are still not having such things. (P17)

Participant 7 shared the challenges related to scheduling and sharing limited resources, such as projectors, between classes:

It is tough because we have two classes that have an access to the projector. Before you use that classroom, you have to communicate with the managers and educators of that particular classes and subjects so that learners can rotate... it is a challenge... (P7)

This analysis illustrates that considerable infrastructural challenges limit the potential for technology integration in many schools, requiring educators to adapt and be creative within these constraints. A lack of resources, particularly classrooms, should be addressed first, and learners find ways to disrupt instruction and learning when classroom environments are not optimal (Obadire & Sinthumule, 2021).

Since schools have so many pupils, it may be impractical to implement the theory's recommendation that they be rewarded for excellent behaviour, which is based on reinforcement learning (Augustine et al., 2022). The implication here is the systemic limitations in implementing structured approaches, including those involving technology-based reinforcement, due to a lack of resources. The findings mirror this challenge, as educators openly highlighted resource scarcity and infrastructural gaps, which confirms the literature's point that without adequate tools, even well-designed reinforcement strategies cannot be fully realised.

4.3.10.3 Subtheme 3: Controlled use of technology to support learning

The participants reported that they make efforts to incorporate technology into learning within controlled and supervised settings to balance engagement and discipline. According to the participants, the approach involves the careful management of devices and access to technological tools to minimise distractions while enhancing lesson delivery.

Participant 16 explained how controlled cell phone use is incorporated in a disadvantaged school setting:

Well, my school is at the disadvantaged area, but we have made means to try and incorporate ICT. I would normally ask them to bring cell phones, but obviously that should be controlled... so the only way is just to make sure that they bring cell phones, but you need to make sure that it is controlled setup.
(P16)

Participant 12 highlighted the limited access to smartboard classrooms, which are considered privileges for certain grades:

Not all our classes have smartboards. Only grade 12 classrooms have smartboards. So, it is like a privilege for them to be taken to grade 12

classrooms for a day or for an hour to get to see these videos or to see this content on the boards. (P12)

Participant 20 described alternative ways of using technology, such as Googling information and creating quizzes for language lessons, despite phone restrictions:

I am primary educator whereby phones are not allowed at school, but then I do get an opportunity to Google some of the things and paste them in my classroom, and I do also Google the quizzes, especially on language structure... And that is the way in which I do use technology in my classroom. (P20)

Participant 10 added that teaching learners to use Google empowers them to access information outside of school independently:

Some of the things we Google them and that is how we use technology. We even teach these learners how to Google so that when they are home, they can be able to search information. (P10)

This analysis reflects how educators navigate resource constraints and school policies by establishing structured and supervised use of technology to support learning and manage classroom behaviour. Through reinforcement, guidance, and direction, one can effectively manage a person's behaviour by teaching appropriate behaviours and unlearning maladaptive ones (Scott, Jain & Cogburn, 2023). According to Rafi, Sami, and Ansar (2020), to reinforce behaviour, a consequence must be delivered after it has been performed. This increases the likelihood that the behaviour will occur again, to teach the learner what to do in the future.

The analysis aligns with the use of controlled technology tools such as educational apps, online quizzes, and search tools as part of a positive reinforcement system in behaviour and learning management. The findings support this, as the participants stressed supervision, structured access, and guiding learners in responsible technology use, reflecting the literature's view that reinforcement and control are key to balancing learning with discipline.

This theme illustrates how Social Learning Theory operates in modern contexts. Using multimedia tools exposes learners to models of behaviour and interactive learning, which they can observe and replicate. Technology provides powerful examples and demonstrations that learners can imitate. Similarly, Operant Conditioning is visible in the controlled use of technology. Educators usually set boundaries, reward productive use of devices, and restrict off-task behaviour, ensuring that digital resources support rather than distract from learning.

4.3.11 Theme 11: Handling a Situation Where a Learner Consistently Challenges the Educator's Authority

This theme sought to explore the various strategies which the participants employ when dealing with learners who consistently challenge their authority. A recurring sentiment from the data is that such behaviour, if not managed promptly and constructively, can undermine discipline and encourage similar behaviour among other learners. Educators attempt a range of responses, from personal engagement and emotional regulation to involving school leadership and external support systems. This theme emerged with the following three sub-themes: addressing the learner privately, escalating the matter to school structures, and maintaining composure and emotional control.

4.3.11.1 Subtheme 1: Addressing the learner privately

The participants reported that they address the learner privately, handling authority challenges with discretion and empathy to encourage better outcomes. Many participants reportedly favoured private, respectful one-on-one engagement over public confrontation, viewing it as an opportunity to understand underlying causes and recalibrate the learner's behaviour.

While discussing this strategy, Participant 1 shared:

I like one-on-one or refer them to SBST so it can play its role. So, on one-on-one, I will ask them what exactly do they want... are they trying to make fun of me, and if that is the case, then let the game begins... I tell them that after the test that you will be writing, I will call out the marks, and they will be scared because I will constantly say remember that your marks will be called out. (P1)

Participant 2 similarly explained their approach:

I take the learner out, talk with them individually, then if I am not winning, I involve senior management. (P2)

Emphasising empathy, Participant 20 offered an in-depth rationale:

Maybe if you try to underline an issue and would speak with the learner privately and listening to their perspectives... I do talk to a learner and try to understand why are they behaving in a way and why are they undermining my authority. (P20)

The analysis revealed that personal interaction can diffuse tension, rebuild respect, and restore classroom order without external escalation. The participants used this approach to maintain classroom dignity and manage relationships without escalation. Notably, this form of intervention also allowed the participants to keep their composure and classroom control while empowering learners to speak candidly. Educators should have one-on-one conversations with children concerning behavioural concerns in the classroom (Khursheed, 2022).

Educators must consistently model appropriate behaviour for their learners for people to act in accordance with societal norms and expectations, and they must believe that doing so is in their own self-interest (Sibanda & Mathwasa, 2020). This highlights the value of private, reflective dialogue as a means to guide learners toward behavioural ownership and reform. The findings clearly affirm this, as the participants stressed respectful one-on-one engagement, which restores classroom dignity and also reflects the literature's emphasis on guiding learners through empathy and modelling.

4.3.11.2 Subtheme 2: Escalating the matter to school structures

When persistent defiance continues despite initial attempts at redirection, participants report relying on formal school structures. The participants consistently mentioned referring the matter to disciplinary committees, departmental heads, or principals. They explained that involving parents is a necessary step to reinforce school expectations and co-manage behavioural challenges from the home front.

While elaborating on this structured approach, Participant 4 stated:

I will refer a learner to the disciplinary committee, if this happens time and again there is nothing that I can do anymore so the particular learner needs to be referred to the disciplinary committee. (P4)

The importance of parental collaboration is echoed by Participant 5:

I would then call or message the parent of said learner so they can be aware... and they can also help deal with the challenges that I am facing. (P5)

In more severe cases, full escalation to school leadership becomes necessary. Participant 10 explained:

I just take a learner to the departmental head and explain the situation... if the problem escalates... the learner is taken to the principal... before the learner can be taken to the principal, we send the letter to the parent. (P10)

These responses demonstrate the value that participants place on hierarchical support systems and shared accountability in managing ongoing challenges to classroom authority. However, escalating matters to the school authority is not typically the first course of action. The analysis revealed that the participants generally preferred it after private interventions failed or when the learner's behaviour disrupted the broader classroom environment. Therefore, drawing on institutional support, the participants were able to assert professional boundaries while ensuring that learners receive appropriate consequences or counselling support. Every learner must sign a declaration committing them to abide by the code of conduct, and disciplinary committees must be established to hold fair hearings on serious discipline cases. (South African Schools Act, 1996).

Administrators at each school should establish and clearly communicate rigorous standards of conduct for all learners whenever a disciplinary issue arises in the classroom or the school as a whole, as it is imperative that administrators take immediate action (Kaduma, 2024). The findings echo this stance, as the participants described escalation as a structured, last-resort measure, aligning with the literature's call for clear standards and institutional support to address persistent defiance.

4.3.11.3 **Subtheme 3: Maintaining composure and emotional control**

The participants widely reported maintaining composure and emotional control when dealing with learners who consistently challenge their authority. Rather than reacting harshly or entering into confrontations, the educators explained that they opted to remain calm, redirect attention to teaching, or use subtle strategies such as silent treatment to neutralise defiance.

While describing this method, Participant 12 stated:

Simplest thing I will do is to make sure that I continue with my lesson, I will call the patroller to come and take the learner to the principal's office... because we don't want to disrupt a lesson because of one learner. (P12)

Participant 19 shared a more passive but effective response:

I stand my grounds... Sometimes such learner I give them silent treatment. If a learner is not listening to what I am saying, I just leave him/her and ignore them. Silent treatment always works because they feel your silence. (P19)

Participant 7 also highlighted the necessity of restraint:

You just tolerate him and make sure you do not lose control... do not respond with negative words to the learner... then you proceed with the lesson in the classroom. (P7)

Such approaches suggest that composure is not a passive response, but a deliberate Classroom discipline strategy that is aimed at diffusing conflict while sustaining order. The analysis revealed that losing emotional control could worsen the situation, undermine their authority, or escalate the learner's disruptive behaviour. Discipline does not require learners to sit quietly and listen to the educator; instead, it requires them to participate in a way that does not disrupt the learning of others (Engage Your Career, 2020).

According to Abdullah (2024), educators can address their learners' requirements by establishing a trusting rapport with them and maintaining discipline in the classroom. The findings support the literature, as the participants highlighted composure and

restraint as deliberate strategies, which resonate with the literature's focus on sustaining authority through calmness and trust rather than confrontation.

This theme connects with both theories. Addressing the learner privately and maintaining composure shows Social Learning Theory in practice, as the educator models calmness and respect in difficult situations. Learners, observing this, may learn to adopt similar self-control. Escalating the matter to school structures, however, reflects Operant Conditioning, since it ensures that challenging authority carries predictable consequences. This combination demonstrates that authority is maintained both through modelling respectful conduct and through reinforcement of behavioural boundaries.

4.3.12 Theme 12: Protocol for Communicating Behavioural Concerns with Parents/Guardians

This theme focuses on how educators approach the communication of behavioural concerns with parents or guardians. Most participants described structured steps ingrained in school policy, utilising various forms of documentation and communication tools. However, several participants highlighted the challenges of parent engagement and the necessity of collaboration to understand the learner's context. The following four sub-themes emerged from the findings: following formal school procedures, using written communication, engaging school-based support teams, and challenges in parent engagement.

4.3.12.1 Subtheme 1: Following formal school procedures

Many participants reported that they adhere to formal school protocols when communicating behavioural concerns to parents. The findings revealed that this typically begins with documenting incidents and reporting through proper channels, such as the departmental head or principal.

In outlining this process, one participant noted the need for cooperation and follow-through:

... I follow the school protocol to call the parents, sit down with the parent and have a mutual agreement together with a learner, and should the learner not

comply with the agreement that we reached with the parent, then I escalate the matter to disciplinary committee. (P1)

Another participant illustrated the hierarchical nature of the process and the involvement of the principal:

My protocol is that I go to the office and notify the principal that this learner is giving me problems, so I want to speak to the parent. So, if the principal thinks that the problem that I am having qualifies for the parent to be called to school, then I issue out a letter for parent to come to school within 48 hours. (P14)

Another participant reaffirms this by referencing the importance of starting with internal documentation:

"We start with the book's procedure; from there I consult the departmental head, and then we have these letters that are meant for parents and stating the reason why you calling the parent." (P9)

This analysis reflects a firm reliance on institutional structures and formalised routines to manage parental communication effectively. The goal is to maintain consistency, transparency, and accountability in managing learner behaviour. The findings support the literature, as participants emphasised the use of documented, stepwise procedures that resonate with the structured and transparent school protocols mentioned in the literature.

4.3.12.2 Subtheme 2: Using written communication

The participants commonly reported using written communication in notifying parents about their child's behavioural issues. They noted that writing in learner workbooks, issuing formal letters, and maintaining records are essential first steps to ensure that parents are informed and engaged.

While discussing how written communication functions as an initial contact method, one participant explained:

Number one you give the learner a letter, it must be written in black and white and must be a formal document to show that it is from the school so that we can discuss the learner's behaviour with their parents. (P4)

Another participant highlighted the stepwise nature of this communication that commonly starts with letters and escalating if behaviour does not improve:

The first line is actually by sending out a communication in the form of letter notifying parents with the unbecoming behaviour of their child and if he/she does not improve, then there will be a second notice of the letter again inviting a parent now to come to school. (P16)

A further participant reflected on the practical approach of documenting concerns in multiple places to ensure parental awareness:

The first step would be to write in the learner's workbook. The second step will be writing in my monitoring and evaluation book in the classroom. (P5)

These practices point to the necessity for clarity, documentation, and gradual escalation when involving parents, which thus helps to create a clear paper-trail and formalise parental engagement in behaviour management. Every learner must sign a declaration committing them to abide by the code of conduct, and disciplinary committees must be established to hold fair hearings on serious discipline cases. (South African Schools Act, 1996a).

Proper conduct by learners is bolstered by admirable parental behaviour and support (Powers, 2023). The findings highlight the link between formal engagement with parents and positive learner conduct, which reinforces the importance of official parent-school collaboration procedures. This connection is clear in the findings, where educators consistently relied on letters, workbook notes, and formal records, reflecting exactly the structured, paper-trail approach advocated in the literature.

4.3.12.3 Subtheme 3: Engaging SBST

The participants reported involving SBST, such as social workers and psychologists, to address the learners' behavioural concerns. They explained that some issues extend beyond the classroom, hence they require multi-disciplinary collaboration to understand the learner's background and provide appropriate interventions.

While describing this approach, one participant noted the integration of social workers through SBST:

We have SBST, if a learner has some challenges, I talk to them and we have social workers at school, so after talking to the SBST, they will talk to the social worker and the social worker will communicate with the parents of the learner.
(P3)

Another participant highlighted the role of SBST and other professionals in parent engagement and understanding learners' behaviour:

The educator involves the parent and explains to them what is it that the learner is doing... we have the SBST... You can also involve the social workers and the psychologist. (P6)

Additionally, some participants stressed the importance of collaboration among parents, school managers, and colleagues to support the learner effectively:

You must communicate with the parent, managers and colleagues to understand the learner that you are having in the classroom because failing the learner without knowing what is happening is totally not fine. (P7)

The analysis shows an understanding among educators that effective behavioural management extends beyond disciplinary measures. The involvement of these teams helps to bridge the gap between school and home and facilitates communication with parents and offers learners additional emotional and social support. According to Powers (2023), many schools use formal parent-educator communication, such as letters, to communicate with parents regarding classroom misconduct. Parents must sign written commitments, and they must also be consulted when disciplinary measures are taken against their children (South African Schools Act, 1996a). The findings align with the literature, showing that educators draw on SBST structures and professional expertise, which echoes the literature's reports on collaborative interventions that extend beyond the classroom.

4.3.12.4 Subtheme 4: Challenges in parent engagement

The participants candidly lamented the difficulties they faced when trying to involve parents in addressing the learners' behavioural issues. These challenges ranged from parents being unresponsive to communication efforts to absenteeism at school

meetings and complex social or familial problems that impede meaningful engagement in these efforts.

While discussing these challenges, Participant 8 pointed out the lack of active parental involvement despite initial contact:

So, the parent blue ticked me, and when they are at the school, they are there to resolve whatever they want to resolve. But when you communicate with them and tell them what you realised about his/her child, the parent does not want to engage in that. (P8)

Another participant highlighted how parental input can sometimes help to clarify learner behaviour, but also shows that consensus-building is necessary:

The parent will come and tell us how is the learner behaviour at home, and then based on that, we come to the conclusion or consensus to say... this is what they must do with the parent. (P13)

A further challenge was noted in the inconsistency of learners delivering communications to their parents, necessitating direct school intervention:

Other learners do not give their parents those letters, so we call the parents. (P19)

This analysis demonstrates the frustration and complexities that educators face when parental involvement is limited or inconsistent. Educators must thus work in concert with school administrators, support teams, and families to implement effective behavioural interventions (Ergin, Kaplan & Korkmaz, 2021). This validates the inclusion of SBST and professional support structures such as psychologists and social workers in behaviour management communication protocols.

According to the DBE (2020), SBSTs help to identify and address learner barriers through coordinated school-based support services, including social work and psychological referrals. This thus confirms the role of SBST in bridging behavioural concerns between school and home through parental and professional collaboration. The findings affirm this, as the educators' noted gaps in parental responsiveness and

relied on SBST and other professionals, reinforcing the literature's view that cooperation is necessary when direct parental engagement is limited.

This theme fits particularly well with Operant Conditioning, since involving parents ensures that consequences are reinforced consistently at home and school. Written communication, formal procedures, and school-based support strengthen the reinforcement loop, making it more likely that learners modify their behaviour. The Social Learning Theory is present in the modelling role that parents and educators jointly play. When learners observe adults, handling concerns respectfully and collaboratively, they absorb lessons about accountability, cooperation, and responsibility.

4.4 ANALYSIS OF OBSERVATIONAL DATA

From the observations conducted at High School A and C, the researcher observed that learner behaviour was inconsistent across different lessons. The observations indicated that discipline in these schools is situational and not stable. In some lessons, learners were attentive and participated actively, which maintained order, while in others, learners were disruptive, made noise, failed to settle, and did not follow instructions. The researcher further observed that some learners demonstrated the ability to self-regulate, whereas others struggled to manage their behaviour. This variation suggests that learner discipline is influenced by classroom dynamics and the educator's management approach instead of being a fixed characteristic of the learners.

From the observations, the researcher observed that the educator experienced difficulty in maintaining classroom discipline in several instances. Learners continued talking during lessons and ignored instructions. This created further disruptions during lessons. The educator's response was mainly reactive, as she shouted at learners to stop the noise. However, this approach was not effective, as learners continued with the disruptive behaviour. This indicates that the schools lack effective and sustainable disciplinary strategies, as reactive measures did not yield the desired behavioural change. The persistence of such behaviour suggests that learners may not perceive the educator's authority as consistently enforced.

The researcher also observed that there was no classroom rules displayed in any of the observed lessons. From these observations, it can be inferred that the absence of visible rules may contribute to inconsistent learner behaviour, as learners are not constantly reminded of expected standards. In some lessons, order was partially maintained by cooperative learners rather than the educator. These observations point to gaps in structured classroom discipline. This suggests that discipline within the classroom is not systematically reinforced. Rather, discipline depends on individual learner compliance.

Interestingly, from the observations, the researcher observed one lesson in which learners were fully disciplined and participated actively, and thus did not disrupt the class. This demonstrates that effective discipline is achievable within the same school context. The findings further suggest that learner behaviour is responsive to certain classroom conditions, a reinforcement of the idea that teaching approaches and classroom discipline strategies play a critical role in shaping discipline.

In relation to teaching practices, the researcher observed that the educator predominantly used teacher-centred methods, as they relied mainly on textbooks, with no use of additional teaching aids such as posters or visual materials. From the observations, lessons were characterised by lower learner engagement and were more prone to disruptions and noise. In contrast, the lesson where learners participated actively showed minimal behavioural challenges. This suggests that there is a link between learner engagement and discipline, where limited instructional variety may contribute to disengagement and subsequent disruptive behaviour.

Despite these challenges, the researcher observed that the educator consistently treated learners fairly and equally across all lessons. This indicates that disciplinary issues were not a result of bias or unequal treatment. Additionally, the researcher observed that the classroom environment was consistently clean, orderly, and conducive to learning, as characterised by appropriate seating arrangements. Time management was also effective, as the educator arrived on time and structured their lessons appropriately. However, these positive conditions did not necessarily translate into effective discipline. Therefore, classroom discipline requires more than a conducive environment and punctuality.

From the observations, the researcher concludes that there is a disconnect between favourable classroom conditions and effective classroom discipline practices. Despite the fact that the physical environment and time management were adequate, the lack of discipline strategies, absence of classroom rules, and the consequent reliance on reactive approaches limited the educator's ability to maintain consistent order in the classroom. From these findings, managing learner discipline proves to be a complex task, particularly in contexts where educators must rely on alternative strategies in the absence of corporal punishment.

4.5 CONCLUSION

Discussions and observations based on interviews with educators are presented in this chapter. The results of the interviews shed light on the particular disciplinary issues. The results showed that the root causes of disciplinary issues in certain learners are the learners themselves. Here we are talking about the learner's background, specifically his or her family. However, there are a number of external circumstances that can contribute to a lack of discipline.

Problems arise while trying to apply alternatives to physical punishment in the classroom. School discipline is challenging since educators do not have concrete tools at their disposal to deal with learner misbehaviour. Educators have concluded that disciplinary issues negatively affect both their own teaching and the learning of their learners. Disciplining learners is proving to be a challenge for educators.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions and recommendations from the findings analysed, presented, and discussed in Chapter 4. The study sought to answer the following main question: How to manage learner discipline by educators in the public schools in Gauteng Province?

Based on the main research question, the research sub-questions were:

- What methods are available for enhancing and sustaining school discipline?
- What mechanisms are available to educators for enforcing discipline in their classrooms?
- What responsibilities do educators have in maintaining discipline in the classroom?
- What are the guidelines for educators to participate in school discipline?
- To what an extend do teachers authority maintain discipline in the classroom?

This chapter provides the major findings and puts forward recommendations aimed at addressing the research objectives. The chapter also proposes recommendations for policy and practice, the limitations and delimitations, as well as the conclusions.

5.2 MAJOR FINDINGS

The findings from the study emerged with twelve themes and their subsequent sub-themes. The findings under each theme are discussed in this section to place the realistic conclusions and recommendations into perspective.

5.2.1 Disciplining Disruptive Learners

The study concludes that the participants adopt a variety of strategies to discipline disruptive learners, which extend beyond punishment to include preventive, corrective, and restorative approaches (see Sections 4.3.1.1, 4.3.1.2, 4.3.1.3, 4.3.1.4 and 4.3.1.5). It was established that proactive rule-setting was one of the foremost approaches used by educators, where rules and expectations were clearly communicated at the beginning of the term or lesson. This practice was found to reduce the likelihood of misbehaviour and created a structured environment conducive to teaching and learning (see Section 4.3.1.1).

It was further established that educators engaged learners individually to uncover hidden causes of misbehaviour and to work towards joint solutions. This personalised and restorative method reflected empathy, dialogue, and respect between educators and learners. It also reflected the belief that disruptive behaviour usually emanates from underlying issues that require understanding rather than mere punishment (see Section 4.3.1.2). What is more, the participants reported using behavioural documentation as a systematic way of tracking and managing repeated misbehaviour. The act of recording incidents, commonly through progressive systems such as colour-coded books, created fairness, consistency, and accountability in disciplinary action (see Section 4.3.1.3).

Meanwhile, parental involvement was also found to be a critical element of learner discipline. The participants involved parents directly by calling meetings, requiring signed agreements, and, in some cases, escalating issues to disciplinary committees. However, it was also acknowledged that parental intervention did not always succeed, sometimes necessitating suspension as a last resort (see Section 4.3.1.4).

It was obvious that immediate classroom correction strategies also played a significant role. These ranged from verbal reprimands and assigning minor corrective tasks to repositioning learners or using mild isolation techniques. Such interventions were corrective in nature and helped to redirect the learners' focus while minimising disruption to the lesson (see Section 4.3.1.5).

Therefore, the study established that disciplining disruptive learners is a concentrated and intentional process. Preventive strategies such as proactive rule-setting and

engaging pedagogy, restorative measures like one-on-one learner engagement, systematic behavioural documentation, parental involvement, and immediate classroom correction together formed the core disciplinary practices among the participants. These approaches demonstrate that educators strive to balance discipline with positive learner outcomes by applying structured and empathetic strategies.

5.2.2 Methods Used to Maintain Order

The study concluded that the participants employ multiple methods to maintain order in classrooms. These range from preventive strategies to corrective and relational approaches (see Sections 4.3.2.1 - 4.3.2.7). It was established that rule-setting formed the cornerstone of order maintenance, as the participants reported traditional educator-led rules and inclusive, learner-driven rule creation. Involving learners in constructing rules was found to promote ownership, accountability, and compliance, thereby establishing rules not as instruments of control but as collaborative agreements for effective learning (see Section 4.3.2.1).

It was further established that rewarding learners was a widely used method to encourage positive conduct. The participants reported utilising a range of tangible and symbolic incentives such as stickers, sweets, chocolates, and even food rewards to reinforce desirable behaviour. These practices motivated learners and offered a proactive alternative to punishment, which is consistent with principles of positive reinforcement (see Section 4.3.2.2).

More so, non-verbal signalling emerged as a subtle yet effective technique for regaining control. Educators employed clapping routines, countdowns, and strategic seating arrangements to redirect attention with minimal disruption to teaching. These strategies created predictable routines and communicated authority in calm and efficient ways (see Section 4.3.2.3).

Meanwhile, behavioural tracking systems were identified as another means of sustaining order. The participants used documentation methods, including colour-coded black and white books and peer-reporting led by class representatives, to instil accountability and transparency in learner conduct. These approaches revealed

consistent monitoring and reinforced the learners' awareness of behavioural expectations (see Section 4.3.2.4).

It was obvious that verbal commanding was also a central method used to maintain order. The participants described using a firm voice that is polite with clear directives, and delegated responsibility to class leaders as ways to assert control and maintain learner concentration. This demonstrated the constant importance of authoritative educator presence supported by respectful and structured communication (see Section 4.3.2.5).

In addition, work allocation was used as a preventive measure against disruption. Educators deliberately structured lessons with continuous academic tasks and step-by-step activities to keep learners productively engaged. This strategy limited idle time and minimised opportunities for misbehaviour, which confirms that purposeful work allocation sustains order by channelling the learners' focus (see Section 4.3.2.6).

Finally, respecting learners was identified as an important relational strategy for discipline. Educators emphasised reciprocal respect, noting that when they treated learners with dignity, learners were more cooperative and less disruptive. Respectful communication was therefore found to strengthen relationships and to reduce behavioural issues. This affirms that mutual respect functions as an ethical stance and a management tool (see Section 4.3.2.7).

Therefore, the study established that the methods used to maintain order indicate a balance between structure, motivation, authority, and relational respect. Preventive approaches such as rule-setting and work allocation, reinforcement strategies such as rewards and signals, monitoring systems like behavioural tracking, assertive communication through verbal commands, and relational methods rooted in respect, all worked together to create an orderly environment. These practices confirm that maintaining discipline is not dependent on a single approach but on a layered system of strategies. In line with Monteiro et al. (2021), Powers (2019), and Grey College (2022), the findings reveal that classroom order is most effective when preventive, corrective, and relational techniques are applied together.

5.2.3 Classroom Discipline Style

The study concludes that the participants adopted numerous Classroom Discipline styles that balanced structure, collaboration, and relational engagement to create conducive learning environments (see Sections 4.3.3.1 - 4.3.3.6). It was established that learner positioning was used strategically by sitting disruptive learners at the front for closer monitoring. Educators also assigned leadership roles to class representatives and group leaders to promote peer accountability and shared responsibility for discipline (see Section 4.3.3.1).

It was further established that collaborative structures characterised many classrooms, where learners were treated as partners and not subordinates. Decentralising authority and promoting responsibility helped educators to nurture trust and learner ownership while balancing inclusivity with appropriate firmness (see Section 4.3.3.2). Furthermore, a rule-oriented style was also prominent, as the participants reported the value of structured routines, visible classroom rules, and consistent reinforcement of expectations to sustain order and accountability (see Section 4.3.3.3).

Meanwhile, a relational management style was adopted by several participants who noted the importance of respect, trust, and empathy in reducing behavioural issues. Educators reported that firm, but respectful interactions promoted cooperation and emotional safety, and allowed learners to regulate their behaviour without fear of exclusion (see Section 4.3.3.4). It was obvious that engagement-focused strategies further contributed to order, as educators incorporated fun activities, interactive discussions, and learner-centred methods to maintain attention and reduce misbehaviour (see Section 4.3.3.5).

Additionally, behaviour tracking was reported as a key element of Classroom discipline, where educators consistently monitored learner conduct through incident books, reminders of rules, and peer monitoring. Such systematic documentation and observation ensured accountability and enabled timely corrective interventions (see Section 4.3.3.6).

Therefore, the study established that Classroom discipline styles were multidimensional, as they combined learner positioning, collaborative structures, clear

rule orientation, relational approaches, engagement-focused teaching, and systematic behaviour tracking. These styles indicate that effective Classroom discipline relies on structural and relational dimensions. In line with Bandura's Social Learning Theory, relational management, collaboration, and engagement reflect modelling and observational learning. Similarly rule orientation and behaviour tracking resonate with Skinner's Operant Conditioning by reinforcing positive conduct and discouraging misbehaviour. Notably, these findings confirm that structure and relationships operate hand in hand to sustain discipline. This is in line with the literature that views effective Classroom discipline as preventive and relational.

5.2.4 A time when effective Classroom Discipline techniques were used

The study concludes that the participants successfully applied deliberate Classroom discipline techniques that yielded positive behavioural and academic outcomes (see Sections 4.3.4.1 - 4.3.4.6). It was established that positive reinforcement was one of the most effective strategies. Educators used verbal praise, applause, small rewards, and public recognition to motivate learners. This boosted learner confidence and promoted a positive classroom atmosphere where desirable behaviour was acknowledged and repeated (see Section 4.3.4.1).

It was further established that behavioural tracking provided a structured way to monitor and correct learner misconduct. The participants employed tiered warning systems, formal documentation, parental involvement, and, when necessary, disciplinary measures such as suspension. These strategies ensured accountability and sustained behavioural improvement over time (see Section 4.3.4.2). Moreover, effective group control was reported as another successful approach. Educators reported using group rules, leadership roles, peer accountability systems, and relevant activities to ensure collaboration, cooperation, and accountability among learners (see Section 4.3.4.3).

Meanwhile, the findings also revealed that strategic direction was key in curbing disruption and sustaining attention. Educators randomly directed questions, used non-verbal cues such as eye contact, and employed structured tools like timers to maintain engagement. These strategies demonstrated foresight, authority, and adaptability in steering learners' focus without derailing instruction (see Section 4.3.4.4). It was

obvious that leadership modelling also contributed significantly to effective management. Educators empowered influential learners as peer leaders, delegated responsibilities, and modelled appropriate behaviours themselves. These actions transformed learners into role models and distributed accountability across the classroom (see Section 4.3.4.5).

Finally, the participants reported that ensuring clear boundaries with flexibility enhanced classroom cooperation. Educators communicated expectations firmly while allowing space for learner autonomy and self-expression. This balance created a supportive environment where discipline was guided by respect and internal motivation instead of fear or compulsion (see Section 4.3.4.6).

Therefore, the study established that effective Classroom discipline arises from a combination of positive reinforcement, behavioural tracking, group control, strategic direction, leadership modelling, and the balancing of boundaries with flexibility. These findings resonate with Skinner's Operant Conditioning, where reinforcement strategies shape desirable behaviour. The findings also resonate with Bandura's Social Learning Theory, where learners imitate the positive conduct of peers and educators.

Moreover, the findings support Burden (2025), who emphasises deliberate and structured classroom environments to prevent discipline problems, and Durrant (2021), who highlights the role of positive discipline in ensuring accountability and self-efficacy. Together, the findings affirm that effective Classroom discipline is structured and relational since it relies on reinforcement, modelling, and flexibility to achieve lasting behavioural and academic benefits.

5.2.5 Approach to Involving Parents in Classroom Discipline Strategy

The study concludes that the participants employed deliberate approaches to involve parents in Classroom discipline, with varying levels of success and challenges (see Sections 4.3.5.1 - 4.3.5.4). It was established that communication through learners' workbooks was one of the most common methods. Educators used notes, stamps, and parental signature requirements to ensure that parents monitored the behaviour and academic engagement of the learners. This practice created a visible partnership between home and school and signalled to learners that accountability extended beyond the classroom walls (see Section 4.3.5.1).

It was further established that direct invitations and formal meetings played a crucial role in addressing persistent behavioural issues. Educators regularly called parents to one-on-one sessions or invited them to school to discuss concerns such as absenteeism and misconduct. These meetings ensured collaboration, enabled shared problem-solving, and promoted accountability when parents and learners jointly participated. When successful, they strengthened the relationships between the parents and educators and motivated learners to improve their conduct (see Section 4.3.5.2).

Moreover, engagement through digital platforms, particularly WhatsApp, emerged as a practical and flexible strategy. Educators used group and individual messaging to provide regular updates, share assignments, and create space for feedback. This method broke down barriers of distance and time while promoting consistent communication. As a result, parents remained informed and actively engaged in supporting discipline and learner motivation at home (see Section 4.3.5.3).

Meanwhile, the findings also revealed that frustration with uninvolved or uncooperative parents posed a serious challenge. Some parents failed to attend meetings, denied behavioural problems, or even reinforced poor conduct by rewarding negative behaviour. These patterns undermined educator efforts, weakened accountability, and left learners without consistent guidance between home and school (see Section 4.3.5.4).

Therefore, the study established that effective parental involvement arises from structured communication systems, personalised meetings, and the strategic use of digital platforms, but its success is hindered when parents are absent, dismissive, or contradictory in their approach. These findings align with Skinner's Operant Conditioning, where consistent reinforcement across school and home environments strengthens desirable behaviour, and with Bandura's Social Learning Theory, which highlights the impact of adult modelling on learner conduct.

Moreover, the findings resonate with Powers (2023) and Geduld (2023), who state that collaboration between educators and parents is critical to sustaining discipline and academic motivation. These findings affirm that Classroom discipline is most effective

when parents are active partners, which supports behavioural expectations that are in line with the school's framework.

5.2.6 Dealing With Learners' Discipline Problems After the Abolition of Corporal Punishment

The study concludes that the participants have adopted a variety of non-violent strategies to manage learner behaviour following the prohibition of corporal punishment (see Sections 4.3.6.1 - 4.3.6.5). It was established that classroom-based corrective action was one of the most common approaches. Educators used visible, symbolic consequences such as isolating disruptive learners, making them sit on the floor, or positioning them near the educator's desk. These strategies signalled the loss of privilege and promoted accountability in real-time. The findings affirm these perspectives, as educators applied corrective measures that upheld order without reverting to physical punishment (see Section 4.3.6.1).

It was further established that systematic behaviour documentation provided a transparent and fair disciplinary process. Educators relied on misconduct logs and observation books to build evidence and trigger administrative responses such as hearings. The findings resonate with these insights, since the participants described documentation as essential in supporting due process and accountability (see Section 4.3.6.2).

Moreover, parent and management collaboration was reported as an essential support structure. When classroom methods proved insufficient, educators escalated issues to parents or school leaders through letters, meetings, and principal referrals. The findings confirm this view, as educators relied on a collaborative chain of authority that reinforced behaviour expectations across the school and home (see Section 4.3.6.3).

Meanwhile, restorative and reflective tasks emerged as creative alternatives to punitive measures. Educators used repetitive writing, classroom cleaning, and reflective conversations to promote accountability, empathy, and self-awareness. The findings align with these perspectives, as the use of restorative and reflective tasks encouraged behaviour change through responsibility and self-reflection rather than fear (see Section 4.3.6.4).

Finally, the findings revealed that some educators struggled with uncertainty and limitations in enforcing discipline under the ban. The participants expressed confusion about what practices were permissible, and some felt powerless when parents demanded action yet policy restricted options. The findings show these concerns, showing that without adequate training and clear guidelines, educators face frustration and gaps in applying effective alternatives (see Section 4.3.6.5).

Therefore, the study established that post-corporal punishment discipline is shaped by corrective classroom strategies, structured documentation, collaboration with parents and management, and restorative practices, but it is undermined by uncertainty and policy ambiguity. The literature supports this shift, as Bordia (2020) emphasises that discipline should be instructional rather than harmful, while Engage Your Career (2020) notes that effective discipline fosters participation without disrupting others.

These findings are consistent with Skinner's Operant Conditioning, as educators used non-violent consequences and systematic reinforcement to shape behaviour, and Bandura's Social Learning Theory, as restorative practices modelled constructive alternatives. Therefore, the findings affirm that discipline in the post-corporal punishment era is evolving but requires stronger training and clearer frameworks to be fully effective.

5.2.7 Establishing and Maintaining Classroom Rules on the First-Day of School

The study concludes that establishing and maintaining classroom rules on the first-day of school is a critical foundation for shaping discipline and classroom culture (see Sections 4.3.7.1 - 4.3.7.4). It was established that learner involvement in co-creating rules was the most prominent strategy. Educators emphasised that when learners participate in setting expectations, they are inclined to comply because the rules reflect their input. This approach ensured accountability and ownership, as learners regarded the rules not as external impositions but as agreements which they helped to formulate. Such collaboration legitimised discipline and nurtured a system of mutual respect and cooperation (see Section 4.3.7.1).

It was further established that the visible display of rules served as a constant point of reference and a silent reinforcement mechanism. Educators reported that displaying

rules on charts or boards standardised expectations and helped learners to internalise them. Rule visibility acted as a preventive and corrective tool, as learners could always refer to it even in the absence of the educator. Display also enhanced fairness and transparency in discipline by ensuring that expectations were equally clear to all learners (see Section 4.3.7.2).

The findings also revealed that behaviour reinforcement was essential for sustaining discipline beyond the first-day. Educators used daily or weekly reminders, such as reading the rules aloud or linking them to core values like respect and responsibility. This reinforcement ensured that classroom rules remained active rather than forgotten agreements, which helped learners to adjust their conduct over time and prevent complacency. Such practices highlighted discipline as a continuous process, not a once-off-task (see Section 4.3.7.3).

Finally, the findings showed that the first-day of school was strategically used to establish expectations and build respectful relationships between the educators and learners. Educators reported introducing themselves, welcoming learners, and simultaneously laying down rules. This dual-purpose engagement set the tone for discipline while encouraging familiarity and trust. It created a structured and relational environment where learners felt included and respected from the outset (see Section 4.3.7.4).

These findings are consistent with the literature. Peters in Egunlusi (2020) cautions that classroom norms should not be instruments of dominance but should support collaborative learning. Wu, Oubibi and Bao (2024) stress that shared decision-making increases accountability to align with the co-creation of rules reported by the participants. Abrahams (2022) and Khursheed (2022) emphasise the importance of consistent reinforcement and corrective follow-up, which mirrors the educators' use of regular reminders to sustain behavioural expectations.

Furthermore, the Kingdom of Eswatini, Ministry of Education and Training (2020) and SASA (1996) point to the importance of clear and visible codes of conduct in guiding learner behaviour, affirming the participants' reports on rule display. This reflects Bandura's Social Learning Theory, as educators model collaboration and respect, and Skinner's Operant Conditioning, as rules and reinforcement act as structured

behavioural regulators. Therefore, the findings show that effective rule-setting on the first-day balances learner involvement, visibility, reinforcement, and relational engagement.

5.2.8 Methods for Diffusing a Heated Learner Conflict During Class

The study concludes that the participants employed multiple strategies to address heated learner conflicts, with a shared understanding that such situations require calm and prompt intervention to prevent escalation and disruption (see Sections 4.3.8.1 - 4.3.8.4). It was established that learner separation was the most immediate and widely applied response. Educators described physically removing or distancing learners as a way to halt escalation and create space for cooling down. This practice reflects a preventive approach that restores control and prepares learners for later dialogue (see Section 4.3.8.1).

It was further established that calm verbal engagement was used consistently as the next step in managing conflict. Educators reported relying on respectful tones, clear communication, and empathetic listening to de-escalate tensions. This strategy was reported to resolve conflict and model respectful behaviour and encouraged learners to reflect on their actions. In many cases, calm dialogue extended to guiding learners towards reconciliation, thereby restoring relationships (see Section 4.3.8.2).

Moreover, private mediation emerged as a critical tool for resolving conflicts in a fair and structured manner. Educators described one-on-one or small-group conversations that ensured all perspectives were heard, clarified misunderstandings, and promoted peaceful resolutions. Some participants also noted the use of peer mediation, which empowered learners to actively participate in problem-solving and take responsibility for their actions (see Section 4.3.8.3).

Meanwhile, escalation to authorities was reported as a necessary measure when classroom strategies proved insufficient. Educators emphasised that serious or unresolved conflicts were referred to senior staff, disciplinary committees, or parents, thereby activating formal procedures and safeguarding the learning environment. Escalation was thus framed as a last resort that reinforced accountability and pointed to the seriousness of persistent misbehaviour (see Section 4.3.8.4).

Therefore, the study established that effective conflict management in classrooms arises from a diverse approach that begins with immediate separation, followed by calm dialogue, private mediation, and escalation where necessary. This hierarchy of strategies reflects preventive and corrective practices, which allowed educators to balance classroom control with opportunities for learning and reconciliation. The findings align with Social Learning Theory, as educators model composure and respectful communication for learners to imitate, and with Operant Conditioning, where separation and escalation act as consistent consequences for disruptive behaviour. These findings resonate with broader literature that emphasises calm, structured, and non-authoritarian responses as essential to resolving conflicts while maintaining a safe and productive learning environment.

5.2.9 Strategies to Engage Reluctant Learners

The study concludes that the participants adopted a range of strategies to engage reluctant learners, as they reported that reluctance is complex and emanates from personal, academic, or social factors (see Sections 4.3.9.1 - 4.3.9.5). It was established that parental and specialist involvement formed the backbone of early interventions. Educators reported relying on networks such as the SBST, school leadership, parents, and even NGOs to address underlying issues and create a collective support structure. These efforts underpinned the importance of partnership and accountability in learner engagement (see Section 4.3.9.1).

It was further established that many educators provided extra individual support beyond normal teaching time. The participants described offering one-on-one sessions during breaks or after school in order to create opportunities for personal guidance and targeted remediation. Such efforts reflected strong commitment and dedication despite limited institutional backing, thereby indicating how educators carried the burden of ensuring that reluctant learners received adequate support (see Section 4.3.9.2).

Moreover, differentiated teaching emerged as a key approach in responding to learner disengagement. The participants adapted varied teaching styles, instructional materials, and assessments to suit the unpredictable abilities, interests, and preferences of the learners. This ensured that reluctant learners were able to

participate at their level while gradually building confidence and competence in their studies (see Section 4.3.9.3).

Positive reinforcement was another dominant strategy mentioned by the participants. Educators reported using praise, applause, encouragement, and leadership roles to increase motivation and boost confidence. The validation of small achievements created positive momentum for learners who might otherwise withdraw from participation (see Section 4.3.9.4).

In addition, active learner participation was promoted through assigning responsibilities, promoting peer collaboration, and offering flexible roles to accommodate personality differences. These practices enhanced the learners' feeling of belonging and reduced feelings of isolation, thereby encouraging sustained engagement in class activities (see Section 4.3.9.5).

Therefore, the study established that educators engage reluctant learners through strategies that combine external support, extra guidance, differentiated teaching, positive reinforcement, and active participation. This reflects a balance between addressing individual learner needs and maintaining inclusive classroom practices. The findings align with Social Learning Theory, as learners observe and imitate engaged peers, and with Operant Conditioning, where reinforcement shapes and strengthens desired behaviours.

The above insights resonate with the literature, as Obadire and Sinthumule (2021) emphasise the centrality of parental involvement. Khursheed (2022) highlights the need for one-on-one behavioural interventions, and Augustine et al. (2022) confirm that reinforcement motivates participation. Collectively, the findings affirm that engaging reluctant learners requires relational and instructional strategies supported by networks of care.

5.2.10 Integrating Technology to Enhance Classroom discipline

The study concludes that educators integrated technology in varied ways to support Classroom discipline, to sustain attention, reduce disruptions, and create interactive learning experiences (see Sections 4.3.10.1 - 4.3.10.3). It was established that multimedia tools such as videos, projectors, smartboards, and school televisions were

used to capture learner interest and sustain focus during lessons. The participants emphasised that visual and interactive materials helped to maintain order, as learners became self-regulating when engaged in stimulating content (see Section 4.3.10.1).

It was further established that despite the benefits of technology, resource limitations were a major challenge. Participants from rural and under-resourced schools reported a lack of ICT infrastructure, limited access to projectors and smartboards, and scheduling difficulties when devices had to be shared between classes. These constraints restricted the consistent use of multimedia and required educators to adapt creatively within their means (see Section 4.3.10.2).

Additionally, it was established that educators also relied on controlled and supervised use of technology to balance engagement and discipline. The participants described allowing cell phones in structured contexts, using Google searches, or accessing smartboard classrooms on a rotational basis. Such strategies reflected an effort to incorporate ICT within the boundaries of school policies and available resources, while also guiding learners towards responsible and purposeful use of technology (see Section 4.3.10.3).

Therefore, the study established that technology is integrated into Classroom discipline through three main approaches, namely, engaging multimedia use, adaptation to limited resources, and structured and supervised application. These findings affirm that while ICT can enhance Classroom Discipline and learning, its impact is influenced by availability and the degree of control exercised by educators. This reflects the Social Learning Theory, as learners observe positive digital models and imitate behaviours reinforced by peers and educators, and Operant Conditioning, as educators reward productive digital engagement while restricting distractions.

The literature confirms these insights, stating that multimedia strengthens learner focus and reduces disruption (Kingdom of Eswatini, Ministry of Education and Training, 2020; Babadjanova, 2020). Limited resources restrict reinforcement strategies (Obadire & Sinthumule, 2021; Augustine et al., 2022), and controlled access promotes responsible behaviour through reinforcement (Scott, Jain & Cogburn, 2023; Rafi, Sami & Ansar, 2020). Therefore, the findings and literature indicate that technology

integration enhances Classroom discipline most effectively when engagement strategies, resource realities, and structured supervision are balanced.

5.2.11 Handling a Situation Where a Learner Consistently Challenges Educators' Authority

The study concludes that the participants employed multiple strategies to address situations where learners challenged their authority, to protect classroom order, preventing negative role modelling, and sustaining professional boundaries (see Sections 4.3.11.1 - 4.3.11.3). It was established that addressing learners privately was the most immediate and preferred method. The participants explained that private one-on-one conversations created space to understand the primary causes, rebuild respect, and redirect behaviour without causing public confrontation. This strategy was valued for maintaining classroom dignity and empathy and empowering learners to reflect candidly on their actions (see Section 4.3.11.1).

It was further established that escalation to school structures was applied when private interventions proved ineffective or when persistent defiance disrupted the learning environment. The participants reported relying on formal systems such as disciplinary committees, departmental heads, principals, and parental involvement to reinforce expectations and apply consequences. This structured escalation ensured shared accountability between educators, school leadership, and families, while also pointing out the seriousness of repeated misbehaviour (see Section 4.3.11.2).

Additionally, maintaining composure and emotional control was reported as a deliberate and vital strategy. The participants described remaining calm, avoiding harsh reactions, and redirecting focus to the lesson to neutralise defiance. Methods such as silent treatment, tolerance, and restraint were used to prevent escalation while sustaining authority. Educators explained that emotional self-regulation was essential, since the loss of control could undermine their credibility and embolden disruptive behaviour (see Section 4.3.11.3).

Therefore, the study established that handling challenges to educator authority involves an approach that begins with private dialogue, followed by escalation where necessary, and fortified by composure in all situations. This reflects the Social Learning Theory, as educators model respectful self-control, which learners are likely to imitate,

and Operant Conditioning, as escalation to school structures ensures that repeated defiance is met with consistent consequences. The findings align with literature, which notes respectful one-on-one engagement as a tool for behavioural reform (Khursheed, 2022; Sibanda & Mathwasa, 2020), the importance of clear codes of conduct and structured institutional support (South African Schools Act, 1996; Kaduma, 2024), and the value of calm restraint in sustaining authority and trust within the classroom (Engage Your Career, 2020; Abdullah, 2024). The findings indicate that authority is best maintained through a balance of empathy, composure, and structured reinforcement.

5.2.12 Protocol for Communicating Behavioural Concerns With Parents or Guardians

The study established that the participants followed structured protocols when communicating behavioural concerns to parents or guardians, with the aim of ensuring accountability, collaboration, and consistent behaviour management (see Sections 4.3.12.1 - 4.3.12.4). It was established that following formal school procedures formed the foundation of parental engagement. Educators reported documenting incidents, reporting through departmental heads or principals, and arranging parent meetings in a stepwise and hierarchical manner. This approach ensured transparency, adherence to school policy, and allowed for mutual agreements with parents and learners before any escalation (see Section 4.3.12.1).

Using written communication was highlighted as a key initial method of engagement. The participants noted issuing letters, writing in learner workbooks, and maintaining formal records to ensure clarity and provide a paper-trail of behaviour management. Written documentation was consistently used as a first step, and subsequent escalation occurred only if the behaviour did not improve in order to ensure a clear and traceable progression of communication (see Section 4.3.12.2).

Engaging the SBST was identified as essential for addressing grave behavioural issues. Educators involved social workers, psychologists, and other professionals to better understand the learners' context, facilitate interventions, and communicate effectively with parents. Collaboration among school managers, educators, and the

SBST members helped to bridge gaps between home and school and ensure that behavioural concerns were addressed (see Section 4.3.12.3).

Despite these strategies, the participants reported challenges in parental engagement, including unresponsiveness, absenteeism at meetings, and inconsistent delivery of communication to learners. The participants indicated that these obstacles required proactive follow-up and reliance on SBST and formal structures to ensure parental collaboration and learner accountability (see Section 4.3.12.4).

Therefore, the study concluded that effective communication of behavioural concerns involves formal procedures, written documentation, professional support, and persistence in parent engagement. This reflects Operant Conditioning, as consistent reinforcement of behavioural expectations occurs at school and home, and Social Learning Theory, as learners observe cooperative and respectful interactions between adults. The findings align with existing literature, which points to formalised communication, collaborative interventions through SBST, and parental involvement as critical to managing learner behaviour effectively (South African Schools Act, 1996a; Powers, 2023; Ergin, Kaplan & Korkmaz, 2021; DBE, 2020).

5.3 IMPLICATIONS OF THE FINDINGS

This section presents the implications of the findings in line with the objectives of the study.

5.3.1 How to Make Schools More Orderly and Keep Them That Way

The study revealed that creating and sustaining order in schools requires intentional structures and consistent support. The participants explained that preventive strategies such as proactive rule-setting, immediate corrective actions, and structured routines established order from the outset (cf. 5.2.1; 5.2.7). Order was most effectively maintained when rules were co-created with learners, and it was visibly displayed and strengthened throughout the school term. The researcher established that visible codes of conduct supported accountability and fairness, while inclusive rule-setting promoted learner ownership of discipline (cf. 5.2.7).

The findings also showed that respect and relational engagement enhanced cooperation in the classroom, as learners responded positively when treated with dignity. This indicates that schools remain orderly by imposing authority as well as building respectful relationships (cf. 5.2.2). Furthermore, documentation and systematic behavioural tracking helped to sustain order in the classrooms by providing a transparent and consistent disciplinary framework (cf. 5.2.1; 5.2.2). These practices point to the need for schools to combine structural, preventive, and relational approaches if order is to be maintained and effectively so in the long run.

5.3.2 The Means Through Which Educators Can Enforce Order Among Their Classrooms

The study concluded that educators rely on multiple strategies to enforce classroom order. These include preventive measures such as proactive rule-setting and work allocation, corrective strategies such as verbal reprimands, and reinforcement methods like rewards and praise (cf. 5.2.1; 5.2.2; 5.2.4). The researcher established that educators enforced discipline through structured behavioural tracking systems, including incident logs and colour-coded books, which promoted fairness and accountability (cf. 5.2.1; 5.2.2).

Non-verbal communication, such as clapping patterns and countdowns, provided efficient ways of regaining control of the learners without interrupting instruction. Respectful verbal commands-maintained authority through calm and clear communication (cf. 5.2.2). Similarly, collaborative techniques, such as peer accountability and leadership roles, enabled shared responsibility among the learners for discipline. Therefore, it can be noted that order is not limited to punishment. Rather, it is best achieved through a balance of preventive, corrective, and relational strategies that maintain authority and learner cooperation.

5.3.3 The Part Educators Play in Maintaining discipline in the Classroom

The findings showed that educators play a central role in maintaining classroom order. They do this by modelling appropriate behaviour, establishing clear boundaries, and ensuring learner engagement (cf. 5.2.3; 5.2.4). Educators were reported to act as authority figures and facilitators of collaboration in order to balance firmness with relational trust. Educators thus promoted accountability and reduced disruption

through positioning disruptive learners strategically and delegating leadership roles (cf. 5.2.3).

The researcher noted that educators encouraged positive behaviour through praise, recognition, rewards, and applying corrective actions, such as isolation or repositioning when necessary (cf. 5.2.1; 5.2.4). Importantly, educators modelled composure and respect, which encouraged learners to emulate similar behaviour (cf. 5.2.11). These findings confirm that educators maintain order by setting the tone for discipline, modelling self-control, and combining authoritative presence with supportive engagement. Their role extends beyond managing misbehaviour to cultivating a classroom environment where cooperation and learning can thrive simultaneously.

5.3.4 What Educators Should Do and How They Should Do It to Improve School Discipline

The findings indicated that improving school discipline requires educators to integrate strategies that are structured, restorative, and collaborative. Educators should proactively establish classroom rules on the first-day of school to ensure the visibility of those rules and to reinforce them regularly to prevent disorder (cf. 5.2.7). They should also engage learners individually to uncover the primary causes of misbehaviour through applying restorative approaches such as dialogue and reflective tasks instead of relying exclusively on punitive action (cf. 5.2.1; 5.2.6).

The researcher established that educators should strengthen partnerships with parents and school management. This can be done through communication and meetings, even through digital platforms, in order to sustain accountability at home and at school (cf. 5.2.5; 5.2.12). In addition, educators should employ motivational techniques such as rewards and engaging teaching methods and learner-centred activities that reduce opportunities for disruption and build self-confidence (cf. 5.2.2; 5.2.9). Therefore, the findings highlight that educators can improve discipline most effectively by combining preventive structures, restorative practices, relational trust, and consistent collaboration with parents and learners.

5.3.5 What Responsibilities Educators Have When It Comes to Enforcing Rules in the Classroom

The findings revealed that educators hold the primary responsibility for enforcing classroom rules for the purposes of ensuring fairness, transparency, and consistency in discipline. Educators are expected to introduce and display rules clearly at the beginning of the school year, as well as monitor compliance to these rules and reinforce expectations through reminders and corrective actions (cf. 5.2.1; 5.2.7). They are responsible for documenting misbehaviour and escalating persistent misbehaviour cases to parents or school authorities through following a due process (cf. 5.2.1; 5.2.12).

Educators also carry the responsibility of modelling respect and composure when dealing with learners, since their conduct has a direct influence on learner behaviour (cf. 5.2.3; 5.2.11). The study further reported that educators are accountable for balancing authority with empathy to ensure that discipline is maintained for positive learner outcomes (cf. 5.2.3; 5.2.6). These findings confirm that the responsibilities of educators in enforcing rules in the classroom surpass compliance. Instead, they also entail creating fair and respectful learning environments where discipline supports the learners' academic and personal growth.

5.4 THEORETICAL FRAMEWORK

As indicated in Chapter 2, the study was guided by Bandura's Social Learning Theory (1966) and Skinner's Operant Conditioning Theory (1938). These theories were chosen because they provide useful perspectives on how learners acquire, maintain, or abandon particular behaviours within the classroom environment. The findings of this study are thus interpreted through the lens of modelling, reinforcement, and behavioural consequences, which form the core principles of these two frameworks.

5.4.1 Bandura's Social Learning Theory

The Social Learning Theory highlights that behaviour is acquired through observation, imitation, and modelling of influential role models. Bandura's research demonstrated that children usually replicate behaviours which they observe, whether positive or negative, and that reinforcement, direct or indirect, shapes whether these behaviours

persist. When applied to this study, the findings showed that disruptive learners imitated the aggressive or disrespectful behaviours which they observed either from peers or from their home environments (see Section 4.3.2).

Educators confirmed that learners from households where discipline and respect were inconsistently enforced tended to replicate similar indiscipline at school. Conversely, when educators acted as consistent and fair role models, learners responded positively by imitating constructive behaviours such as cooperation and attentiveness (see Section 4.3.4). Therefore, Bandura's theory highlights the importance of educators modelling the behaviours which they expect to see. This is done because learners are prone to mirror the attitudes of respect, responsibility, and discipline when they are consistently demonstrated by authority figures.

5.4.2 Skinner's Operant Conditioning Theory

Skinner's Operant Conditioning Theory explains behaviour as a function of its consequences that is shaped by reinforcement and punishment. According to the theory, positively reinforced behaviours are likely to be repeated, while those followed by negative outcomes diminish over time. The findings of this study confirmed this principle, as many educators reported relying on rewards such as praise, recognition, and classroom privileges to encourage good conduct (see Section 4.3.1).

Positive reinforcement was reported to be effective in motivating learners to comply with classroom rules and engage meaningfully in lessons. However, the findings also revealed challenges with punishment. Some educators used corrective discipline measures like detention or suspension, but these did not always deter misbehaviour and in some cases even escalated learner resistance (see Section 4.3.2). This aligns with criticisms of punishment noted in literature, where fear or aggression may be cultivated instead of behavioural improvement. Importantly, the study established that reinforcement strategies worked best when applied consistently, since learners quickly recognise the benefits of positive behaviour over misconduct (see Section 4.3.5).

5.4.3 Application to the Study Context

Together, Bandura's and Skinner's theories provide a dual lens for understanding discipline challenges in the Gauteng Province. Bandura's focus on role modelling

explains why the conduct of educators, consistency, and fairness were central to Classroom discipline, while Skinner's framework illustrates the role of reinforcement in shaping learner behaviour. The findings further proved that discipline is effective when preventive, supportive, and corrective strategies are integrated. This ensures that learners imitate positive behaviours and are guided by consistent reinforcement structures. These frameworks thus anchored the study's analysis and interpretation of how educators manage discipline in contexts where corporal punishment is no longer permissible.

5.5 SUMMARY OF THE CHAPTERS

A summary of the chapters in this study is presented in this section. The section presents the significant aspects of Chapters 1 to 4, ranging from the introduction to the study, literature review, research methodology, and the presentation and analysis of the findings from the study.

5.5.1 Chapter 1

In Chapter 1, an overview of the study was presented. The chapter opened with the introduction and background to the study, where the challenges of Classroom Discipline in South African schools were foregrounded, particularly in the context of the abolition of corporal punishment. The problem statement revealed the persistent difficulties faced by educators in maintaining discipline, and the research questions and objectives were outlined to provide focus. The purpose and aim of the study were also explained, stressing the need to explore effective strategies for managing learner behaviour in public schools within the Gauteng Province.

A brief review of literature was given in the chapter which established Classroom discipline and discipline as global concerns and identified theoretical perspectives such as behavioural and social learning theories that frame the study. The chapter also presented the research methodology roadmap for the study and the limitations of the study, defined key concepts such as discipline, Classroom discipline, learners, and corporal punishment, and provided a proposed chapter outline for the dissertation.

The chapter established that the study aims to address the central research question 'How do educators manage learner discipline in public schools in Gauteng Province?' In line with this, the study sought:

- To identify methods available enhancing and sustaining school discipline.
- To figure out mechanisms available for enforcing discipline in their classrooms.
- To examine the responsibilities that educators have in maintaining discipline in the classrooms.
- To identify the guidelines that educators must follow when participating in school discipline.
- To explore teachers' authority in maintaining discipline in the classroom.

It was further established in Chapter One that discipline management is a pressing challenge for South African educators who are underprepared to handle learner misconduct without resorting to corporal punishment (see Sections 1.2-1.4). Empirical research suggests that legislative frameworks and human rights principles complicate disciplinary measures, hence educators are left in need of alternative approaches that respect learners' rights while ensuring effective teaching and learning. Therefore, Chapter 1 laid the foundation for the study by contextualising the problem, clarifying its purpose, and justifying the research approach.

5.5.2 Chapter 2

This chapter presented the literature review that informed this study. In this regard, significant scholarly works were examined to provide a theoretical and empirical foundation for understanding Classroom discipline and learner discipline within South African schools. The chapter explored key debates on effective Classroom Discipline and debated the shift away from punitive practices, such as corporal punishment, towards constructive and learner-centred approaches.

Various theoretical frameworks were consulted, with particular attention to behavioural, cognitive, and social learning perspectives that explain learner behaviour and the strategies educators employ to manage it. The literature further outlined global

and local perspectives on Classroom discipline to discuss how discipline challenges are not unique to South Africa but resonate across international contexts.

The review was structured around several important themes. These included the causes of learner disciplinary problems or indiscipline. In addition, learner discipline guidelines, learner discipline and the law, Classroom discipline and its significance, methods used by schools to discipline learners were discussed. The educators' role in Classroom discipline strategies, and the approaches that are effective in conducting a successful Classroom discipline were elaborated on. Further themes included Classroom discipline strategies, effective Classroom discipline techniques, tools and resources that are available for educators to discipline learners. The educators' authority in maintaining discipline in the classroom, and parental involvement in learner discipline, which are all critical in promoting effective teaching and learning were discussed.

Therefore, Chapter 2 consolidated scholarly perspectives on Classroom Discipline and further provided the conceptual framework that guided the study.

5.5.3 Chapter 3

This chapter outlined the research methodology employed in this study. It described the research approach, design, sampling methods, data collection instruments, data analysis, trustworthiness, and ethical considerations. The chapter provided justification for the adoption of the qualitative research approach. The reasons behind the use of the qualitative approach which was chosen. The ability of qualitative approached to capture rich, in-depth insights into educators' experiences and perceptions regarding Classroom discipline and learner discipline was also discussed.

The researcher explained that the design was a case study, as elucidated by scholars such as Schumacher and McMillan, who view it as an in-depth exploration of a phenomenon within its real-life context. This approach allowed the study to focus on a small number of schools in the Gauteng Tshwane North District, thereby enabling a deeper understanding of discipline management practices. The chapter further described the use of purposive sampling, which guided the selection of participating schools and educators based on their relevance to the research problem. Data were collected through semi-structured interviews.

For data analysis, the Thematic Analysis method was used to identify, organise, and interpret the emerging patterns from the collected data. Methodological rigour was ensured through credibility, dependability, transferability, and confirmability. Finally, the chapter detailed the ethical principles guiding the study, which included informed consent, confidentiality, anonymity, voluntary participation, and the protection of participants from harm. Therefore, the chapter provided the framework for how the study was conducted and established the basis for presenting the findings in Chapter Four.

5.5.4 Chapter 4

In this chapter, the findings of the study were presented in relation to the views and experiences of the participants on Classroom discipline and learner discipline in Gauteng Province. The data were obtained through semi-structured interviews with the participants. The presentation was structured around the 12 strategic themes which were developed during analysis stage and are listed in this chapter. The themes included are as follows:

- i. disciplining disruptive learners (see Section 4.3.1),
- ii. methods used to maintain order (see Section 4.3.2),
- iii. Classroom discipline styles (see Section 4.3.3),
- iv. a time when effective Classroom discipline techniques were used (see Section 4.3.4),
- v. approach to involving parents in Classroom discipline strategy (see Section 4.3.5),
- vi. dealing with learners' discipline problems after abolition of corporal punishment (see Section 4.3.6),
- vii. establishing and maintaining classroom rules on the first-day of the school (see Section 4.3.7),
- viii. methods for diffusing a heated learner conflict during class (see Section 4.3.8),
- ix. strategies to engage reluctant learners (see Section 4.3.9),
- x. integrating technology to enhance Classroom discipline (see Section 4.3.10),
- xi. handling a situation where a learner consistently challenges your authority (see Section 4.3.11), and

- xii. protocol for communicating behavioural concerns with parents or guardians (see Section 4.3.12).

The empirical findings established that educators employ a variety of techniques to address disruptive learner behaviour, ranging from positive reinforcement and counselling to referral to senior management. However, many educators indicated that they faced severe constraints, such as a lack of parental support, overcrowded classrooms, and limited institutional resources. The study also revealed that while some educators preferred the authoritarian management styles, others leaned towards participatory approaches that encourage learner cooperation.

It was further established that effective Classroom discipline relies on consistency, fairness, and the reinforcement of clear rules and expectations. The participants reported that involving parents and school governing bodies enhances accountability, although in many cases parental involvement remains minimal. Moreover, socio-economic challenges and learner backgrounds were found to essentially influence behaviour and thus complicate educators' efforts to maintain order. Therefore, Chapter 4 highlighted the realities, challenges, and strategies of educators in promoting discipline without corporal punishment. The findings provided a basis for the discussion of implications and recommendations in the subsequent Chapter.

5.6 LIMITATIONS AND DELIMITATIONS OF THE STUDY

The delimitations of this study were intentionally set to ensure that the research remained focused and manageable within the defined methodological parameters. Firstly, the study was delimited to public secondary schools within the Gauteng Province, which means that the findings are context-specific and not generalisable or intended to represent all schools in South Africa.

The selection of schools was based on purposive sampling, where participants such as principals, educators, and the SMT members were chosen because of their direct involvement with learner discipline and Classroom discipline. This delimitation allowed the study to draw rich in-depth data from those who are most directly engaged with the phenomenon under investigation. The research adopted the qualitative case study

design, which prioritised depth over breadth. While this research design provided a detailed understanding of the educators lived experiences, it deliberately excluded large-scale quantitative measures or statistical generalisation.

Furthermore, the study focused primarily on Classroom Discipline strategies and management practices of educators without directly incorporating learner or parental perspectives. Although parental involvement was acknowledged as a factor influencing discipline, the study deliberately confined itself to the voices of educators and school leaders. Finally, the timeframe for data collection was limited to one academic term, which means that seasonal or long-term changes in behaviour management practices were not captured. These delimitations could have been necessary to align the research with its objectives and ensure feasibility within the constraints of time and resources.

Despite its strengths, the study had several limitations that must be acknowledged. A primary restriction was its restricted scope to a small number of schools in the Tshwane North District, which limits the generalisability of the findings to other districts or provinces. While the purposive sampling technique ensured the selection of participants with relevant experience, it also introduced the possibility of bias, as participants may not fully represent the entire teaching population.

Another limitation relates to the qualitative nature of the study. Data were collected mainly through semi-structured interviews, which relied heavily on self-reporting and subjective interpretation. This may have influenced the findings, as some participants could have withheld information or presented socially desirable responses, especially given the sensitivity of discussing learner misconduct and the prohibition of corporal punishment.

More so, the study did not capture the perspectives of learners and parents, whose insights might have provided a bigger picture of discipline challenges and strategies. Time constraints also posed a limitation, as data collection was confined to one term, meaning that evolving trends or long-term effects of management strategies were not observed. Furthermore, resource limitations such as the availability of staff during teaching hours occasionally restricted the depth of some interviews and observations.

Finally, contextual limitations such as socio-economic conditions, overcrowded classrooms, and lack of parental involvement, which are highlighted in the findings, were beyond the researcher's control but may have influenced the study outcomes. These limitations suggest caution in applying the conclusions universally, although they still provide valuable insights into the challenges and strategies of discipline management in the studied context.

5.7 RECOMMENDATIONS

This study makes several important recommendations based on the findings. The recommendations are aimed at stakeholders in education, including policy-makers, practitioners, school principals, the SGB, and the parents.

5.7.1 Recommendations for Policy-makers and Practitioners

The findings of this study suggest that the policy environment in South Africa has moved progressively towards learner-centred and rights-based approaches. However, the practical realities within classrooms still present significant challenges. Policy-makers should consider developing more straightforward and context-specific guidelines on discipline management that extend beyond the prohibition of corporal punishment to include practical alternatives.

Educators in this study reported feelings of uncertainty and inadequacy when dealing with disruptive learners, mainly due to a lack of concrete and widely disseminated strategies that are sanctioned at the policy level. Therefore, one recommendation is that the Department of Basic Education should design a structured national training framework on alternative discipline, with a focus on restorative justice approaches, peer mediation, and positive behaviour support systems. These programmes should not be one-off workshops but rather continuous professional development opportunities that are embedded in educators' professional growth plans.

Furthermore, policy-makers should allocate resources for the employment of school counsellors and social workers, as the findings from the study revealed that socio-economic factors and broken homes influence learner behaviour. Reducing class sizes is another critical concern, as overcrowded classrooms were identified as a massive impediment to effective classroom and learner management.

District officials and practitioners should also play a hands-on role by conducting regular monitoring visits, providing mentorship, and ensuring that educators are implementing strategies effectively. Notably, the findings revealed the disconnection between policy and practice, where educators are aware of what is prohibited but are less confident about what is encouraged. Bridging this gap requires policy clarity and sustained practitioner support.

The national and provincial departments should collaborate with schools to ensure that policy intentions are contextualised and practical, and thus empowering educators to maintain discipline without infringing on learners' rights.

5.7.2 Recommendations for Principals

The study established that school principals hold a pivotal position in ensuring consistency, fairness, and collaboration in Classroom discipline. A recurring challenge identified by the participants was the inconsistent enforcement of rules, which undermined the educators' authority and created confusion among learners. To address this, school principals should ensure that every school adopts a comprehensive code of conduct that is collectively developed with input from the staff, learners, parents, and other relevant stakeholders. This participatory process has the potential to enhance legitimacy and also ensure that rules reflect the realities of the school environment. Once established, principals should ensure that the code is uniformly enforced across the school to avoid situations where learners perceive some educators as lenient and others as overly strict.

Another key recommendation is the creation of professional learning communities (PLCs) within schools where educators can share their experiences, challenges, and strategies regarding discipline. Findings from the study showed that many educators feel isolated when dealing with disruptive learners; hence, peer collaboration would serve as a valuable support system. Principals should also provide structured mentorship opportunities, pairing experienced educators with novices to ensure that the less experienced staff benefit from practical guidance from their professional counterparts.

Moreover, principals should prioritise capacity-building initiatives by inviting external experts to conduct workshops on positive discipline, Classroom discipline strategies,

and conflict resolution. Importantly, principals must model ethical leadership and fairness in their daily practices, as the findings revealed that learners respond better to authority figures whom they perceive as consistent and respectful. Another issue requiring attention is communication. Principals should strengthen communication channels between the school and parents because weak collaboration with families was noted to exacerbate behavioural issues. This way, principals can create an environment where educators and learners thrive, and discipline is maintained without resorting to punitive measures.

5.7.3 Recommendations for Parents and SGB

The findings revealed that parental involvement in learner discipline remains minimal, as many educators reported a lack of support from parents in reinforcing school rules at home. To address this gap, parents and SGBs should adopt an intentional role in supporting the discipline framework of schools. Parents should attend parenting workshops that are organised by schools or district officials, where they can learn about effective ways to reinforce discipline without resorting to punitive measures. The study discovered that learners from broken homes or socio-economically disadvantaged backgrounds were particularly prone to disruptive behaviour. This suggests the need for stronger home-school partnerships. Parents should thus communicate regularly with educators to monitor learner progress and work collaboratively to address behavioural issues before they escalate.

SGBs, on the other hand, should take responsibility for ensuring that schools have functioning policies and adequate resources to implement discipline strategies. The findings showed that many educators felt unsupported when dealing with behavioural challenges, and SGBs can bridge this gap by advocating for additional resources such as classroom aides, counselling services, and learner support programmes. Furthermore, SGBs should act as mediators between the school and parents to ensure that disciplinary measures are understood, accepted, and reinforced consistently at home.

Another crucial recommendation is for SGBs to establish platforms that facilitate parents' sharing of their experiences and challenges. This approach fosters a sense of collective responsibility for discipline. Active engagement in school life enables

parents to demonstrate to learners that education is a shared priority, thereby promoting better learner behaviour. Parents need to model appropriate behaviour and values at home, as the findings indicate that learners often mirror the behaviours and attitudes they observe in their families. Therefore, a robust partnership between parents, SGBs, and educators is indispensable for sustainable discipline management.

5.7.4 Recommendations for Further Research

Although this study generated valuable insights into Classroom Discipline and school management in the Gauteng Province, it also exposed areas that warrant further investigation. One key recommendation for future research is to explore comparative studies across urban, peri-urban, and rural schools to establish whether the challenges identified are specific to this district or reflective of systemic issues. Such comparative research could also examine the extent to which socio-economic contexts influence learner behaviour and the effectiveness of discipline strategies.

Another important avenue for further research is the longitudinal study of alternative discipline strategies, particularly restorative practices and positive reinforcement. This is because while the findings suggest that these methods hold promise, there is a need to document their long-term impact on learner behaviour, academic performance, and school culture.

More so, research is required on the role of educator training institutions in preparing educators for Classroom discipline. Many participants indicated that they felt underprepared to manage disruptive learners, which raises the question of whether current educator training curricula adequately cover discipline strategies. Further research could also explore the perspectives of learners themselves, as their voices were not the primary focus of this study. Understanding how learners perceive discipline and management strategies could provide another dimension of insight into the approaches that are effective from their point of view.

Finally, given the minimal parental involvement reported in this study, future research could examine the interventions that effectively engage parents in discipline management and the barriers that prevent them from participating. These barriers could include work commitments, a lack of understanding of the school system, or

cultural factors. Such studies would contribute to the development of strategies that integrate schools, families, and communities in promoting positive learner behaviour.

5.8 CONCLUSION

Therefore, the study can be concluded to have successfully achieved its objectives by addressing the main research question and the sub-questions. The recommendations are closely aligned with the empirical evidence and theoretical insights, which were compared and integrated with the new findings generated by this research.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE LETTER



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 12 September 2024

Decision: Ethics Approval form

Ref: **2024/09/12/000000168/04/RB**

Name: **Ms Mothapo Cecilia**

Student No.: **68962487**

Dear **Mr Francois Dawid Smit**

Researcher(s): Name: **Ms Mothapo Cecilia**

E-mail address: 61111317@mylife.unisa.ac.za

Telephone: **61111317**

Supervisor: Name: **Dr Rapeta SJ**

E-mail address: rapetsj@unisa.ac.za

Telephone: **012 429 6848**

Title of research: The Management of Learner Discipline by Educators in Public Schools in Gauteng Province.

Qualification: MEd

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above-mentioned research. Ethics approval is granted for the period **2024/09/12** to **2027/09/12**.

*The **write risk level** application was reviewed by the Ethics Review Committee on **12 September 2024** in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.




3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2027/09/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2024/09/12/00000168/04/RB** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof RB Monyai
Acting Head: CEDU Research
monyarb@unisa.ac.za



Prof Mpine Makoe
Executive Dean: CEDU
gakisme@unisa.ac.za

**APPENDIX B: LETTER TO THE DEPARTMENT OF EDUCATION REQUESTING
TO CONDUCT RESEARCH IN SCHOOLS UNDER TSHWANE NORTH DISTRICT.**

REQUEST PERMISSION TO CONDUCT RESEARCH

**Title of the title of research: THE MANAGEMENT OF LEARNER DISCIPLINE BY
EDUCATORS IN PUBLIC SCHOOLS IN GAUTENG PROVINCE.**

Tshwane North District
Department of Education
11 Lavender west Rd
Wonderboom Junction
Pretoria
0182

Dear Sir/Madam

I, Mothapo Cecilia am doing research under supervision of Dr S.J Rapeta, a professor in the Department of Education towards a M.Ed. at the University of South Africa. I am asking for the permission to conduct research in schools under Tshwane North District in the study entitled The management of learner discipline by educators in public schools in Gauteng Province.

The aim of the study is to examine the management of learner discipline by educators in public schools in Gauteng Province.

Schools under Tshwane North has been selected because it is located closer to me so the participants will be easily located and reached.

The study will entail structured interviews and observations. Interviews will be conducted after school hours so as not to jeopardise teaching time.

The benefits of this study include empowering educators with knowledge and skills which will assist them to manage the behaviour of the learners in the classroom.

There are no potential risks associated with the study.

There will be no reimbursement or any incentives for participation in the research.

Feedback will be given to educators through their email addresses.

Yours Sincerely

A handwritten signature in black ink that reads "Mothapo".

Mothapo Cecilia (Educator PL1)

APPENDIX C: LETTER TO THE PRINCIPAL REQUESTING TO CONDUCT RESEARCH

REQUEST PERMISSION TO CONDUCT RESEARCH

Request for permission to conduct research at schools.

Title: THE MANAGEMENT OF LEARNER DISCIPLINE BY EDUCATORS IN PUBLIC SCHOOLS IN GAUTENG PROVINCE.

Date: 21/06/2024

The principal
Department of Education
0827349487
mhjmaphaess.@gmail.com

Dear Sir

I, Mothapo Cecilia am doing research under supervision of Dr S.J Rapeta, a professor in the Department of Education towards a M.Ed. at the University of South Africa. I would like to conduct research in your school in the study entitled The management of learner discipline by educators in public schools in Gauteng Province.

The aim of the study is to examine the management of learner discipline by educators in public schools in Gauteng Province.

Your school has been selected because it is located closer to me so the participants will be easily located and reached. The study will entail structured interviews and observations. Interviews will be conducted after school hours so as not to jeopardise teaching time.

The benefits of this study include empowering educators with knowledge and skills which will assist them to manage the behaviour of the learners in the classroom.

There are no potential risks associated with the study.

There will be no reimbursement or any incentives for participation in the research.

Feedback will be given to educators through their email addresses.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Mothapo Cecilia', with some overlapping and stylized letters.

Mothapo Cecilia

Educator PL1

APPENDIX D: PARTICIPANT LETTER FOR CONSENT BY EDUCATORS

Title: The Management of Learner Discipline by educators in Public Schools in Gauteng Province.

DEAR PROSPECTIVE PARTICIPANT

I, Cecilia Mothapo am doing research under supervision of Dr Rapeta, a professor in the Department of Education towards a M Ed at the University of South Africa. We are inviting you to participate in a study entitled: The management of learner discipline by educators in public schools in Gauteng Province.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could promote learner discipline in the school. The goal is to investigate educator's experiences on learner discipline in the classroom. Its goal is to investigate, describe, and analyse educators perceived attitudes toward learner discipline, as well as the challenges and successes educators have had in incorporating and using methods and techniques of disciplining learners in the classroom.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because I want to investigate your experience in learner discipline during teaching and learning. I obtained your contact details from the school principal. Participants will be approximately four in your school but in total there will be four educators from three primary schools and four educators from two high schools.

WHAT IS THE NATURE OF MY PARTICIPATION IN THE STUDY?

Describe the participant's actual role in the study.

The study involves interviews and observations. I will ask the following questions and you will be expected to answer in writing and you will be given a week to complete your task.

INTERVIEW QUESTIONS FOR EDUCATORS IN BOTH PRIMARY AND HIGH SCHOOLS.

1. How do you discipline disruptive learners?
2. Do you have certain methods you use to maintain discipline? Which methods?
3. What is your classroom discipline style?
4. Provide an example of a time you used effective classroom discipline techniques.
5. What is your approach to involving parents in your classroom discipline strategy?
6. How do you deal with learners' discipline problems now that corporal punishment has been abolished?
7. How do you establish and maintain classroom rules on the first-day of school?
8. Describe a method for diffusing a heated learner conflict during class.
9. What strategies would you employ to engage reluctant learners?
10. In what way have you integrated technology to enhance Classroom discipline?
11. How would you handle a situation where a learner consistently challenges your authority?
12. What is your protocol for communicating behavioural concerns with parents/guardians?

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent adult form. Once you have submitted the consent form you are not free to withdraw at any time.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY? This study will improve engagement; it will help reduce learner's misbehaviour and share information with other educators.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There will be no risk or harm during this project.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY INDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers may be reviewed by people responsible for making sure that the research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Your anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings. It will be kept private and your name will not be mentioned.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF THE DATA?

Hard copies of your answers will be stored by the researcher for a period of five years for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No payments or any incentives will be received.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the CEDU REC, Unisa. A copy of the approval letter can be obtained from the researcher if you wish so.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Cecilia Mothapo on 0814415687 or email ceciliamakgotso@gmail.com. The findings are accessible for 5 years.

Should you have concerns about the way in which the research has been conducted, you may contact Dr S.J Rapeta on 0733956162 or email rapetsj@unisa.ac.za.

Thank you for taking time to read this information sheet for participating in this study.

Thank you

Mothapo C

APPENDIX E: INTERVIEW QUESTIONS

1. How do you discipline disruptive learners?

2. Do you have certain methods you use to maintain discipline? Which methods?

3. What is your classroom discipline style?

4. Provide an example of a time you used effective Classroom discipline techniques.

5. What is your approach to involving parents in your classroom discipline strategy?

6. How do you deal with learners' discipline problems now that corporal punishment has been abolished?

7. How do you establish and maintain classroom rules on the first-day of school?

8. Describe a method for diffusing a heated learner conflict during class.

9. What strategies would you employ to engage reluctant learners?

10. In what way have you integrated technology to enhance Classroom discipline?

11. How would you handle a situation where a learner consistently challenges your authority?

12. What is your protocol for communicating behavioural concerns with parents/guardians?

APPENDIX F: LETTER FROM THE EDITOR

8 December 2025

DECLARATION OF PROFESSIONAL EDIT

I declare that I have professionally edited, formatted, and proofread the MASTER OF EDUCATION DISSERTATION titled: **THE MANAGEMENT OF LEARNER DISCIPLINE BY EDUCATORS IN PUBLIC SCHOOLS IN GAUTENG PROVINCE** by **Cecilia Mothapo**.

My involvement was limited to professional language editing, including contextual spelling, grammar, punctuation, unclear antecedents, wordiness, vocabulary enhancement, sentence structure and style, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings, and captions. I did not do structural re-writing of the content. Please note that the manuscript was formatted according to the agreement with the client.

No responsibility is taken for any occurrences of plagiarism that may not have been obvious to the Editor. The client is responsible for ensuring that all sources are listed in the reference list. The editor is not accountable for any changes made to this document by the client or any other party after this.

The client remains responsible for the quality and accuracy of the final submission.

Sincerely,



Thulani Zengele

Associate Member
Membership number: ZEN002
Membership year: March 2025 to February 2026

084 602 8634
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APPENDIX G: TURNITIN REPORT

Similarity Report

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CECILIA MOTHAPO

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APPENDIX H: OBSERVATION SCHEDULE

OBSERVATION SCHEDULE

PRIMARY SCHOOLS

SCHOOL	EDUCATOR	DATE	TIME
School A	Educator A	10/02/2026	08h00-09h00
	Educator B		09h00-10h00
	Educator C		10h00-11h00
	Educator D		12h00-13h00
School B	Educator A	12/02/2026	08h00-09h00
	Educator B		09h00-10h00
	Educator C		10h00-11h00
	Educator D		12h00-13h00
School C	Educator A	14/02/2026	08h00-09h00
	Educator B		09h00-10h00
	Educator C		10h00-11h00
	Educator D		12h00-13h00

HIGH SCHOOLS

SCHOOL	EDUCATOR	DATE	TIME
School A	Educator A	17/02/2026	08h00-09h00
	Educator B		09h00-10h00
	Educator C		10h00-11h00
	Educator D		12h00-13h00

School B	Educator A	19/02/2026	08h00-09h00
	Educator B		09h00-10h00
	Educator C		10h00-11h00
	Educator D		12h00-13h00

WHAT TO OBSERVE

WHAT TO OBSERVE	DESCRIPTION OF WHAT TO OBSERVE	REFLECTIVE NOTES
Poor behaviour	Observe what actions are being taken to address poor behaviour	Take note of the actions that are being taken to address poor behaviour
Fair treatment	Observe if all learners are treated fairly	Take note if all learners are treated fairly
Classroom rules	Observe if classroom rules are posted and usually enforced with consistency	Take note if classroom rules are posted and being enforced with consistency
Discipline in the classroom	Observe maintaining classroom order and discipline	Take note if classroom order and discipline is being maintained
Classroom atmosphere	Observe classroom atmosphere if it is conducive to learning (clean orderly, properly structured, good seating arrangements)	Take note if classroom atmosphere is conducive to learning
Time management	Observe teachers if they come to class on time	Take note if teachers come to class on time

Methods of discipline	Observe teaching methods that are being used (classroom control, use of teaching aids, etc)	Take note if teaching methods are being used.
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