
**EXPLORING THE INFLUENCE OF EFFECTIVE DISCIPLINARY
STRATEGIES ON ENGLISH FAL EDUCATORS' SELF-EFFICACY**

by

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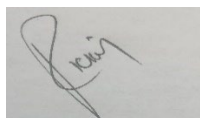
November 2023

DECLARATION

I declare that this dissertation, **EXPLORING THE INFLUENCE OF EFFECTIVE DISCIPLINARY STRATEGIES ON ENGLISH FAL EDUCATOR'S SELF-EFFICACY**, hereby submitted for the qualification of Masters in Language Education (M. Ed.) at the University of the Free State, is my own independent work and that I have not previously submitted the same work for a qualification at/in another university/faculty.

I hereby cede copyright of this Dissertation to the University of Free State.

Signature:

A small, square image showing a handwritten signature in black ink on a light-colored background. The signature is stylized and appears to be 'Ricardo Emmanuel Parau'.

Name: RICARDO EMMANUEL PARAU

Date: NOVEMBER 2023

DEDICATION

I dedicate this dissertation to my parents, siblings, aunt, uncle, cousins and friends.

Especially to my father, Paul Miguel De Gouveia, mother Rozira Minaj Parau, late grandfathers, Emmanuel Sardinha Parau and Steven De Gouveia. My grandmothers, Mae Virginia Parau and Maria De Gouveia. My siblings, Jonathan De Gouveia, Romano Parau, Emma De Gouveia and Izabella Tatiana Parau. My Aunt Bernie Parau, my uncle Manny Parau, and special cousins, Elektra Theodorellis and Laurinda Pestana. My friends, Taylon Colbert, Sharmani McKay, Jabulani Ramphoma, Monique Jansen, Jacky Jacobs, Karabo Masemola, Elmarie Bergman and my partner Estley Botha.

For their unwavering love and loyalty to me over this journey.

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In this study, I explored the influence of effective disciplinary strategies on the self-efficacy of English FAL educators, and further aimed at supporting educators on how to utilise effective disciplinary strategies that might enhance an educator's self-efficacy. In this study, a literature search explored types of disciplinary challenges educators faced in the FET EFAL classroom. The literature survey also comprised literature that investigated how disciplinary challenges affected educator self-efficacy. Furthermore, it examined effective disciplinary strategies that might enhance educator self-efficacy in the FET EFAL classroom.

The study aimed to best explain the phenomenon under investigation, namely exploring the influence of classroom discipline and to suggest effective disciplinary strategies that would contribute to enhanced educator self-efficacy in the FET EFAL classroom. The specific theoretical frameworks that were applied in this study were those utilising Skinner's Behaviourism and Bandura's Self-efficacy. The study employed a qualitative approach, with focus placed on the interpretivist paradigm.

Individual, semi-structured interviews, observation, and open-ended questionnaires were employed to collect data from participants. There were 12 participants in total, who all taught EFAL, in four schools within the Motheo District in Bloemfontein. I used Thematic Analysis through identifying codes and deriving themes from the data. The use of Atlas.ti was employed to ensure reliability.

Key findings of the study offered a valuable understanding of the types of behavioural issues found in the FET EFAL classroom and of the influence of disruptive behaviours and challenging classroom environments on the emotional well-being and professional commitment of educators, thereby impacting on their self-efficacy. The study further highlighted the need for establishing discipline through the consistent enforcement of rules and regulations, as well as implementing seating arrangements that discourage disruptive conduct and promote a respectful relationship between educators and learners within the FET EFAL classroom.

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LIST OF ABBREVIATIONS/ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CoPE	Committee on Publication Ethics
DBE	Department of Basic Education
DoE	Department of Education
EFAL	English First Additional Language
EHL	English Home Language
FET	Further Education and Training
TA	Thematic Analysis
VoIP	Voice over Internet Protocol

Chapter 1: Introduction and Background

1.1 Introduction

One of the pillars of effective teaching and learning is pupil discipline. Schools will not deliver the best education if learners are not disciplined. As a result, it is critical that proper disciplinary methods and processes should be implemented in every institution. Bay (2020) asserted that a teacher's belief in self-efficacy is established on the educator's existing capabilities, which are being effectively utilised in the learning procedure of the learners, accompanied by their confidence about the sufficiency of these capacities. Educator self-efficacy is a measure of an individual's self-efficacy in the context of teaching, and the term 'self-efficacy' was coined by Albert Bandura, a psychologist (1977). Bandura (2001) later expanded on self-efficacy by merging human agency and self-efficacy. Human agency is the concept that an individual possesses the capacity to act in any given context. Thus, self-efficacy can be defined as an educator's assumption that he or she possesses the capacity and agency to influence pupil outcomes (Kelm & McIntosh, 2012).

Henson (2001) states that an educator's self-efficacy belief levels influence their teaching efforts and accomplishment of educational objectives. Disciplinary issues could have implications not only for an educator's self-efficacy in delivering the content, but might also automatically place the learners at a disadvantage. Research conducted by Piwowar, Thiel and Ophardt (2013) agreed with Henson (2001), and concluded that an educator's competencies had a significant effect on classroom discipline. Language learning is a lengthy, difficult process that demands committed effort (Hiver, Al-Hoorie & Mercer, 2020). According to the CAPS document, 'Home Language' was defined as "the language first acquired by learners while First Additional language is the language learnt in addition to one's Home Language" (DoE, 2012:8). The first additional language level in the CAPS document further stipulated that "by the time learners enter Grade 10, [they] should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage" (DoE, 2012:8). Further research conducted by Ahmed, Ambreen and Hussain (2020)

stated that misbehaviour is an activity that affected the overall classroom environment. This, in turn, could have implications not only for the individual educator, who is expected to perform their duty of selecting an appropriate teaching method for the specific lesson, but could also affect the overall classroom climate, which could be detrimental for effective learning to take place. A further implication could find the educator being unable to complete aspects of the syllabus because time will have to be spent on correcting the negative behaviour, instead of the content being taught. This contributes negatively to the classroom climate. Aptly so, Ahmed et al. (2020) emphasised that misbehaviour among school learners in classrooms is a factor that leads to an adverse teaching learning climate.

According to Bay (2020), educators who used effective disciplinary strategies in the classroom have been perceived to increase the self-esteem and achievement levels of learners present in the class, and to effortlessly resolve problems pertaining to discipline. A study conducted by Stevens (2018) explored the characteristics of an “excellent” educator. It was discovered that the educator’s classroom management style, personal characteristics, and interaction with their learners all had a significant influence on the learners’ achievement. The categories of pupil misbehaviour and how it might be addressed in an English additional language classroom may differ from other subjects in education, and required further investigation. It is important to investigate and identify the ways in which additional language classroom discipline varies from other subject areas (Debreli & Ishanova, 2019). Another possible reason for pupil misbehaviour in the EFAL class, in comparison with the EHL class, could be that learners are not necessarily proficient in the additional language, as acknowledged by the DBE in the CAPS document (DoE, 2012), which made learners feel anxious and which in turn led to behavioural problems. Anxiety in an additional language classroom results from a multitude of factors, Zheng and Cheng (2018) argued that the potential causes of anxiety contributing to types of ill behaviour included the levels of difficulty in some additional language classes, learners’ individual perceptions of their own language aptitude, certain personality factors (e.g. perfectionist tendencies or phobia of public speaking), and stressful classroom experiences.

Educator self-efficacy beliefs, discipline in learning, and studying English as a Foreign Language (EFL) are interconnected ideas in educational literature. Educator self-efficacy, a socio-affective concept coined by Bandura, is about educators' beliefs in their ability to achieve a certain level of performance. Strong self-efficacy impacts educators' instructional methods,

learners' drive, and academic success. The study also affects educators' fatigue, psychological well-being, and job satisfaction (Alibakhshi, Nikdel & Labbafi, 2020). In English language teaching, educators with strong self-efficacy are more adept at handling the difficulties associated with teaching English as a foreign language. They are more adept at taking risks and setting higher requirements in their classes, leading to improved learner accomplishment (Alibakhshi, Nikdel & Labbafi, 2020). Factors influence the learning discipline, especially in the realm of English language acquisition. The development of language skills can be influenced by factors such as the type and frequency of contacts, as well as the specific communication abilities of individuals involved (Washington-Nortey, Zhang, Xu, Brown Ruiz, Chen & Spence, 2022). The correlation between educator self-efficacy and learner behaviour in the classroom is substantial. Educators with strong self-efficacy can have a beneficial impact on learner behaviour, resulting in enhanced academic achievement. There is an interrelationship between educator self-efficacy views, learning discipline, and the learning of English. Increased educator self-efficacy can result in more effective teaching methods, enhanced behaviour among learners, and ultimately, improved learning results.

Thus, disciplinary difficulties in language classes are a major concern on a worldwide scale. The UNESCO Global Education Monitoring Report 2020 emphasises the significance of inclusion in education and recognises the difficulties in guaranteeing access for all, which is the basis of inclusion. UNESCO (2020) Disciplinary problems can hinder the implementation of this inclusive approach. Disciplinary issues can impact both the learning environment and the teacher's confidence in presenting information. This holds especially true in the realm of language acquisition, as it is a prolonged and rigorous undertaking that necessitates dedicated perseverance. Regarding the African continent, the situation is comparable. Learner discipline is a fundamental aspect of effective teaching and learning in South Africa, as stated by Bay (2020). Without disciplined pupils, schools cannot offer optimal education. Segalo (2021) conducted a study on the classroom behavioural issues of learners from the viewpoint of resilient teachers. Resilient instructors prioritise the well-being of students over behavioural issues, according to Segalo (2021). Language challenges in South African classrooms can impede learning and impact students' academic achievement (Segalo, 2021). One important problem is the discrepancy between the language of instruction and the learners' mother tongue. Focusing specifically on South Africa, disciplinary issues in language classes are made more complex by the country's linguistic variety. South Africa is a diverse nation with a variety of cultures and languages, boasting 11 official languages. The classroom reflects variety with

learners from various backgrounds and mother-tongues coming together to learn (Segalo, 2021). Regrettably, this diversity can lead to language obstacles that impede learning and impact kids' academic achievement. One major problem is that the language used for teaching is frequently not the native language of the students. Several schools utilise English as the medium of instruction, posing a challenge for students whose native language is not English. This can result in challenges comprehending the lessons, which may ultimately result in subpar academic performance (Segalo, 2021). Another obstacle is the lack of fluency in several languages among teachers when compared to the languages spoken by their students. This can hinder teachers' ability to effectively interact with pupils, potentially resulting in misunderstandings and misinterpretations (Segalo, 2021).

However, the abovementioned studies do not accurately demonstrate what practical disciplinary strategies should be implemented, and the effect that these strategies might have on an educator's self-efficacy in the FET EFAL classroom, which this study will endeavour to research. An educator's skills in maintaining discipline are thus crucial in influencing an educator's sense of self-efficacy, whether positively or negatively. The studies mentioned above focus more on the misbehaviour of learners and vaguely mention utilising effective practical disciplinary techniques, and failing to establish the influence of discipline on an educator's self-efficacy beliefs. This study will therefore explore effective disciplinary strategies to combat disciplinary challenges in the EFAL classroom, which in turn may affect an educator's self-efficacy and contribute to effective teaching and learning. The focus is placed on EFAL educators in the FET phase for Grades 10-12. The study will focus on EFAL educators in the Motheo District in Bloemfontein.

1.2 Problem Statement

Existing literature has extensively explored the interaction between an educator's disciplinary strategies and their self-efficacy in the FET FAL classroom. For instance, Burden (2020) posited that successful discipline management involves reinforcing appropriate conduct and using instances of inappropriate activity to elicit conduct that is more suitable. Bay (2020) further found that educators who employ effective disciplinary strategies in the classroom are perceived to enhance the self-esteem and achievement levels of learners, and to resolve discipline-related problems effortlessly.

However, Kaspul, Faruq, and Urip (2020) highlighted that many learners, particularly those from poor socioeconomic backgrounds, face familial difficulties and other stressful conditions,

such as a restricted vocabulary and a lack of self-confidence, which impede their performance in the first additional language class. Boakye and Ampiah (2017), who concluded that learners are disadvantaged due to their poor grasp of English as an additional language and their lack of anticipated fundamental knowledge, corroborate this finding.

Despite these insights, there is a gap in understanding how educators' discernment in implementing appropriate disciplinary measures impacts the overall teaching and learning process in the EFAL classroom. In particular, the implications of educators' lack of discernment, which can result in learners failing to meet the expected educational objectives or even failing the subject, are not well understood. Furthermore, the influence of disciplinary issues, such as excessive talking and rude remarks towards peers and educators, on the academic environment and classroom learning, as confirmed by Mahvar, Farahani, and Aryankhesal (2018), needs further exploration.

This study aims to fill these gaps by exploring how EFAL educators can identify and assess which disciplinary strategies would be most appropriate for maintaining discipline in the class. The study will also investigate how these strategies impact an educator's self-efficacy, either positively or negatively. By doing so, this study will contribute to a better understanding of how effective disciplinary strategies can lead to a more ordered first additional language classroom for effective teaching and learning. This, in turn, will help educators gain a higher sense of self-efficacy.

1.3 Literature Review

The literature review conducted for this study will be able to explore research questions with a strength that no other study has, by combining results and viewpoints from numerous empirical studies. Past relevant literature should be considered for all research fields and initiatives, as they are essential. By studying relevant literature, we may gain a better understanding of the breadth and depth of the current body of work, as well as identify gaps that need to be addressed (Xiao & Watson, 2019). The question that arose was: How can an educator assess which disciplinary strategies will be most effective to implement to maintain discipline in the FET EFAL classroom for effective teaching and learning to take place, as well as enhancing an educator's sense of self-efficacy.

The literature assessed for this review was divided into four sections. As this study mainly focuses on the influence of discipline and its effect on an FET EFAL educator's self-efficacy,

the first section explores the types of disciplinary challenges that educators faced in the FET EFAL classroom. The second category comprised literature that has investigated how disciplinary challenges affected educator self-efficacy. The last category investigated how effective disciplinary strategies might enhance educator self-efficacy in the FET EFAL classroom. Ultimately, the unique contribution that this investigation has will be discussed.

1.4 Theoretical Framework

The specific theoretical framework used for the study was a combination of Skinner's broad concept of behaviourism, whereby learners learn through reinforcement with an emphasis placed on operant conditioning (teaching a behaviour through means of repetition and reinforcement), and Bandura's social cognitive theory for self-efficacy. The social learning theory of behaviour describes 'behaviour' as being a result of the interplay of environmental, behavioural, and cognitive factors (Bandura, 1977). Behaviourism is largely reliant on the acquisition of new behaviours and the maintenance of current behaviours, based on either the positive or the negative consequences of each act (Skinner, 1958). Consequences are intrinsically a social learning technique, since they are established and enforced by the environment and those who managed it. As a result of this overlap, present school and classroom discipline techniques may be traced back to social learning theory and behaviourism.

Between the behaviourist drive and the operant methods, there are significant parallels and distinctions. The principle of reinforcement is important in both cases for forming habits or repeating behaviours (Al-Shammari, Faulkner & Forlin, 2019). Both concepts have driven extensive study programmes that have consistently emphasised an essential fact: behaviour may be placed under the control of external stimuli under specific circumstances and with relatively few exceptions. Bandura has contended that efficient, reinforcement procuring activity is accompanied with an internal sensation of effectiveness (Al-Shammari et al., 2019). This sense of self-efficacy then develops its own reinforcing qualities. Thus, self-efficacy, or the conviction that one's actions could consistently alter outcomes, became a cornerstone of Bandura's social cognitive theory of motivation (Bandura, Barbaranelli, Caprara & Pastorelli, 1996). Bandura's social cognitive theory of behaviour is centred on expectations, in other words, the extent to which an individual feels that he or she could obtain or acquire a desired outcome in a scenario. Diversity and culture, methodologies, and long-term impacts of interventions are all significant concerns confronting the theory (Schunk & DiBenedetto, 2020). Personal or internal factors that lead to outcomes such as decision, effort, consistency,

accomplishment, and environmental regulation could be seen as examples of motivational processes.

Taking that one step further in accordance with the present study's theoretical framework, if learners portray similar misbehaviours, then their gender, age, ethnicity, and socioeconomic status should have no connection to the disciplinary outcomes in the EFAL classroom. The research questions in this study were designed to identify types of disciplinary challenges that educators faced and their effects on an educator's self-efficacy. In other words, looking through the lens of Bandura's social learning theory for self-efficacy and Skinner's operant conditioning (behaviourism), the findings of this study may help FET EFAL educators to examine learners' ill behaviour, understand relevant patterns, find appropriate disciplinary strategies, and contribute to a higher educator's self-efficacy.

1.5 Research Question

1.5.1 Main research question

MQ: How does effective classroom discipline influence educator self-efficacy in the FET EFAL classroom?

1.5.2 Secondary research questions

SQ1: What are the types of disciplinary challenges faced in the FET EFAL classroom?

SQ2: How do disciplinary challenges affect educator self-efficacy?

SQ3: Which effective disciplinary strategies may enhance educator self-efficacy in the FET EFAL classroom?

1.6 Research Aim and Objectives

1.6.1 Research aim

The aim of this study is to explore the influence of classroom discipline (and its specific challenges) and to suggest effective disciplinary strategies that would contribute to enhanced educator self-efficacy in the FET EFAL classroom.

1.6.2 Research objectives

To achieve the research aim, the study will focus on the following objectives:

- To identify and explore the types of discipline challenges faced in the FET EFAL classroom;
- To examine how disciplinary challenges affect educator self-efficacy; and
- To analyse which effective disciplinary strategies may enhance educator self-efficacy in the FET EFAL classroom.

1.7 Research Methodology

1.7.1 Research approach

Qualitative research is focused on making meaning of experienced, observed events in a given setting with precisely selected participants, rather than on attempting to generalise from a sample to the population (Johnson, Adkins & Chauvin, 2020). Qualitative researchers acknowledge that certain participants are more likely to be “rich” in data or insight than others are, and are thus more pertinent and valuable for reaching a study objective and solving the topic in hand. A qualitative research approach makes it feasible to analyse the data and interpret the viewpoints of the participants, which would aid the me in focusing and recognising how each response contributes to the related topic.

1.7.2 Research design: Case Study

A case study approach was utilised to endeavour to seek answers to the research questions. In a case study, the researcher explores a solitary entity or phenomenon (‘the case’), confined to a specific period of time and activity (e.g. a programme, event, organisation or societal group),

and accumulates thorough evidence through a variation of data gathering procedures, spanning over a sustained period of time (Ebneyamini & Sadeghi-Moghadam, 2018). The case study derived constitutes a descriptive record of an individual's experiences and/or behaviours that is formulated by an outside observer.

Tomaszewski, Zarestky and Gonzalez (2020) asserted that the case study method is particularly beneficial for studying educational interventions, since it offers a comprehensive picture of all linked aspects. Case study methodology is thus utilised for a careful examination of data within a specific context. As research subjects, case study methods often utilise a small geographical region or a small number of persons. Case studies investigate contemporary, real-world phenomena through the in-depth contextual research of a small number of occurrences or situations and their interrelationships (Ebneyamini & Sadeghi-Moghadam, 2018).

1.7.3 Research Paradigm: Interpretivism

Kaushik and Walsh (2019) describe a 'paradigm' as comprising the principles, knowledge, and ideals of a specific community. In addition, Kaushik and Walsh (2019:1) further refer to a paradigm as comprising "the core ideas that guide research efforts and describe the ethics of researchers". In this investigation, an interpretative paradigm was utilised. Radic, Law, Lack, Kang, Ariza-Montes, Arjona-Fuentes and Han (2020:5) contend that "in the interpretivist paradigm, communications and interpersonal relationships between people are filled with numerous interpretations and individual replies; consequently, interpretivist-qualitative lenses surpass a profound understanding of the connection between implication and action".

Instead of attempting to generalise the base of understanding for an entire population, interpretivism enables researchers to gain a deeper comprehension of the phenomenon of interest and its intricacy in its unique context by leveraging the key method of interactive interview, which "allows researcher to investigate and prompt things that we cannot observe, researchers can probe an interviewee's thinking patterns, morals, prejudices, insights, feelings, and perspectives" (Pham, 2018). Consequently, the significant data gathered will supply researchers with enhanced insights for future action. When conducting qualitative analyses, a theoretical framework is beneficial. These frameworks represent concepts and relationships in a specific phenomenon, effectively serving as a road map for qualitative investigation of those concepts and interactions (Miles, Huberman & Saldana, 2020). It is possible that such frameworks were developed inductively from earlier research, or that they were based on existing theories or literature (Miles et al., 2020).

The selection of the interpretive paradigm for this study was based on its intrinsic appropriateness for examining intricate, multiple phenomena that need a profound comprehension of human behaviour, perceptions, and experiences. By embracing an interpretive framework, we recognised the intrinsic subjectivity of the study's context and realise that meaning is generated and influenced by the participants within their own social and cultural environments.

1.7.4 Research Sampling and Participants

Mweshi and Sakyi (2020:1) have defined sampling as the “process by which a researcher selects, using probabilistic and non-probabilistic techniques, a subset of a wider population of interest for in-depth examination. Sampling strategies should, whenever feasible, identify inclusion and exclusion criteria to set boundaries on what item is selected and what is not selected from a given population of study”. Purposive sampling is “the process of selecting samples from a population depending on certain criteria” (Nasution, 2020:3).

The sample used for this study was comprised of twelve (12) key informants who were secondary English first additional language educators in the Motheo district. The inclusion criteria for participants were: (1) the participants were secondary school educators; (2) the participants had experience in teaching for more than one year; and (3) the participants had taught a first additional language at that school ranging from Grades 10 to 12. Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood (2015) have noted the importance of the availability and willingness of respondents to participate, and their ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

1.8 Data Collection

1.8.1 Semi-structured interviews

The research included semi-structured, one-on-one interviews that were both audio-recorded and then transcribed. The chosen data gathering strategy involved the utilisation of key questions posed during in-depth interviews to obtain main data outcomes. Interviews thoroughly examine the distinctive characteristics of the case in great depth. The utilisation of face-to-face interviewing and in-person interviews comprise conventional approaches for data collection in qualitative research (Creswell, 2013). The utilisation of subjective viewpoints and

the collection of thorough reports of individuals' experiences are facilitated by their usefulness, as highlighted by Evans and Lewis (2018). The methodology employed consisted of utilising open-ended questions as a means to elicit narrative accounts from the participants.

1.8.2 Observation

Independent observations are particularly valuable in providing an understanding of a specific context and actual behaviours, in contrast to self-reported behaviours or perspectives (Busetto, Wick & Gumbinger, 2020). During the process of observation, the individual tasked with observing meticulously records detailed notes pertaining to all aspects of the surrounding environment, including predetermined elements of interest. The collection of written notes made during or after participant observations may vary, depending on factors such as practicality and acceptance. For instance, the practicality of collecting written notes during participant observations is frequently lower, compared with other methods. Additionally, the timing of note collection may be influenced by the perception that the observer is making judgements of the observed individuals. The field notes are subsequently transformed into observation protocols. Observation is a method of gathering data that entails the act of observing and perceiving. The present observation pertains to the educational process within the classroom setting, as well as the physical resources and infrastructure found within educational institutions (Puspitarini & Hanif, 2019). Owing to time constraints, I conducted an observation of one teaching period for six out of the twelve participants' courses.

1.8.3 Open-ended questionnaires (surveys)

A questionnaire is a written data-gathering instrument that is completed by a participant. Questionnaires, when properly structured, have the potential to yield data of high quality that is useful for research purposes. They also have the advantages of achieving high response rates and of allowing respondents to remain anonymous, which in turn promote responses that are more honest and candid, as compared with other data collection methods such as interviews. This can assist in mitigating the possibility that biases might arise (Alam, 2021). Chintakrindi, Jordan, Littlepage, Wooley, Pinedo, Duran and Olivant (2022) assert that open-ended replies enable quotations to highlight major themes, gaps in knowledge, and dispersed facts about particular experiences. In addition, a qualitative analysis of coded themes enables researchers to find patterns and themes through the coding, classification, categorisation, and word

frequency counts of the rich, unstructured data contained in open-ended replies (Chintakrindi et al., 2022). Thus, an open-ended questionnaire was useful as a qualitative research tool to use, as it was not restricted to a specific set of responses. Open-ended questions permit participants to answer in their own words, providing rich and comprehensive data about their experiences, opinions, beliefs, and attitudes.

1.9 Data Analysis

Interpretive thematic analysis was utilised in this study. It was used to analyse the transcripts prepared from the semi-structured interviews and open-ended questionnaires. In addition, the thematic analysis approach was used for the observation document recorded from the actual class visits. Furthermore, Atlas.ti was employed to ensure the validity of the codes and themes established.

This study employed an inductive approach. The researcher strives to formulate definitions from a specific criterion that is derived from the theoretical background and research question, which determines which portions of the text material will be acknowledged during the analysis. Following this principle, the data at hand are analysed by reducing and summarising crucial information, thus increasingly giving rise to the establishment of categories in the study. This type of analysis was relevant to the current study for obtaining new insights regarding the effective disciplinary strategies that would contribute to an enhanced educator's self-efficacy in the FET EFAL classroom in order to reach a conclusion. In addition, interpretive thematic analysis was employed when analysing the data derived from the semi-structured interview transcripts, observation tool, and open-ended questionnaire. Braun, Clarke and Hayfield (2022) assert that interpretative thematic analysis will finalise themes, depending on the meaning and interpretation of the information. On the other hand, to explore and derive patterns or themes, the following six phases of the analysing process were used: Familiarisation – reading and reviewing the data; Coding – recognising patterns or codes while reading; Initial theme – the development of themes and the clustering of codes; Reviewing theme – re-reading the preceding step's themes for greater generalisation; Defining theme – themes are being finalised; and Reporting – writing the final report (Campbell, Orr, Durepos, Nguyen, Li, Whitmore, Gehrke, Graham & Jack, 2021).

1.10 Value of Proposed Research

The findings and recommendations from this study would boost the self-efficacy of a novice, as well as of an experienced educator. In addition, classroom discipline competence levels would be enhanced by identifying and assessing which disciplinary strategies would be most appropriate for implementing to maintain discipline in the FET EFAL class. As a result, educators would possess the mandatory knowledge and skills needed to strengthen one's present and future teaching practice in general. The study would further assist in empowering educators to overcome hurdles, such as maintaining general discipline and managing the physical arrangement of furniture within a classroom, by providing practical strategies to regulate each in order to contribute to the overall classroom climate of the teaching and learning process.

1.11 Ethical considerations

Ethical steps were essential when conducting research especially throughout the phases of collecting data, during the organisation of the study as well as after the study had been completed. Ethical clearance was vital and was applied for in advance from the University of the Free State and Free State Department of Education before the actual collection of data could materialise. Morrow, Boddy and Lamb (2014) commented that many objections focus on fundamental research ethical issues, such as the dangers to informed consent, confidentiality, and anonymity when data is preserved and/or disseminated. To address these reservations, the names of the participants (educators) will not be recorded anywhere in the study. The names of the participants was kept confidential and this implied the anonymity of their participation. Code numbers was utilised to refer to the participants in the study. Privacy would be protected and educators may decline to participate, or choose to withdraw at any stage of the process.

Following strong ethical processes after data collection is recommended for each research effort (Andersen & Corneli, 2018). Participants' names and surnames would not be stipulated anywhere and their data was to be coded for inventory purposes. It was mandatory to mention that only the transcriber (the researcher) and supervisor would have access to the data. It is

apparent that research ethics denote the moral beliefs guiding research. Confidentiality would be upheld by signing a confidentiality agreement. The dissertation will be reviewed by several scholars in order to ensure that sound research principles have been upheld. Ethical considerations are thoroughly discussed in Chapter 3.

1.12 Division of Chapters

Chapter 1: Introduction and background

This introductory chapter concentrates on the study's background and the problem statement, accompanied by the main and secondary research questions.

Chapter 2: Literature review

Chapter 2 contains the specific theoretical framework that the study will be employing, accompanied by an in-depth literature review.

Chapter 3: Research methodology

In Chapter 3, the specific research questions are once again discussed. The paradigm, research approach, sampling, data collection strategy, and methodologies for data analysis are explained in detail.

Chapter 4: Results and interpretation of research

In Chapter 4, the results obtained from the study are analysed and discussed. All the results are accompanied by explanations and tables where applicable.

Chapter 5: Conclusion

In Chapter 5, the findings and recommendations are discussed. A final summary of the study is then provided, accompanied by finalised conclusions.

1.13 Chapter summary

This chapter has focused on the background of the study and has discussed the problem statement. A brief literature overview was incorporated in to the discussion, including as pertains to the specific theoretical frameworks applicable to the study. The research questions, including the aims and objectives, were also presented. The research methodology was explored, specifically placing focus on the qualitative approach, as well as its specific design (case study) and paradigm (interpretivism). Furthermore, the selection of research participants, data collection and data analysis were briefly explained. Lastly, the value of this research study, ethical considerations, and a chapter outline were presented. In the next chapter, a detailed literature review will be presented, with reference to the specific theoretical framework. The gaps in research identified by this review will also be discussed.

2.1 Introduction

Valente, Monteiro and Lourenço (2019) note that classroom discipline is one of the core issues plaguing the educational systems of many nations. This illustrates one of the greatest challenges that educators confront. Thus, an educator's classroom management abilities are regarded as being among the most critical attributes that educators should have to produce a successful education and training environment. Typically, the word 'discipline' refers to the procedures and regulations detailing the expected behaviour of learners, as well as the educator's attempts to assure compliance. It encompasses both planned attempts to prevent inappropriate behaviour and the educator's response to it (Tshibangu & Mulei, 2018). Classroom discipline includes the arrangement of the materials, setting the class rules, assuring pupil involvement, respecting the regulations, and arranging educational activities (Bozkuş, 2021).

Classroom discipline further entails critical considerations, such as where and with whom learners sit, how to schedule classes, how to arrange resources, and how to guarantee that each pupil participates. Effective classroom management allows all learners in the classroom to benefit from the educational environment at the maximum level, promotes class engagement, and eliminates possible problematic behaviours (Bozkuş, 2021). Given the critical goals that are reliant on classroom discipline, such as providing a suitable learning environment and supporting pupil involvement and motivation, it is a vital skill for educators to develop (Girardet, 2018).

English has been the international language for decades. It is difficult to discover a nation where knowing English is not a norm. As a worldwide language, English offers several advantages to its speakers. For nations that do not speak English, English becomes an additional language and a foreign language that needs greater work to master (Bugis, Tuharea & Akhmad, 2021). Educators often encounter various challenges that impede the delivery of lessons on English, including but not limited to, classroom discipline, addressing individual differences and mixed-

ability classes, organising class work, managing relationships with parents, inadequate teaching materials, overcrowded classrooms, seating arrangements, noise levels, and facilitating participation in social and cultural activities (Macías, 2018).

Discipline is one of the several significant concepts of classroom management. It is considered synonymous with classroom management. Adapting to a changing classroom environment necessitates a more effective management technique, which leads to improved classroom discipline. In the past, discipline meant punishing learners, but today it means teaching them self-control. Most educators concur that discipline is the one factor that determines whether a teacher succeeds or fails. Hence, it can be stated that the primary objective of discipline is to facilitate a learning-friendly atmosphere. The engagement by learners in class and their ability to learn are bolstered by this warm and encouraging atmosphere. In contrast, poorly managed classrooms have a detrimental impact on pupil involvement, learning, and achievement (Abdullah, 2020). Effective discipline management is a crucial component of an educator's role, encompassing the oversight and management of learning activities, social contact, and pupil conduct. It is widely recognised as a fundamental factor in promoting academic accomplishment and facilitating learning for learners (Soner, 2021). Without competent discipline management, it is doubtful that the appropriate level of behaviour in the English First Additional classroom would be achieved.

EFAL classrooms possess distinctive features that set them apart from other classrooms. These classrooms necessitate particular teaching methods to efficiently support language acquisition (Kimathi & Bertram, 2020). The development of language skills can be influenced by the type and frequency of interactions, as well as the specific communication abilities of individuals involved (Washington-Nortey, Zhang, Xu, Brown Ruiz, Chen & Spence, 2022). EFAL classrooms frequently encounter issues such as overcrowding, insufficient training in reading skills, and diminishing enthusiasm among educators and learners (Fesi & Mncube, 2021). Comprehending educators' self-efficacy attitudes on classroom discipline is vital as it impacts the learning atmosphere and learner achievements. Educators with strong self-efficacy are more likely to establish classroom settings that support the success of learners with diverse abilities and learning preferences (Sharma & George, 2023). They are more inclined to apply efficient disciplinary techniques (Deppeler, 2020), resulting in enhanced academic performance.

The question that arises is: How can an educator assess which disciplinary strategies would be the most effective to implement in order to maintain discipline in the classroom for effective teaching and learning to take place, as well as for enhancing an educator’s sense of self-efficacy. The literature deliberated for this review can be divided into three sections. As this study mainly focuses on the influence of discipline and its effect on an educator’s self-efficacy, the first section will look at the types of disciplinary challenges that educators face in the FET EFAL classroom. The second category comprises literature that investigates how disciplinary challenges can affect educator self-efficacy. The third category will elaborate on which effective disciplinary strategies may enhance educator self-efficacy in the FET EFAL classroom.

Figure 2.1 below provides an overview of the literature.

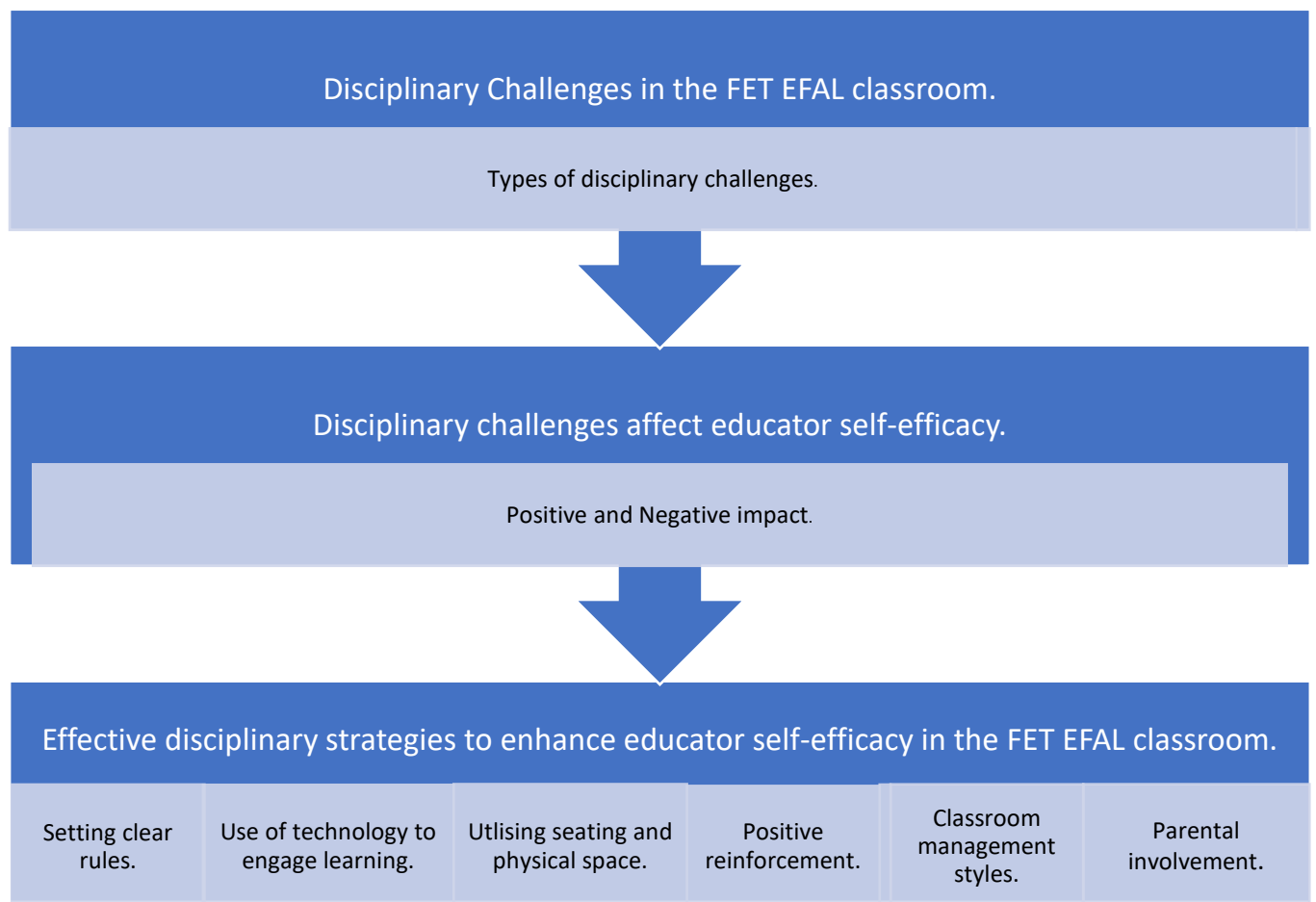


Figure 2.1: Overview of the literature

2.2 Types of Disciplinary Challenges Educators Face in the FET EFAL Classroom

2.2.1 The concept of discipline

The English word ‘discipline’ originates from the Latin word ‘disciplina’, meaning “instruction given, teaching, learning, knowledge” and from the Latin word ‘discipulus’, meaning “pupil” (Online Etymology Dictionary, 2020, p. 1). Although its meaning differs based on the situation, discipline is frequently defined theoretically as “the practice of making people obey rules or standards of behaviour and punishing them when they do not” (Collins Dictionary, 2020, p. 1). This viewpoint of discipline has origins in the theories of Skinner’s behaviourism, that is, of operant conditioning, which is based on the notion that behaviour can be altered through reinforcement and punishment.

2.2.2 Types of disciplinary challenges in the FET EFAL classroom

The misbehaviour of learners disturbs a lesson and frequently causes anxiety to both learners and educators. Learners are frequently hindered by a lack of willingness to learn, which inevitably leads to behavioural issues that hinder the learning process of the English additional language lessons (Thilagaratnam & Yamat, 2021). Obadire and Sinthumule (2021) described and listed the various types of ill-behaviour that hinder school activities: learners playing truant from lessons (hereafter referred as ‘bunking’), learners attempting to make rude remarks, talking while the educator is teaching, bullying, and physical fighting. These are but a few of the many disciplinary challenges educators are faced with in the English First Additional classroom. A study conducted by Rizwan (2020) identified a variety of disciplinary issues that secondary school educators must manage, although the following are those most frequently highlighted by educators in the English Additional Language classroom: these include disobedience to authority, disturbance by unauthorised use of phones, learners bunking classes, use of inappropriate/vulgar language, and bullying of learners in classes and on school premises (Rizwan, 2020). This also highlights the objective of the study, which centres on identifying and exploring the types of disciplinary challenges faced in the FET EFAL classroom in order to answer the research question.

2.2.2.1 Learners bunking lessons

The recognition that pupil attendance is an essential indicator of educational performance has prompted a corpus of study analysing the extent to which schools might influence this result (Clark-Gareca, Short, Lukes & Sharp-Ross, 2020). Some educators continue to complain about the classes they teach. Often, the issue is related to pupil conduct and discipline. Those learners are deprived of learning. They are deliberately absent (bunking) or are not punctual to class (Rahmanova, 2021). Ranjit (2022) asserts that educators spend more than fifty percent of class time on taking note of learners' attendance, keeping order and maintaining discipline, which consumes the majority of their time, leaving little time for actual teaching in the English First Additional classroom. Furthermore, Alharbi and Saaty (2022) point out that learners in the twelfth grade were found to be the most unmotivated learners in secondary school; this data indicates that learners lose motivation as they go through their academic careers and stop attending class.

A study conducted by El Ouidani and El Baghdadi (2021) proposes that absenteeism is a significant issue, not only for Moroccan English First Language high school teachers, but also for all Moroccan learners, in general. Learners may be prevented from attending particular sessions owing to major health or family issues. Others, on the other hand, miss class because they either undervalue the English subject in terms of its relevance, have a problem with the English educator, or have a low proficiency in the English language (El Ouidani & El Baghdadi, 2021).

Bekteshi (2020) examined the replies to the first survey questions on the primary causes that led to EFL pupil absenteeism, and we can see that those causes are dispersed. Nevertheless, the issue regarding teaching materials, i.e. photocopied books, is discovered to be one of the leading reasons for class absences, followed by learners' perspectives towards learning the English language, i.e. their perceptions of its difficulty to learn. The educator's lack of English language teaching experience, discipline management, and learners' "friends" are not identified as secondary reasons and causes of EFL absenteeism, and its rise in public high schools throughout the world. If we examine the first statement, "I occasionally missed English language classes" and note that the replies are from learners who are expected to have a foundation in English, we might find that learners skipped classes even though understanding that they needed English language proficiency. "I skipped lessons because I wanted to feel cool

and because my buddies persuaded me to do so”. The association between these two variables reveals learners’ social behaviour and history, and should not be viewed as simply representing a failing in the duty of educators, but as a triangle or even as a four-factor combination of educational difficulties, comprising the educator, pupil, parent, and school (Bekteshi, 2020).

Allensworth, Balfanz, Rogers and Demarzi (2021) emphasise the point that the repercussions arising from skipping school are severe. This has severe implications for learners who miss more school attendance, which could result in attaining lower exam scores and being more likely to drop out of high school. Learners who are absent or who choose to deliberately bunk classes are also more likely to experience behavioural difficulties, such as social detachment and isolation (Allensworth et al., 2021). Pinter, Čisar, Balogh and Manojlović (2020) confirm that absenteeism is viewed as a sign of the likelihood that a pupil would drop out of school. Class attendance is usually regarded as being the most important measure of learners’ perseverance and achievement (Pinter et al., 2020).

From a critical standpoint and based on the above-mentioned studies, the bunking of language lessons or skipping classes without a valid excuse constitute a widespread problem in schools and can have severe effects for a pupil’s education and career chances. When learners miss language lessons, they may fall behind in their studies and miss out on valuable learning opportunities. This might result in difficulties comprehending succeeding lessons, in worse results, and sometimes even in the need to redo the grade. In addition, missing classes can have a detrimental effect on a pupil’s language abilities and general fluency. To achieve success in language studies, learners must attend class consistently and engage actively in the EFAL classroom.

2.2.2.2 Constant talking throughout a lesson

Aibinuomo and Kennedy (2021) comment on the fact that learners in the EFAL classroom often speak when the educator is addressing the class, or yell out frequently in class. The learners would also resist reasonable instructions from the educator when told to keep quiet. Research conducted by El Ouidani and El Baghdadi (2021) contends that educators of EFL at the secondary level in Morocco typically permit casual conversation in class, particularly during pair or group work activities. Nonetheless, the majority of EFL high school educators

in Morocco who were questioned stated that they cannot tolerate learners speaking while they are teaching or delivering instructions (El Ouidani & El Baghdadi, 2021). A study conducted by Muna (2019) raised the point that disruptive behaviour has significant, negative consequences for all educators and learners, whether disruptive learners (disruptors) or other learners. This conclusion is consistent with findings from prior research indicating that a disruptive classroom in the form of constant talking hinders the learning of other learners in the EFAL classroom. Furthermore, Ranjit (2022) has confirmed that the majority of educators who responded to a study conducted at a government school in Nepal concurred that class interruptions result in considerable time loss. According to the research, disturbances in EFL classrooms are caused by learners' excessive chattering, which causes immense disruption. As a result, it would become challenging to provide a pleasant learning atmosphere (Ranjit, 2022).

Moreover, Sudrajat (2021) has noted that educators struggle to maintain control over their learners who generate noise by talking excessively, especially when they are engaged in exercises or have completed them before the rest of the class has. A disciplined English language classroom is an optimal environment for educators to impart knowledge and meet the stipulated objectives of the lesson, since it is not the learners' home language (Sudrajat, 2021). Umar and Khair (2022) ascertained that certain learners in an Indonesian secondary EFAL class under study had poor fluency scores. That was not attributable to their shyness, but rather to their lack of an adequate vocabulary. These learners had a history of being chatty during these English lessons. Learners with a history of classroom disruption were unable to speak English fluently and, by implication, were unable to carry on a lengthy conversation with a classmate during the speaking tasks administered by the educator (Umar & Khair, 2022). When a pupil or group of learners engage in misbehaviour (by means of constant chattering), their active learning is not the only learning experience that is adversely impacted upon, the learning environment is also adversely affected. One scholar has suggested that talking is one of the disruptive actions that she considers to be more disturbing (Amalia, 2021). In summary, Benaissi (2021) believes that it is crucial to speak with disruptive learners at the end of class and to make immediate arrangements to address their inappropriate behaviour before it spirals out of control. Furthermore, it would be useful to inform learners of the impending repercussions of misconduct (Benaissi, 2021).

According to the reviewed research, one can deduce that disruptive conduct in EFAL (English as a Foreign or Additional Language) classes, particularly continual talking or chattering, is a

severe issue that severely influences the learning settings of both the disruptive learners and their peers. When learners are overly talkative, it is challenging for educators to maintain order and to cultivate an appropriate learning environment. In addition, misbehaving learners tend to have low fluency scores and difficulties with English-speaking assignments. It is highly recommended that immediate action should be taken in order to address disruptive behaviour and warn learners of the repercussions of misbehaviour.

2.2.2.3 Making rude remarks towards the educator and peers

It is believed that classroom discourse in EFAL classrooms provides a fruitful field for various interaction activities between educators and learners. Some of these language activities tend to take the shape of constructive criticism, while others are expressed through hostile speech (Boudjelal, 2022). In addition, this sort of speech includes the use of threats, shouting, yelling, vulgar language (i.e. swearing and screaming), criticism, and unwanted rude remarks. Considering the severity of its impact on the educator, it is associated with long-lasting consequences, such as stress, depression and other harm (Boudjelal, 2022). Moreover, El Ouidani and El Baghdadi (2021) believe that swearing, as well as speaking back to the educator, is comprised of planned, intentionally malicious conduct that occurs more frequently than impulsive behaviour. Learners who exhibit this conduct are aware of the repercussions, yet continue to do so to satisfy their attention-related desires (El Ouidani & El Baghdadi, 2021).

Saleem, Muhammad and Masood (2021) assert that certain learners exhibit power-seeking activities and strive to demonstrate their dominance in several ways. The numbers of argumentative, defiant, and disobedient learners are on the rise in schools. These learners fight with and confront the educator, thereby hindering the teaching and learning process. Hence, it is vital to manage their actions promptly and to provide them with leadership opportunities (Saleem et al., 2021). Ardin (2020) agrees with Saleem et al. (2021) that inappropriate conduct by learners that is deemed disrespectful and unfriendly disrupts the teaching and learning process. Nonetheless, it cannot be denied that the educator still wishes for the learners' behaviour to improve with time (Ardin, 2020).

Pokharel and Sharma (2021) point out that certain learners at secondary level are more disruptive and impolite than those in the lower grades are and that this is attributable to the

transformation that they were experiencing. This group of learners is difficult to teach. There are numerous learners with disruptive conduct in public schools, with the number increasing at the secondary school level. This is because they lack fundamental needs, and when learners lack basic needs, we cannot expect them to focus on their schoolwork (Pokharel & Sharma, 2021).

Aditama, Amelia and Pravitasari (2022) conducted a study in Pakistan, and confirm that educators, particularly those who teach English as a subject, are confronted with several challenges in classroom management, such as learners' disobedience to classroom rules, loudness, rudeness, poor behaviour, and lack of enthusiasm. Kanji, Nursalam, Nawir and Suardi (2019) warned that, if the matter was not handled soon, there would be grave repercussions resulting from character deviations. These instances could have ramifications for the educational system and a detrimental influence on the inputs, processes, and outputs of learning (Kanji et al., 2019).

The research cited in the paragraph sheds light on the disruptive conduct of learners in the classroom and the difficulties that educators encounter in handling such behaviour. While these studies provide vital insights into the issue, it is important to recognise their limits and the need for more study to be conducted in this area. Furthermore, the research to date lacks specific suggestions for addressing disruptive conduct, and it is unclear as to how successful any proposed solutions would be in practice. The evaluation of the effectiveness of treatments designed to manage disruptive behaviour and improve classroom dynamics requires further study to be done. In conclusion, the studies referred to above provide significant insights into the issue of disruptive classroom conduct, but further study is required to be conducted to completely comprehend the reasons for the making of rude remarks and the appropriate management measures required to be put in place.

2.2.2.4 Bullying

Bullying is a concern in the setting of English as a Foreign Language (EFL), since these classrooms should create areas for interaction and information sharing, while also encouraging active involvement and the use of the additional language for communication. Over the last several decades, a significant focus has been placed on bullying, since it has become a major global issue. A study conducted by Soberanis (2020) examined bullying characteristics and

experiences from various angles, and found that, generally, power is a significant component in bullying, in which a bully utilises physical and verbal abuse towards other learners (Soberanis, 2020). Muluk, Habiburrahim, Dahliana and Akmal (2021) state that direct bullying encompasses both physical and verbal violence. The physical manifestations of aggressiveness represent being struck, kicked, pushed, shoved, or confined indoors. Verbal abuse consists of being called derogatory names, ridiculed, or mocked in a cruel manner. Bullying may have short- and long-term effects on learners' physical, mental, and psychological well-being, as well as their emotional health and academic achievement (Muluk et al., 2021). Aibinuomo and Kennedy (2021) conducted a study in Nigeria and found that bullying to be a significant issue in the EFL class in secondary schools. These issues includes fights between learners and with educators, destruction of school property, and tardiness, as well as severe disobedience towards educators in the EFL classroom.

A study by El Ouidani and El Baghdadi (2021) confirms that disruptive learners demonstrate disobedience or anger towards the educator, e.g. by fighting with other learners, taking photographs while the educator writes on the board, and taunting, threatening and harassing other learners. This category includes acts that might present a physical risk to others present in the classroom. Providing these disruptive learners with explanations of the possible implications of their conduct and giving them the right amount of attention is generally sufficient to correct this behaviour. El Ouidani and El Baghdadi (2021) further state that, according to the educators interviewed, learners who physically hurt their classmates are often suspended for a limited time. Some were even sent to the police in cases of such physical aggression, which resulted in severe repercussions being experienced. The majority of educators under study stated that they never intervened in such matters. They only request assistance from the school management members, who then take the appropriate steps (El Ouidani & El Baghdadi, 2021).

On the other hand, Ratnasari, Suryati and Laksmi (2022) have commented that in the EFL classroom, the mocking of or laughing at the educator or another pupil by a disruptive pupil, when they attempt to utter particular words appropriately, can be demoralising and lead to a lack of self-confidence. Being a kind of disdain and humiliation, this sort of ridicule can be categorised as verbal bullying, which can have profound psychological effects on the targeted individuals (Ratnasari et al., 2022). A study carried out by Trigueros, Sanchez-Sanchez, Mercader, Aguilar-Parra, López-Liria, Morales-Gázquez, Fernández-Campoy and Rocamora

(2020) has demonstrated the significance of encouraging emotional education as being one of the most effective methods for preventing coexisting issues, such as bullying. In this perspective, all behaviours should constantly be geared towards fostering a pleasant environment; hence, emotional education becomes a vital component for resolving difficulties in interpersonal relationships and confrontations. In this approach, cultivating emotional education in the classroom would allow learners to become cognisant of the emotions that they feel and why they feel them, to gain coping techniques, make responsible decisions, and learn essentially alternative techniques to aggressiveness, in addition to preventing and/or managing disputes (Trigueros et al., 2020).

In Ghana, for instance, Antiri (2016) found the following rates for several types of bullying: physical bullying (47.5%), verbal bullying (37.2%), social bullying (8.12%), psychological bullying (4.1%), and cyberbullying (3.0%). Numerous research studies on physical conflicts among teenagers have been undertaken in Africa. In Botswana, for instance, bullying was found to be rife among senior secondary school learners (Mangope, Dinama & Kefhilwe, 2013). In South Africa, Chutel (2017) has asserted that teen violence was, at the time of the study, far more prevalent than in other areas of the world. This might be related to the character of the country, where instances rape and other violent crimes have been reported to be increasing (Chutel, 2017). Gordon (2019) has illustrated the idea that bullying may be conducted in a variety of forms, with physical bullying being the most prevalent and most easily identifiable. Academic authority and research have demonstrated the need to have a good attitude for achieving successful learning, how bullying is one of the variables that might distort a student's attitude towards learning, and that bullying continues to be an issue (Ngussa & Mwema, 2021).

The research listed in this subsection emphasises the prevalence and detrimental effects of bullying in EFL classrooms, as well as possible preventative and intervention strategies. It is crucial to emphasise, however, that the existing research studies have limitations and inherent biases that might have influenced their outcomes. For example, the above-mentioned research studies have focused mostly on bullying in secondary schools, and might not necessarily relate to other levels of schooling. Furthermore, the majority of the research studies were conducted in specific geographic locations, which might restrict their applicability to other situations. In addition, the majority of the research studies depended on self-reported data, which might be susceptible to social desirability bias, memory bias, and other variables that might alter the

accuracy of the results. The highlighted research studies provide useful insights into the topic of bullying in EFL classrooms and emphasise the necessity for effective preventative and intervention techniques to be developed. Further research is required to address the limitations and biases of these studies and to establish culturally appropriate and evidence-based strategies for combatting bullying in various EFL contexts.

2.2.2.5 Usage of phones

According to Miller (2022:1), “A mobile phone is a wireless electronic device used for telephone and multimedia communications”. According to Andrade (2019:16-19), “the use of smartphones to develop foreign language learning benefits issues related to motivation, and active and collaborative participation in classes in which the student becomes the direct protagonist of their learning”. This may be accomplished as a result of the extensive array of interactive materials that effectively captivate the interest of young learners. Consequently, by using these resources in a proficient manner, learners would be enabled to actively participate on a more consistent basis.

In this context, a number of studies on the resistance to the use of mobile phones in education have concluded that mobile devices can have a detrimental impact, since they can divert learners’ attention towards non-academic material, which can have devastating impacts on pupil academic performance (Sari & Sulisty, 2022). Pokharel and Sharma (2021) conducted a study among secondary learners in the EFL classroom and found that, most of the time, learners were neither listening nor engaging in classroom activities. They were found to be using cell phones during English classes. One day, while the educator was assigning group work with two groups of learners, only one or two learners in each group were engaged. The other learners were distracted by their cell devices and failed to pay attention to the activity in hand (Pokharel & Sharma, 2021). El Ouidani and El Baghdadi (2021) have added that, when cell phone use had been prohibited in class throughout the period of classroom observation, it was noted that certain learners still used mobile phones in class, particularly during group or pair work activities (El Ouidani & El Baghdadi, 2021). Additionally, the majority of educators interviewed stated that they would take strong action against learners whose cell phones rang while they are speaking. In addition, the majority of the educators appeared to think that the educator should set a good example when it comes to mobile phone use, so that any disciplinary action taken against learners would appear to be fair (El Ouidani & El Baghdadi, 2021).

In addition, Kao (2023) ascertained that, when utilising phones in the EFL classroom for non-educational reasons, there is a possibility that learners' attention would be diverted and they would lose interest in the class material. Furthermore, the temptation offered by cell phones might overshadow the learners' drive to concentrate on the EFL-learning assignment in hand (Kao, 2023). Hence, there is an urgent need for research to be done that addresses the issues that cell phone usage has contributed to the EFL classroom, so that key stakeholders might develop optimal ways for using phone technology in EFL classes, with minimal disadvantages (Kao, 2023). On the other hand, Dashtestani and Hojatpanah (2021) point out that no substantial differences were found between learners' and parents' opinions of the advantages and disadvantages of mobile learning for EFL education. It was also demonstrated that learners utilise mobile devices differently at home, than in EFL classes (Dashtestani & Hojatpanah, 2021). Although secondary school learners frequently use mobile devices for English as a Foreign Language (EFL) learning outside of the classroom, their use of mobile devices for the purpose of enhancing their EFL and English skills within the classroom is infrequent. In addition, mobile phones are mostly employed for entertainment purposes, as opposed to academic purposes. The research offered recommendations for incorporating mobile learning into secondary school curricula in Iran, and in comparable settings (Dashtestani & Hojatpanah, 2021). A study conducted by Sari and Sulisty (2022) further confirmed the usage of mobile devices in English classrooms, which was portrayed negatively by an educator who expressed her dislike for the practice. Because of the fact that cell phone devices might present a substantial distraction from the learning process, she noted that they were only authorised during certain hours in her classrooms (Sari & Sulisty, 2022).

The use of cell phone devices in EFL classrooms is a subject of continuous discussion, with contradictory findings addressing the advantages and disadvantages. While some studies show that mobile devices can improve foreign language learning by offering interactive content and increasing pupil engagement, others emphasise the detrimental influence of mobile phones on academic performance and classroom attentiveness. These results demonstrate the need for further study to be conducted to establish effective strategies for bringing phone technology into EFL classrooms, with minimal drawbacks. Furthermore, it is vital to evaluate the environment in which mobile devices are utilised, since learners may utilise them differently at home than when in the classroom. Thus, despite the fact that cell phone devices might

provide significant benefits for EFL instruction, their use must be strictly controlled and regulated to prevent detrimental impacts arising for pupil learning.

2.2.3 Disciplinary challenges affect educator self-efficacy in the FET EFAL classroom

According to Bandura (1997), educators' self-efficacy affects both their overall perspective of teaching and their teaching techniques. Educators with low self-efficacy choose a protective attitude. These educators have a pessimistic perspective of learners' motives, employ rigorous classroom rules to regulate learners' behaviour, and compel learners to study through negative consequences and external stimulants (Woolfolk & Hoy, 1990). Furthermore, educators with low self-efficacy struggle to solve classroom difficulties. As a result, these individuals lack confidence in their capacity to handle classroom difficulties. They are easily disturbed and irritated by the disruptive behaviours of the learners. Conversely, educators with high self-efficacy employ persuasive approaches, rather than coercive norms. They promote "intrinsic motivation and academic self-direction" (Bandura, 1997:241).

Teaching English as a foreign language in Saudi Arabia, which is a monolingual nation where English is used sparingly and where learners often have a minimal foundation in English, may be difficult. Thus, it is essential that educators in such a setting should possess the trait of self-efficacy. Educators of English as a Foreign Language (EFL), who must deal with uninspired and disinterested learners, would be able to continue if they have a high degree of self-efficacy (Mehmood, 2019). If there is a lack of motivation on the side of educators or learners, the educational process might become more difficult. Hence, both learners and educators must be highly motivated for successful learning to occur. Generally, educators with a high degree of self-efficacy are more adaptable when it comes to adjusting their teaching methods and adopting methodological approaches based on the requirements of their learners. Their instruction is centred on the requirements of the learners, not on their own fulfilment, which makes them highly competent educators (Mehmood, 2019). In contrast, Zahr (2022) claims that an educator with poor efficacy would be less secure in their classroom management skills and more susceptible to stress and anger arising from dealing with their learners. These educators tend to limit their attempts and assume that there is little they can do to guide and assist the learners (Zahr, 2022).

The results from a study conducted by Sela-Shayovitz and Finkelstein (2020) indicate that educator self-efficacy is connected to the quality of instruction and amount of pupil support provided. To develop their learners, educators in that study with a high degree of self-efficacy employed a range of demanding teaching activities. They established ambitious teaching objectives for themselves and worked hard to overcome the obstacles that they encountered. An essential part of self-efficacy relates to the organisational climate and the level of support offered by co-workers and the institution as a whole. According to the study, a school defined by collaboration and encouragement for educators experiences a high educator self-efficacy level (Sela-Shayovitz & Finkelstein, 2020). By contrast, Bay (2020) argued that educators' self-efficacy levels were identified as low in schools characterised by lack of collaboration and encouragement for the professional staff, with educators being less inclined to invest effort in dealing with their learners' failures.

Research conducted by Zahr (2022) claims that educators with a strong feeling of efficacy will think that difficult learners can be taught with additional effort and the right approach. Educators who are confident in their ability to create a pleasant classroom atmosphere will be more willing, competent, and prepared to assist learners who exhibit problematic behaviour. They will report more work satisfaction, less worry, and a more positive attitude about education. Self-efficacy has been demonstrated to have a significant impact on the disciplinary management success within that study. It could also impact on how educators adjust to their learners' issues (Zahr, 2022). In a recent research study, Chang and Taxer (2020) explored educator self-efficacy in reaction to classroom misconduct. They discovered that educators who often re-evaluate are less inclined to feel adverse emotions in response to pupil misconduct, and exhibit fewer instances of emotional repression when negative feelings are sensed (Chang & Taxer, 2020).

Highly stressed educators experience reduced self-efficacy in classroom management, pupil engagement, and instructional practices, especially in discipline management. For instance, educators who were stressed by pupil misbehaviour reported experiencing significant stress and poor classroom discipline self-efficacy. Yet, educators with more workload stress had stronger classroom discipline self-efficacy (Rossini, 2021). A study conducted by Benaissi (2021) points out that educators have reported experiencing depression, burnout, anxiety, and other types of illnesses as a consequence of the behavioural difficulties of their learners in the classroom. Classroom problem behaviours raise the stress levels of both the educator and the

learners, interfere with the flow of lessons, and interfere with both the educational goals and the learning procedures (Benaissi, 2021). Furthermore, Benaissi (2021) emphasises the point that an educator's lack of self-efficacy can lead to disciplinary issues. On the other hand, Rossini (2021) has contended that educators with higher workload pressure would plan their lessons more carefully and be better prepared to handle pupil behaviour. Moreover, discipline management influences educators' stress, burnout, career satisfaction, and intention to leave the field. While having significant consequences for practice, the notion is challenging to explain because of the intricacy of the classroom notion to which it is tied (Rossini, 2021).

In a comparative study, Seifalian and Derakhshan (2018) examined the association of self-efficacy and burnout among Iranian educators in several academic areas. They discovered a substantial link between self-efficacy and exhaustion among educators. Nevertheless, this association was not significant for educators who did not major in English. These findings shed light on the ideas of self-efficacy and major as potential factors influencing educators' burnout, which could affect their classroom performance. Ghasemzadeh, Nemati and Fathi (2019) ascertained that educator self-efficacy was a more accurate indicator of educator burnout than educator reflection is. Buric and Kim (2020) showed that educators with good evaluations of their efficacy prefer to set high standards and ambitious objectives for themselves, and are more focused on pupil advancement than on syllabus coverage.

Bay (2020) asserts that, owing to educators' occupational burnout, a poor self-belief level leads to a decline in learners' levels of learning, while educators with elevated self-efficacy belief levels have seemed to impact positively on the educational successes of the learners. Zhelyazkova and Teneva (2020) have cautioned that a large percentage of school educators have pondered abandoning the profession owing to their low self-efficacy caused by their incapacity to control pupil misbehaviour. The discipline dilemma is among the initial stress, anxiety and burnout concerns listed as comprising the largest struggles in the teaching profession (Zhelyazkova & Teneva, 2020). Furthermore, Bay (2020) states that educators with high levels of self-efficacy tend to employ more ordered and well-planned class approaches, compared with those who have low self-efficacy beliefs. Hence, there is a link between the self-efficacy beliefs of educators and their classroom disciplinary abilities. In addition to a sense of self-efficacy, educators should possess the discipline management abilities that enable them to arrange the learning environment (Bay, 2020).

The aforementioned literature emphasises the significance of self-efficacy and its influence on educator burnout and disciplinary skills. This also highlights the objective of this study that centres on examining how disciplinary challenges affect self-efficacy in the FET EFAL classroom in order to answer the research question. Educators who possess elevated degrees of self-efficacy are prone to exhibiting enhanced efficacy in managing classroom discipline and demonstrating a heightened dedication towards fostering pupil advancement. Conversely, educators with poor self-efficacy are likely to experience greater stress, burnout and disciplinary problems in the classroom. Educators must exhibit the discipline management skills that allow them to organise the learning environment and regulate pupil behaviour. These findings shed light on the potential factors that influence educator burnout and classroom performance, and highlight the significance of enhancing educators' self-efficacy and disciplinary management abilities in order to enhance learners' learning outcomes and keep educators in the field.

2.2.4 Effective disciplinary strategies that might enhance educator self-efficacy in the FET EFAL classroom

English language educators are typically confronted with a classroom full of learners from various backgrounds, with divergent interests, displaying a wide range of behaviour, and possessing varying levels of aptitude. In order to accommodate these variances, the educator must control the classroom and surroundings with extreme care (Adedigba & Sulaiman, 2020). However, the majority of prior research studies on the subject do not examine how intervention methods might help in lowering or overcoming the disruptive conduct of learners, especially in the language classroom. This is hardly surprising, given the disparity in classroom disciplinary skills among the educators. For example motivating or reinforcing learners; fostering a positive and close interaction with learners; devising basic class rules at the start of the year; and constantly shifting the seating arrangements comprise the intervention techniques most frequently suggested by literature to counteract disciplinary problems in the language classroom (Rafi, Ansar & Sami, 2020). This also highlights the objective of the study, which centres on analysing the effective disciplinary strategies that might enhance educator self-efficacy in the FET EFAL classroom in order to answer the research question.

2.2.4.1 Setting clear rules

At the beginning of a school year, educators should establish a disciplinary plan and clarify the behavioural expectations they have for learners, together with the potential repercussions for any misbehaviour (Thilagaratnam & Yamat, 2021). A variety of approaches have been suggested by researchers to prevent or reduce classroom behavioural issues, including providing clear instructions and monitoring learners, assigning pupil duties and keeping them busy, asserting rules clearly and clarifying the implications for violating them, and varying the classroom activities (Debreli & Ishanova, 2019). Ramírez-Báez (2021) agrees that setting the rules, describing how the class will function, stating the educator's expectations of the learners, and establishing educator–pupil connections in order to create a respectful atmosphere and fostering an atmosphere in which learners behave appropriately and are able to study.

The existence of discipline in the classroom prevents disruptive conduct arising and creates an environment where learners are more likely to comprehend the content (Ramírez-Báez, 2021). The majority of educators establish rules and procedures at the beginning of the academic year. Moreover, they endeavour to apply these rules and regulations. It is anticipated that favourable outcomes would follow from the implementation of the rules. Similarly, Aibinuomo and Kennedy (2021) have emphasised the point that the majority of educators would establish rules and procedures at the beginning of an academic year. Moreover, they would endeavour to apply these rules and regulations. It was similarly anticipated that favourable outcomes would follow from the implementation of the rules.

A study conducted by Zhelyazkova and Teneva (2020) regarding sustaining discipline in the EFL classroom asserted that maintaining order in the EFL classroom is a concern that must be addressed on the first day of school. The standards and bounds of acceptable behaviour must be laid out very explicitly, from the start of an academic year. On the one hand, this would be expected to have a preventative impact in terms of discipline, while on the other hand, this is what the learners themselves anticipate when they arrive at school (Zhelyazkova & Teneva, 2020). However, Vairamidou and Stravakou (2019) argue that both educators and learners should adhere to classroom rules, as the rules contribute to the efficient operation of the classroom, the preservation of a pleasant atmosphere, and the eradication of undesirable behaviour. Therefore, the regulations should be strong, clear, essential, and simple to apply

(Vairamidou & Stravakou, 2019). Prasetyarini, Hikmat and Thoyibi (2021) pointed out that the educators in their study had employed preventative discipline. This was accomplished through contract learning at the start of every term to discuss the rules with the learners. When asked if their educators had explained the rules, all of the learners under study asserted that their educators had done so at the beginning of each semester. This demonstrates that the learners had comprehended the punishment that they would experience for any violations of classroom rules (Prasetyarini et al., 2021).

The significance of creating classroom discipline and defined rules is well acknowledged by educational studies. However, it is essential to recognise that merely establishing rules and penalties is insufficient to guarantee favourable outcomes. Educators must also regularly implement the rules and administer any preventative measures found to be necessary in a fair and consistent manner. In addition, it is essential to acknowledge that disciplinary actions alone may not take care of the root causes of disruptive conduct, such as boredom, disengagement, or unfulfilled emotional needs. Educators should focus on providing a constructive and engaging classroom atmosphere that encourages pupil learning and accommodates their different needs. Ultimately, a comprehensive strategy that includes punishment, positive reinforcement, and interesting education is likely to be the most effective way to promote positive classroom conduct and academic achievement within the EFAL classroom.

2.2.4.2 Integration of technology to engage learning

Incorporating digital resources, such as mobile devices, into an English language classroom could assist learners in learning in a more collaborative and pleasurable atmosphere, since they have flexible access to information and teaching from anywhere, at any time (Sari & Sulisty, 2022). Mulatu (2021) has presented a contrasting viewpoint by asserting that both rural and urban secondary schools face many challenges that hinder the effective integration of information and communication technology (ICT) in an EFL classroom. However, the situation is even more severe in remote secondary schools, particularly if there are periodic power outages, and many learners do not have mobile devices with an internet connection (Mulatu, 2021).

Mohammed (2022) identifies several technologies that have been added to the English classroom for improving the teaching and learning process and to provide a more realistic setting for learners, such as data projectors, laptops, and recorded audio, to name a few. To stay up to date with the development of ICTs across the globe, however, there should be an accompanying increasing demand to upgrade these tools, over time (Mohammed, 2022). Sánchez and Férez (2021) recently conducted a study and suggested that authentic audio-visual resources (movies, television shows and documentaries) are extremely beneficial for secondary education in the EFL classroom. Many English learners and foreign language educators already include them in their sessions. Educators of English, however, often limit the potential for multimedia elements as a teaching approach, since they typically only use videos to pass time, keep learners interested, and reward learners' good behaviour (Sánchez & Férez, 2021). Furthermore, a study conducted by Cabrejas Sanz (2021) reported that a new approach to employing videos to improve language abilities has been developed. He began utilising the subtitles in videos to teach grammar, thereby engaging his learners in grammatical precision.

The digital era has been expanded through the posting of videos that might be utilised interactively, thereby providing a real-world scenario and context for the video content (Cabrejas Sanz, 2021). Alsaleem (2020) agrees that the use of movies and other forms of multimedia presentation could benefit educators in maximising learners' audio-visual capabilities and enhancing their comprehension of EFL. In terms of feedback, learners are able to assess their performance in class. As videos proliferate on social networks, where users may select which videos to utilise, some were mentioned for making classes more participatory and interesting for our learners (Cabrejas Sanz, 2021). Sevara, Shakhriyor and Kosimov (2022) caution that the first obstacle consists of educators' lack of confidence in utilising technology tools and a lack of time, while the second barrier comprises a lack of accessibility to resources (laptops, Internet connection, etc.) and a lack of appropriate training in handling technical difficulties (Sevara et al., 2022).

Syathroh (2022) states that technology is altering the perspectives and learning patterns of learners, thereby rendering traditional teaching methods obsolete in today's environment. Because of the fast development of technology, incorporating technology into both the teaching and learning of foreign languages is increasingly necessary. According to research findings reported by Kusmaryani, Musthafa, Purnawarman and Pupung (2019), an increasing number of Indonesian English educators have been incorporating technology into their lesson delivery.

They employ both web-based and non-web-based technological resources. Unfortunately, few empirical research studies have been conducted to evaluate the state of technology incorporation in EFL classrooms in Indonesia (Kusmaryani et al., 2019).

2.2.4.3 Utilising seating and physical space

The physical environment has a dual significance. It refers to the physical environment, which is a source of expression and production. There is interaction between the learners and their physical surroundings. The classroom's furniture and spaces should be adaptable and intended for several purposes. The furniture should be designed with the learners' measurements in mind (Vairamidou & Stravakou, 2019). Gutierrez (2022) asserts that the arrangement of seats in an EFL classroom is essential to its management. The classroom environment should be responsive and flexible to the demands of the learners. The learning environment encompasses all characteristics of a classroom that promote and enable learning (Gutierrez, 2022). Thus, educators should have the liberty to organise desks, chairs, tables, and other classroom objects to enhance pupil interaction and participation (Gutierrez, 2022). Pokharel and Sharma (2021) reject Gutierrez's (2022) claim and state that seating arrangements present a significant difficulty in their setting, particularly in public schools where children of varying abilities are placed in classes with crowded benches. Furthermore, Pokharel and Sharma (2021) assert that learners are often seated so closely together that it is impossible to facilitate classroom activities. There is no space to manoeuvre around the classroom between the benches. Hence, educators must be trained in dealing with various local settings and managing a classroom with this type seating arrangement (Pokharel & Sharma, 2021).

According to Rajae Pitehnoee, Arabmofrad and Modaberi (2020), the link between pupil achievement and classroom atmosphere is variable. The total learning experience of learners in a classroom can be affected by their educational environment. Educators determine whom learners sit with and whom they should be engaged with during the class sessions. Gutierrez (2022) asserts that there are several factors that prevent learners from realising their full potential, particularly English language learners. Learners with varied degrees of English competence who attend a school where English is the prevalent language might feel intimidated. Accordingly, it is essential to understand how seating layouts might help to reduce language anxiety and improve discipline.

Pokharel and Sharma (2021) point out that the physical layout of a classroom has a direct influence on classroom management. However, in the setting of public schools, classroom available space and layouts are constrained. No matter how much attention is placed on a curriculum, it is difficult for educators to engage learners in group activities (Pokharel & Sharma, 2021). The usual seating arrangement is more difficult at the secondary level. The most common form of visual distraction occurs in the classroom, where learners are sitting at tables and gaze at one another as the educator speaks. For improved classroom management, worldwide, several seating configurations have been proposed, such as desks that are paired, U-shaped, comprise diagonal tables of four, and U-shaped with rows (Pokharel & Sharma, 2021). Nevertheless, these are not practical in many local contexts because of the tiny sizes of the classrooms and the increased number of learners (Pokharel & Sharma, 2021). However, El Ouidani and El Baghdadi (2021) contend that the physical setting (the classroom) should indeed be kept clean and attractively furnished with learners work, and free of stimuli that are likely to be intrusive. Additionally, the desks should be creatively positioned (despite constricted spaces) so that learners would still be able to work together and the educator would still be able to circulate easily and effectively, where possible (El Ouidani & El Baghdadi, 2021). Zhelyazkova and Teneva (2020) note that the management of the physical space – the organisation and alignment of desks and other available furniture – establishes the classroom atmosphere as a whole.

The discussion of the physical environment and its effect on classroom discipline and pupil success emphasises the need for addressing local settings when applying classroom disciplinary practices. While some academics claim that seating arrangements could have a substantial influence on discipline and language anxiety, others point out the impracticality of applying particular patterns in congested public schools. Educators must be flexible and adaptive to the physical limits of their local area, while still attempting to provide a clean and pleasant classroom atmosphere that encourages cooperation and mobility. Nevertheless, the physical environment is only one part of classroom discipline, and educators should consider a holistic strategy that includes clear communication, positive reinforcement, and relationship-building with learners to establish and promote an effective learning environment in the EFAL classroom.

2.2.4.4 Positive reinforcement

It should not be inferred that classroom control would invariably result in positive learning outcomes, but rather that the relationship developed between educators and their learners would enable a cooperative comprehension of the tasks in hand, and therefore create a more positive atmosphere for learning (Debreli & Ishanova, 2019). Studies have demonstrated that the most successful ways for controlling misbehaving learners are to provide constructive feedback, raising one's voice to engage the learners, and imposing no punishments (Bernadeta, 2022).

Ranjit (2022) asserts that the manner in which educators communicate contributes significantly to the development of a healthy learning environment. Articulation is one of the most essential parts of communication: educators should employ a variety of modes of articulation, intonation, tone, and body language to alter the classroom environment to that which is expected of them (Ranjit, 2022). Benaissi (2021) notes that it is important to teach learners to associate success with hard effort and good behaviour. With this in mind, this strategy assists in the integration of low-achieving learners by embracing every learning opportunity to ensure their success.

Educators' positive responses to learners' work set the stage for a learning environment in which learners' efforts are duly honoured (Benaissi, 2021). Accountability and a positive classroom atmosphere are aspects that guarantee effective discipline management, with the educator contributing to the formation of interpersonal connections, fostering group collaboration, and adopting positive conduct (Vairamidou & Stravakou, 2019). Saleem et al. (2021) argue that, in addressing disruptive pupil behaviours, educators formerly resorted to severe measures, such as screaming and physical punishment. Now, the educator must provide an atmosphere in the classroom that is conducive to learning and encourage learners to learn positively (Saleem et al, 2021).

The discussion emphasises the significance of good communication, positive reinforcement, and responsibility in fostering a climate favourable to learning and handling classroom discipline. Notably, there is no one-size-fits-all strategy to disciplinary management, and educators must be able to adjust their methods to match the different requirements and experiences of their learners. Furthermore, despite the fact that positive reinforcement is an excellent method for promoting good behaviour, it is crucial to avoid excessive praise or incentives, which might impair intrinsic drive or lead to feelings of entitlement. Effective

discipline involves a balanced approach that stresses positive reinforcement, realistic expectations, and effective discussions between educators and learners.

2.2.4.5 Parental involvement

Aibinuomo and Kennedy (2021) posit that the parental factor to be the most important factor in fostering an environment that is favourable to teaching and learning. In a study conducted by Benaissi (2021), it was observed that a pupil's desire to gain the attention of the educator and their classmates was one of the most influential elements attributable to certain family difficulties, such as divorce, parents' emotional and physical unavailability, or parents' unfavourable attitudes, which might cause learners to lose focus in the classroom, inevitably leading to alienation, and hostile behaviours towards classmates and educators. Hence, misbehaviour in class is an understandable response to this type of a pupil's life circumstances (Benaissi, 2021).

Furthermore, several of the learners interviewed stated that English is a secondary subject in which they are not required to work hard: a number of learners reported that this is what their parents often told them, and they are instructed to devote more time to science topics and less to English assignments (Benaissi, 2021). Noprianto, Suherdi and Muslim (2022) have emphasised that many parents believe that sending their children to school fulfils a part of their parental responsibilities, while in reality, parents are solely responsible for their children's education, with assistance from institutions such as schools. Therefore, including parents in school programmes might thus not only assist educators in identifying potential issues as early as possible, but also assist parents in understanding what their children engage in at school (Noprianto et al., 2022).

In Asian nations, parents place a high importance on their children's academic accomplishment and are more likely to display regulating behaviours at home and participate in their children's scholastic activities (Lan, Scrimin & Moscardino, 2019). Tong, Zhang, Zhen, Irby and Lara-Alecio (2021) note that Chinese parents, especially, hold great prospects for their children's academic performance and invest a great deal of effort in their children's education, since education is seen as one of the most essential tools of social mobility. Moreover, Dawadi (2020) conducted research in the Nepalese setting and examined parental involvement in preparing

their children for an English as a foreign language (EFL) examination at national level. Data for the study was derived from a survey of 247 learners, 72 oral journal entries, and 24 semi-structured interviews with six learners and their parents. The statistics suggested a high degree of parental involvement in the exam preparation of their children. Parents encouraged their children in a variety of ways, including fostering an atmosphere conducive to learning at home, working with closely family members, exchanging knowledge, and teaching test-taking tactics (Dawadi, 2020). Haufiku, Mashebe and Abah (2022) are of the opinion that parental participation in EFL comprises the measures that parents take to improve their children's academic performance in school. It has been suggested by numerous authors that this necessitates parent-educator, parent-pupil, and parent-parent collaborations to improve educators' success and minimise learners' disregard for their schoolwork (Haufiku et al., 2022).

On the other hand, Aibinuomo and Kennedy (2021) posit that a lack of parental participation appeared to be the leading source of disciplinary issues in the EFL classroom in their study. It was noted that many parents in their study were not active in their children's education. This had led to low performance, high rates of dropping out, and a lack of classroom discipline (Aibinuomo & Kennedy, 2021). Furthermore, a study conducted by Benaissi (2021) of 113 at-risk learners in 25 secondary schools across Malaysia suggested that the majority of their misbehaviour stems from home issues, such as an absence of parental supervision, broken family connections, and problems linked with low-income households. Growing disinterest and academic failure, sometimes in conjunction with antisocial peer group participation and a stressful family situation, might lead at-risk individuals down a path of antisocial conduct (Allen, Hwang & Huijding, 2020). Several learners, particularly those in low socioeconomic situations, experienced familial difficulties and other stressful issues, such as a restricted language and a lack of confidence, which hindered their academic performance (Robinson, 2021). Furthermore, Robinson (2021) ascertained that learners in middle-income to low-income families tended to be less engaged, less attentive, and less eager and motivated to learn in the EFL classroom. Benaissi (2021) confirmed that the family has a significant influence on the misbehaviour of learners in the EFL classroom. In addition, family issues and the absence of parental authority were mostly responsible for learners' lack of discipline (Benaissi, 2021).

On the other hand, findings in a study by Coşkun and Katıtaş (2021) highlighted poor parental participation techniques, such as parents' excessive meddling in education, an over-protection of their children at school, and the minimal effectiveness of school-family linkages. The literature refers to poor methods of parental engagement, such as over-protection, as 'helicopter

parenting'. This might impart negative effects on the development of adolescents (Coşkun & Katıtaş, 2021). Anastasiou and Papagianni (2020) argue that parental participation techniques enhance the burden of educators. The topic of engagement during parent meetings is an additional variable that has not been investigated in earlier research. Preparation, in accordance with an educator's workload, is required for providing satisfactory information regarding pupil development. When an educator is overburdened with several classes and a large number of learners, it could become very difficult to prepare for parent meetings, which might reduce the quality of their interactions (Anastasiou & Papagianni, 2020).

The aforementioned research studies underscore the significance of appropriate engagement by parents in their offspring's educational pursuits. Several parental participation strategies exist, and it is evident that some are more helpful than others are. Some parents are strongly involved in their children's academic performance and provide essential assistance, while others might engage in helicopter parenting or neglect to participate effectively in their children's education. Furthermore, the workloads of educators might make it difficult at times for them to communicate effectively with parents. Thus, it is imperative to recognise the importance of parental involvement and to endeavour to implement strategies that would promote increased engagement, while avoiding practices that might negatively impact on children's development. These sources emphasise the importance of parental involvement in the academic achievement and discipline of EFL learners. The findings further indicate that educators must build strong connections with parents in order to promote the academic performance of learners and to handle behavioural difficulties. Nevertheless, the sources do not give sufficient information on the types of parental participation that would be the most beneficial for enhancing the academic achievement and discipline of learners. To encourage parents to engage actively in their children's EFL education, educators must employ particular strategies, which require more research to be conducted. Furthermore, the aforementioned research studies jointly emphasise the significance of parental participation in the schooling of learners, while also shedding light on the intricate nature of this phenomenon. There is a need for an intricate, culturally aware, and equitable strategy to be developed that acknowledges the multitude of issues involved and promotes cooperation among parents, educators, and legislators in order to provide an atmosphere favourable to learning for all learners.

2.3 Gaps in the Research

This study adds to the body of work related to English teachers in the realm of classroom discipline and teachers' professional identity. Both of these factors might serve as indicators of educators' success. The existing gap that this study aims to explore is the ways in which classroom discipline, in particular, has an effect on an educator's self-efficacy in the language classroom, as well as to suggest effective disciplinary strategies for enhancing educator self-efficacy within a South African context. The focus in this instance being placed on FET EFAL educators. There are not sufficient studies on EFAL within a South African context, which is the gap in the research that this study will investigate.

2.4 Theoretical Framework

The specific theoretical frameworks that will be used for this study are those of Skinner's Behaviourism and Bandura's Self-efficacy. Taking that one step further in accordance with the present study's theoretical framework, in cases where learners portray similar misbehaviours, then their gender, age, ethnicity, and socioeconomic status should have no connection to the disciplinary outcomes in the FET EFAL classroom. The research questions in this study were designed to identify the types of disciplinary challenges that educators face and their effects on an educator's self-efficacy. In other words, looking through the lens of Bandura's social learning theory and Skinner's behaviourism, the findings of this study should assist FET EFAL educators to examine internal disciplinary processes, understand relevant patterns, and contribute to a higher educator self-efficacy.

2.5 Behaviourism

Many consider Burrhus Skinner to have been the most influential individual in the subject of behaviourism. The majority of Skinner's work was conducted under lab conditions, where he conducted experiments on animals, most frequently rats. He was curious about the influence of reinforcement on the behaviour of these species and how this may be linked to the study of human behaviour. Behaviourism is predicated on the notion that learning can be seen, analysed, and explained in a methodical and objective manner, with minimal regard for interior emotions and sentiments (Thorndike, 2021).

2.5.1 Definition of terminology

The various definitions set out below are relevant in this study.

Operant Conditioning: Skinner’s operant conditioning is a methodology or system of learning that combines incentives and punishments to influence behaviour, and where the repercussions of a response dictate the likelihood of its repetition (McLeod, 2018).

Reinforces: constitute either positive or negative environmental stimuli that raise the likelihood that a behaviour would be repeated (McLeod, 2018).

Positive Reinforcement: refers to the provision of acceptable or pleasant stimuli following the execution of a behaviour (Dozier, Kelsey & Skidmore, 2019).

Negative reinforcement: any stimulus reduction that might encourage the repetition of a given action. Punishers are environmental responses that reduce the possibility that a conduct would be repeated as a result of its repercussions (Nickerson, 2023).

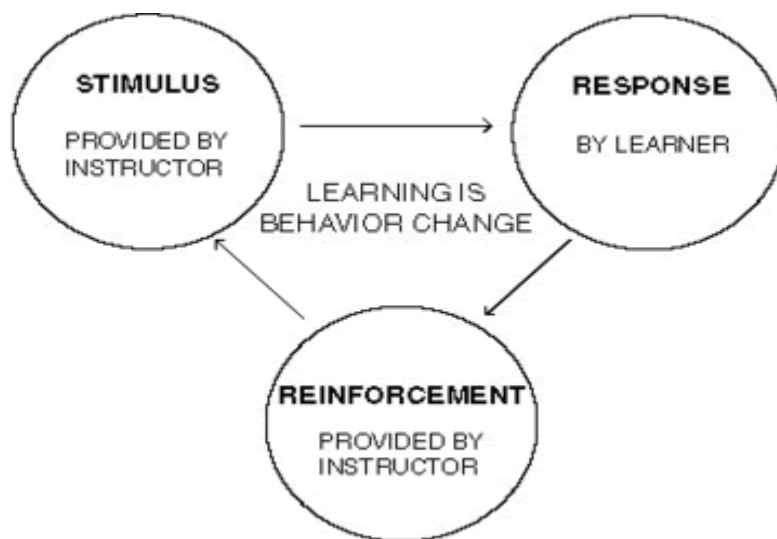


Figure 2.2: Behaviourism Theory

Positive reinforcement and negative reinforcement are the two essential forms of reinforcement, according to Skinner (1938). According to Skinner, at that time, negative reinforcement was equivalent to punishment. In 1953, however, he emphasised that negative reinforcement is distinct from punishment. In the revised version, it was observed that positive reinforcement involves the enhancement of behaviour by the repetition of a certain occurrence, whereas negative reinforcement entails the reinforcement of behaviour by means of the

removal or aversion of an unpleasant event. Positive reinforcement and negative reinforcement have the same objective, which is to encourage a particular behaviour, but they employ different techniques to achieve this. According to Ackerman (2016), positive reinforcement involves the addition of a desired response to a given circumstance, whereas negative reinforcement entails the removal of an undesirable response. Both forms of reinforcement aim to promote the exhibited behaviour. Positive reinforcement is the most successful method for teaching a new behaviour, according to Skinner (1961). Positive reinforcement is typically characterised as a technique for teaching individuals whose behaviour is acceptable and suitable, and those whose behaviour is not.

Furthermore, the book by Lamke, Mrazek and Mrazek (2005) contains the following forms of incentives and punishments, commencing with the positive reinforcement or positive rewards that occur when the probability of a response rises after a rewarding stimulus (Lamke et al., 2005). The educator compliments the learners on their good test results, whereas in the case of negative rewards or negative reinforcement, the recurrence of a response rises owing to the elimination of an undesirable behaviour (Syarifuddin & Zulfah, 2021). An example would be where an educator's persistent nagging of the learners to do an assignment stresses them out. Furthermore, positive punishment is a repercussion that reduces the likelihood of a behaviour by introducing an unpleasant sensation, e.g. when learners cheat on a test, the educator will assign them more homework as a punishment. A negative punishment is a repercussion that reduces the likelihood of a behaviour by removing an unpleasant stimulus. The learners forfeit a portion of their free time for disobeying the educator's instructions (Syarifuddin & Zulfah, 2021). In addition, the benefits of using rewards and punishments in teaching English to learners include the fact that reward and punishment can be utilised to drive language learners forward. Learners might be more engaged in the classroom, if they are to be rewarded. Moreover, rewards also assists learners in preparing for and participating in class discussions that need a strong comprehension and concentration on the subject matter. Next, it encourages learners to participate alone or in groups. Punishment might assist learners in becoming more disciplined and altering their inappropriate classroom behaviour. Punishment warns other learners not to commit the same error as their friends had done (Syarifuddin & Zulfah, 2021).

Positive reinforcement is easier to absorb than other training approaches, since it does not entail the deprivation or the introduction of a negative outcome. Moreover, it is considerably simpler to reinforce actions than to prohibit them, making reinforcement in most situations a more effective tool than punishment would be (Ningsih, 2021). Positive reinforcement might be, and

most importantly, more effective, especially over the long run (Ningsih, 2021). Thus, when knowledge is accompanied by good emotions and connections, it is more likely to be retained, even after the reinforcement schedule has concluded.

Using incentives and punishments to teach English has returned variable results, according to certain researchers' past experiences as learners (Alfonso, Bernardo, De Guzman, Dionisio, Graviles, Medina & Ortega, 2022). Some learners respond positively, although others respond negatively. Using incentives and punishments motivates learners to take part in more active learning when they respond positively. Learners who respond negatively to an educators' reprimand do so because they view it as unjust or despise it. In this instance, however, the researcher is especially interested in how learners see the employment of rewards and punishments to facilitate English-language acquisition (Alfonso et al., 2022). The positive reinforcements, incentives, and prizes offered to learners as they learn might have an effect on their willingness to study and, subsequently, their enhanced performance. These studies demonstrate that the reinforcing benefits of praise could assist individuals in attaining or maintaining desirable behaviours, such as work performance, academic achievement, and appropriate verbal conduct and social engagement. These consequences might manifest independently, or in conjunction with other activities (Alfonso et al., 2022).

Positive reinforcement may be utilised in the English classroom as direct reinforcement, refers to a sort of reinforcement that immediately arises from the desired behaviour (Ningsih, 2021). According to Smith (2017), if a pupil engages effectively with their classmates during a group activity, this would likely result in subsequent requests from them to participate in similar activities. In other words, if a pupil exhibits positive conduct when working with a classmate in a group setting, this behaviour is likely to continue in the future. Simply, if learners behave properly with their peers during the events, they would receive a direct incentive that their peers will enjoy (Smith, 2017).

Maxwell and Ukoima (2020) conducted a study on the disruptive behaviours that learners exhibited in the classroom during a lesson that posed a significant difficulty for the educator. The educator would not be able to meet the instructional objectives and maintain classroom discipline, as long as the classroom was not being adequately managed and regulated, with the result that there would be chaos, and learners might engage in undesirable behaviours, such as creating noise, not paying attention, and leaving the classroom without authorisation. The data indicated that the respondents then under study agreed that positive reinforcement could

regulate or minimise behavioural issues (Maxwell & Ukoima, 2020). From the data, it was also determined that respondents agreed that the usage of positive rewards for learners would help to minimise disruptions among learners. The data furthermore indicated that the respondents agreed that praising learners would help to minimise disruptions among learners in secondary schools. In addition, the research suggested that respondents agreed that allowing learners to sit apart from the rest of the class would help to minimise behavioural problems among learners in the EFL context in secondary schools (Maxwell & Ukoima, 2020).

In summary, positive reinforcement is an effective method for developing learners' positive conduct in ELT classrooms. Positive reinforcement is the most successful method for teaching an individual a new behaviour, as stated by Skinner (1961). Positive reinforcement increases a behaviour by adding a desired stimulus. It is mentioned that successful education must rely on positive reinforcement, which is more efficient than punishment for altering and establishing behaviour. Positive reinforcement is frequently preferred over other training approaches, since it does not entail taking something away or adding a negative consequence. Moreover, it is considerably simpler to reinforce actions than to prohibit them, making reinforcement in most situations a more effective tool than punishment would be (Ningsih, 2021).

2.5.2 Self-Efficacy

Bandura (1977:3) defined perceived self-efficacy as comprising “beliefs in one’s capacity to organise and execute the courses of action necessary to generate specified outcomes.” An individual’s self-efficacy is a conviction about the amount of competency he or she anticipates to be able exhibit in a given scenario. According to Bandura (1977:4), self-efficacy beliefs “impact cognitive patterns and emotions that permit behaviours in which people exert considerable effort in pursuit of objectives, endure in the face of momentary setbacks, and exert some control over events that affect them.” Within this particular framework, an efficacy expectation refers to an individual’s cognitive conviction regarding their ability to effectively coordinate the necessary behaviours required to successfully carry out a particular task. Social cognition theory posits a second type of expectation, known as “outcome expectancy”, which is an individual’s estimation of the probable results of doing a particular task at the expected level of competence (Bandura, 1986). Personal variables and circumstances interact in accordance with social cognitive theory through the process of reciprocal determination (Bandura, 1986, 1997). Hence, self-efficacy is affected by both personal and environmental

variables. On the basis of social cognitive theory, educator self-efficacy may be viewed as individual educators' beliefs in their competence to plan, organise, and carry out the actions necessary to achieve specified educational goals (Skaalvik & Skaalvik, 2010). Individual educators might also have ideas about the team's and faculty's potentials to deliver effective pupil outcomes (Skaalvik & Skaalvik, 2010). These opinions are representative of perceived educator efficacy (Bandura, 1997; Goddard & Goddard, 2001; Goddard, Hoy & Woolfolk Hoy, 2000). Several researchers have examined the connection between educator self-efficacy and discipline management. There is a substantial, positive association between educators' discipline management abilities and their self-efficacy views. Educators who possess a higher level of self-efficacy are more inclined to capture the attention of their learners in a lesson, answer learners' issues, behave democratically, adhere to norms and standards, and communicate with learners effectively (Kayabaşı, Yeniceli, Ataman, Şahin & Nacar (2017); Klassen, Tze, Betts & Gordon (2011)).

A study conducted in Jordan has indicated that educator self-efficacy correlates positively with a variety of classroom disciplinary approaches, and with classroom management in general (Abu-Tineh, Khasawneh & Khalaileh, 2011). According to Bandura (1997), physiological feelings, such as anxiety, excitement and satisfaction, are among the factors that influence an educator's sense of self-efficacy. The expectations of people about their capabilities change when completing an activity, while experiencing physiological and psychological feelings such as anxiety, excitement, or satisfaction. Bandura (1997) contends that the value of an individual's feelings rests not in their intensity, but in the beliefs that underpin them.

Akhter, Iftikhar, Warda, Nazar, Ahmed and Vemula (2022) assert that a higher sense of educator self-efficacy is attributable to the fact that male teachers are better equipped to maintain firmer classroom discipline and handle disruptive pupil behaviour. The outcomes revealed that educators with a higher degree of education felt more confident in their abilities (Akhter et al., 2022). In contrast, educators with fewer credentials experienced a lower sense of self-efficacy. Anxiety, arousal, tension, concern, and failure-related fear all have substantial effects on a person's feeling of self-efficacy (Akhter et al., 2022).

According to Pyhältö, Pietarinen, Haverinen, Tikkanen and Soini (2020), prior studies have highlighted workload and many years of experience in teaching as being the key factors that contribute to educator burnout. Their findings indicated that educators' fatigue negatively impacted on the motivation and attitudes of English language learners (Pyhältö et al., 2020). In

a study conducted by Roohani and Dayeri (2019), a total of 115 participants were surveyed through the use of a mixed-methods approach to investigate the relationship between burnout and motivation among educators in Iran. Their findings revealed that the majority of those surveyed did not report experiencing significant levels of burnout. In addition, the qualitative study revealed that both personal and organisational variables contributed to the slight burnout experienced by the EFL educators. Furthermore, variables such as conflict, a lack of administrative support, a lack of job stability, demotivation, a diminished sense of independence, and classroom misconduct, were the primary culprits.

A recent research study has addressed the existing gap in scholarly literature about the correlation among the disciplinary strategies employed by English as a Foreign Language (EFL) educators, and their self-efficacy beliefs and burnout levels (Mahmoodi, Hosseiniyar & Samoudi, 2022). In addition, the degree of each educator's likely impact on the success of their learners has been investigated. Overall, the statistics revealed a substantial relationship between teacher classroom disciplinary practices and self-efficacy (Mahmoodi et al., 2022). However, educators with low self-efficacy would become worried and aggressive when learners misbehave. This renders them more authoritarian and concentrated on educator-centred techniques that are more interested with content than pupil successes (Akhter et al., 2022). Safari, Davaribina and Khoshnevis (2020) sought to determine the association between educators' opinions of their own self-efficacy, aspects of discipline management, and their work contentment. The results demonstrated a favourable and statistically significant correlation between educators' assessments of their own self-efficacy and, to a certain degree, of discipline management and work satisfaction (Safari et al., 2020).

2.5.3 Shortcomings of the theoretical concepts and their applicability to the current study

Skinner's Behaviourism and Bandura's Self-efficacy, however prominent, are not immune to challenges. Here are some possible drawbacks:

Behaviourism, namely Skinner's methodology, places significant importance on observable conduct while disregarding the internal cognitive processes of humans. Critics contend that this method simplifies the intricate aspects of human conduct and intellect.

Limited in scope: Both theories may not comprehensively explain the intricacies of human behaviour. For example, they may fail to sufficiently elucidate how human components like emotions, thoughts, and motivations interact with contextual influences to influence conduct.

Skinner's Behaviourism is frequently criticised for its deterministic perspective, which posits that all behaviour is determined by conditioning and reinforcement. This viewpoint might fail to consider the influence of free choice and individual agency on human behaviour.

Both theories offer valuable frameworks for studying behaviour in an educational context, while receiving criticisms. Skinner's theories on positive and negative reinforcement can help in comprehending how particular disciplinary methods can promote or deter certain behaviours. Bandura's concept of self-efficacy can be used to examine how educators' confidence in handling disciplinary issues can influence their effectiveness. These theories offer a perspective to analyse and comprehend the disciplinary procedures and difficulties in the FET EFAL classroom. It is crucial to take into account these possible constraints while analysing your results.

2.6 Chapter summary

Disruptive learners in English First Additional Language (EFAL) classrooms impair learning and results. Learners skip lessons, chat during class, bully, and use foul language. These actions could negatively affect learners' language and fluency. Research gives insights, but more research is needed to be conducted for gaining an understanding of the causes of such behaviour and successful management. Bullying is another problem that needs prevention and treatment. Further study is needed to find ways to minimise the negative effects of cell phone usage in EFL courses. Cell phones could improve EFL education, but they must be regulated to avoid causing harm to learners.

Self-efficacy affects educator fatigue and disciplinary skills, according to research. Low self-efficacy could contribute to stress, fatigue and disciplinary issues, while high levels could improve classroom discipline and student achievement. Improved educator self-efficacy and disciplinary control would enhance pupil learning and sustain educators.

English language educators struggle with certain pupil behaviour and learning demands. Successful teaching requires discipline and intervention. Having just rules, positive reinforcement, and an entertaining classroom are essential for educators. The physical environment impacts on discipline, and educators should thus take a comprehensive teaching

approach that incorporates pupil communication and relationship-building. The needs and culture of learners should guide classroom discipline management and parental participation. Lastly, educators should devise practical strategies that would improve learning and encourage appropriate parental involvement.

This chapter is divided into different sections. One subsection, entitled “Disciplinary Challenges in the FET EFAL classroom” (2.2.2), has dealt with the concept of discipline, as well as the types of classroom challenges faced by the EFAL educator. The second section focused on “Disciplinary challenges that affected educator self-efficacy in the FET EFAL classroom” and explored the positive and negative impacts it had on EFAL educators. The third section dealt with “Effective disciplinary strategies that might enhance educator self-efficacy in the FET EFAL classroom” and provided practical strategies that might be implemented in a real life classroom. The last section focused on the specific theoretical frameworks that were used for this study, which were Skinner’s Behaviourism and Bandura’s Self-efficacy. In Chapter 3, the research methodology, research questions, approach and strategies are discussed. The study population and sampling are described and the data collection methods are specified. Furthermore, the analysis of data, the limitations, ethical concerns, and trustworthiness of the study are considered.

3.1 Introduction

In Chapter 2, an elaborative literature review was presented, which dealt with disciplinary issues and its causes in the FET EFAL classroom. In addition, disciplinary obstacles that influenced educator self-efficacy in the FET EFAL classroom were explored, including effective disciplinary measures that could promote educator self-efficacy in the FET EFAL classroom. The theoretical frameworks pertaining to this study were also discussed. Chapter 3 of the study now describes the research methodology, encompassing the examination of research topics, as well as the technique and strategies employed in the investigation. This response provides an elaboration on the concepts of population and sampling, as well as a specification of data collection methods. In addition, the analysis of data, limitations, ethical concerns, and trustworthiness of the study are considered. Figure 3.1 below presents an outline of how the chapter has been structured.

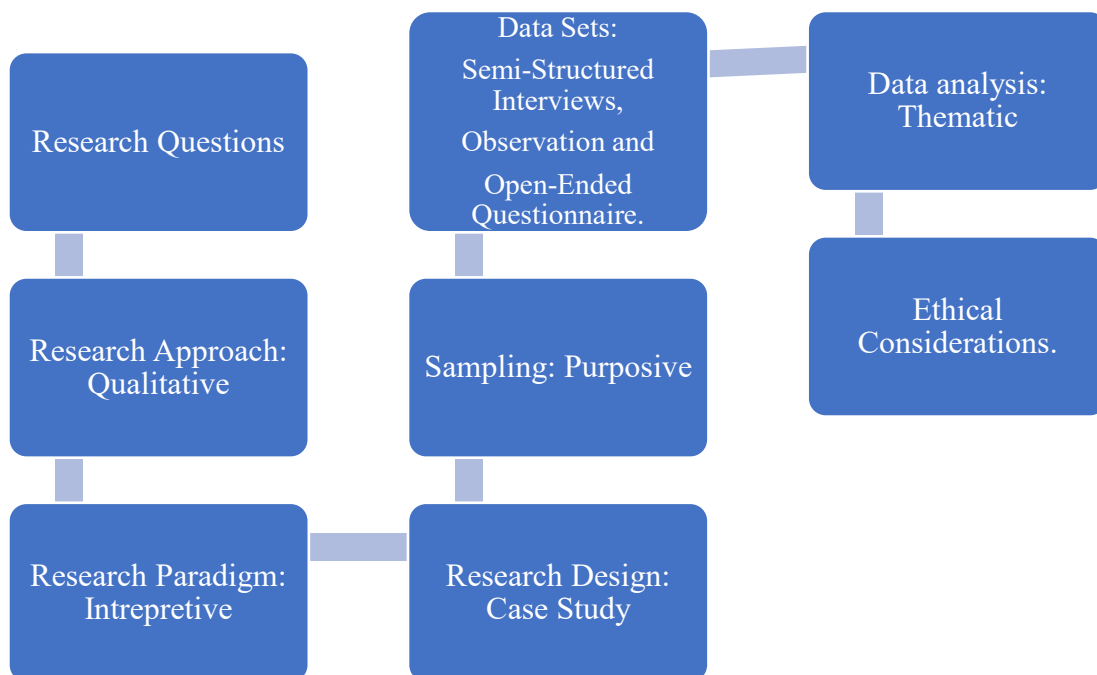


Figure 3.1: Chapter outline

3.2 Research Questions

3.2.1 Main research question

MQ: How does effective classroom discipline influence an educator’s self-efficacy in the FET EFAL classroom?

3.2.2 Secondary research questions:

SQ1: What are the types of disciplinary challenges faced in the FET EFAL classroom?

SQ2: How do disciplinary challenges affect educator self-efficacy?

SQ3: What are effective disciplinary strategies to suggest that might enhance educator self-efficacy in the FET EFAL classroom?

3.3 Research Approach

3.3.1 Qualitative Research approach

In every research endeavour, it is essential to emphasise the approach that should be followed. Since it presents information that is relevant and pertinent to addressing the study objectives, a qualitative research approach was employed.

Qualitative research, according to educational scholars Wilson and Anagnostopoulos (2021:654), places emphasis on “the why and how of human interactions, people’s perspectives, and their lives”. Qualitative researchers explore “mechanisms, forces, factors, and structures that shape social interactions, always with attention to context” (Wilson &

Anagnostopoulos, 2021:654). It is essential to note that qualitative research is interpretative in nature. This also illustrates why qualitative research designs are typically more versatile and adjustable than quantitative designs are, as the latter's instruments are "frequently meticulously created in accordance with current theory" (Rose, 2017:33). According to De Costa et al. (2019b), qualitative techniques must always be associated with the paradigm (i.e. epistemology and ontology) of a qualitative researcher and with the concept that drives a study. McLeod (2023) asserts that the process of gathering, analysing and comprehending non-numerical data, such as language, is used in qualitative research. In addition, qualitative research may be used to grasp how a person subjectively experiences and interprets their social world (McLeod, 2023). Cleland (2017) has suggested that qualitative research covers the "how" and "why" research questions, and enables the researcher to comprehend context, events, and experiences. This description should make it clear that it is difficult to quantify the answers to the questions "how" and "why" in order to comprehend phenomena, context, objects, and encounters. Thus, a qualitative research approach enables readers to gain new knowledge and, maybe, discover feasible solutions to an issue (Cleland, 2017).

Furthermore, Mwita (2022) states that qualitative research aims to investigate a social phenomenon, disclose sentiments linked with the problem, and comprehend the subjective experiences of individuals associated with the research topic. In addition, the strategy focuses on comprehending how individuals make sense of their social situations (Mwita, 2022). McLeod (2023) confirms that qualitative research aims to comprehend the social structure of individuals, communities, and cultures as closely as possible to how its participants see or experience it. Consequently, individuals and organisations are examined in their natural environment. A qualitative method to research is exploratory and aims to explain "how" and "why" a given phenomenon or behaviour acts as it does in a specific environment. The data may be utilised to build hypotheses and theories (McLeod, 2023). Nassaji (2020) asserts that an effective qualitative study is strong, well informed, and meticulously recorded. Although the qualitative approach is naturalistic and interpretative, it is also methodical, comprising a deliberate process of defining the problem, and collecting, examining, describing, assessing, and interpreting the findings (Nassaji, 2020). As a result, when conducting qualitative research, it is critical to assure its precision and quality.

In general, qualitative research is an approach that permits the researcher to analyse individuals' experiences in depth through the use of a particular set of research methodologies, such as in-depth interviewing, observation, and surveys (Hennink, Hutter & Bailey, 2020). As

previously mentioned, one of the distinctive characteristics of qualitative research is the ability to identify problems from the point of view of the participants in the study and to fully comprehend the meanings and significance that is offered to behaviour, events or objects, for instance, to comprehend their experience of employing different disciplinary strategies in the EFAL classroom when faced with misbehaviour from learners. This is once again in line with the interpretative method. Hennink et al. (2020) points out that it is mandatory that a qualitative researcher be transparent, inquiring, emphatic, adaptable and willing to pay attention to others who are presenting their own stories in order to obtain this information. Moreover, qualitative researchers also examine individuals in their natural environments to determine how the various contexts of their life, such as the social, economic, cultural, or physical environment in which they reside, shape their perceptions and behaviours (Hennink et al., 2020).

As a result, the qualitative research approach was utilised in this study, embracing Phoenix's (2018:81) assertion that a qualitative approach allows researchers to gain insight about other individuals' voices – their views and beliefs. The educators in the selected schools were selected in order to understand the types of disciplinary challenges they faced, as well as about the effective strategies that would enhance educator self-efficacy in the EFAL classroom. The qualitative technique was used, since this study's goal was to investigate participants' inner experiences (Mohajan, 2018). Fusch, Fusch and Ness (2018:22) point out that with the qualitative approach, the researcher is more concerned with validity. The capacity of instruments to give a result that remains constant throughout time is a crucial element in dependability.

3.3.2 Advantages of the Qualitative Research approach

- **Accurate responses**

In qualitative research, participants are not presented with closed-ended questions that restrict their responses to predetermined options. Instead, the qualitative approach enables individuals to embrace their own selves by openly articulating their thoughts and viewpoints without predetermined constraints. Consequently, the probability of obtaining authentic responses is substantial inside this particular research methodology (Rahman, 2021).

Because of the intimate engagement by the researcher, a deeper sense of the participants' views of the subject at hand may be acquired. A method of investigation that is more interpretivist in nature is able to identify difficulties that might otherwise be overlooked (such as nuances and complexity) (McLeod, 2023).

- **In-depth and detailed probing**

Focus group discussions and interviews are commonly employed methodologies in qualitative research because of their ability to facilitate in-depth inquiry, which is made possible by the typically small sample sizes. Qualitative research is sometimes characterised as exploratory in nature, as researchers approach the investigation without preconceived preconceptions regarding the potential findings (Rahman, 2021).

It has been determined that the qualitative approach enables researchers to gather additional data and information, thus allowing them to better comprehend the specifics of a study topic. A qualitative approach, supported by techniques such as interviews, observation and open-ended questionnaires, allows a researcher to go deeper and uncover information that is more specific. As a consequence, a researcher might obtain thorough data for the research (Mwita, 2022).

- **Several data collection techniques**

Qualitative research has the capacity to cover a diverse range of methods for acquiring data, which facilitates the process of triangulating research instruments and data. Various research instruments, such as interviews, observations, document analysis and open-ended surveys, can be employed by researchers (Mwita, 2022).

3.3.3 Limitations of the Qualitative Research approach

- **Nature is subjective**

Because of its subjective character, many researchers have opposed the use of qualitative research. As a result, researchers must exercise extra vigilance to verify that data are gathered and interpreted appropriately (Rahman, 2021).

As a result, the qualitative method is often interpretative. What one participant views as excellent or harmful might not be perceived in the same way by the researcher. As a result, qualitative research might be at risk of becoming subjective (Mwita, 2022).

- Researchers' aptitude.
- The researchers have a crucial role in determining the quality of qualitatively produced data. In order to inquire further, researchers must possess industry experience in addition to proficient interviewing abilities. In order to ensure the credibility of the information, it is imperative for researchers to establish robust connections with the participants. Consequently, in cases where researchers possess insufficient industry experience or interviewing skills, their ability to obtain valuable responses from participants might be compromised (Rahman, 2021).

- **Uncomfortable inquiries**

Some inquiries might elicit feelings of discomfort among participants when answered in person, leading individuals to provide responses that do not accurately represent their true emotions (Rahman, 2021). This might have an effect on the credibility of such responses. Hence, it is imperative that the researcher should ensure that the participants are comfortable enough to share uncomfortable inquiries.

3.4 Research Paradigm

3.4.1 Definition of the term 'paradigm'

A paradigm may be characterised as a collection of beliefs that directs researchers in their research actions (Kivunja & Kuyini, 2017). Thus, a researcher's paradigm determines how he or she explores and evaluates knowledge (Kivunja & Kuyini, 2017). Consequently, it is imperative for qualitative researchers to exhibit transparency regarding their objectives in order to facilitate the generation of meaning by placing emphasis on the experiences of the participants. In contemporary educational contexts, individuals assume the dual roles of interviewer and observer in order to gather data (Peel, 2019).

3.4.2 Interpretivist Paradigm

The interpretive paradigm is primarily concerned with the subjective interpretation of the world through the analysis of facts in order to derive meaning. The researcher engages in the interpretation of the experiences encountered by a respondent within a specific social phenomenon. Ryan (2018) posits that interpretivists hold the belief that truth and information possess a subjective nature, being contingent upon cultural and historical contexts. Moreover, interpretivists contend that truth and information are constructed based on individuals' personal experiences and their subsequent interpretations thereof. Moreover, it is within the framework of interpretivism that the notion is embraced that a researcher is unable to achieve complete objectivity and detachment from their own perspectives and beliefs throughout the process of conducting research (Kivunja & Kuyini, 2017). This indicates that people may affect what is subjectively regarded to be the truth or reality. According to Radic et al. (2020), the interpretivist paradigm stresses the complexity and subjectivity of human communication and interpersonal connections, resulting in a variety of interpretations and individual reactions. This paradigm emphasises a comprehensive comprehension of the relationship between implication and action. Interpretivism is often characterised by a combination of unstructured and semi-structured interviews and oral data collecting, and is strongly related with qualitative research methods. In addition, Interpretivism is a bottom-up methodology that requires the researcher to be an empathic observer, an accurate reporter, and a language facilitator who perceives the social environment from the subject's viewpoint (Radic et al., 2020).

In this context, the subsequent discourse will delineate many benefits associated with this paradigm. One advantage of interpretivist researchers is their ability to not only observe and analyse items, individuals and occurrences, but also to gain a deep understanding of them within their social context. This is facilitated by their different viewpoints on phenomena (Pham, 2018). Consequently, the collection of essential data would provide academics with enhanced knowledge and understanding to inform future decision-making. The interpretative paradigm is distinguished by various characteristics.

Hennink et al. (2020) assert that the interpretative part of the method is that it strives to comprehend people's lived experiences from their own perspectives. This entails investigating the subjective interpretations that people ascribe to their experiences (Hennink et al., 2020). As a result, the interpretive paradigm highlights the significance of interpretation and observation in comprehending the essential component of qualitative research. Furthermore, the

interpretative paradigm recognises the social construction of reality, as individuals' experiences occur within various social, cultural, historical and personal contexts. Finally, the interpretive paradigm acknowledges that human expectations and perceptions of reality are subjective. Consequently, several perspectives exist of reality, rather than a singular truth, as suggested by positivism (Hennink et al., 2020).

I used the interpretative paradigm since this study's objective relies on participants' perceptions about pupil disciplinary issues in the EFAL classroom. An interpretative approach entails rigorous examination of informally meaningful activity (Mohajan, 2018) which, in this research, corresponds to the effective disciplinary strategies used to not only promote pupil discipline, but also to enhance an educator's self-efficacy. This suggests that I should seek to examine the perspectives of educators in order to comprehend how they encounter and reduce pupil disciplinary issues in EFAL classrooms. In an effort to comprehend issues related to pupil disciplinary issues, this research will engage individuals (educators teaching EFAL in the FET) with first-hand knowledge of the topic under investigation. This is consistent with Creswell's (2018) view that, while utilising an interpretative paradigm, the objective of individuals is to comprehend the environment in which they reside, while creating the personal meaning of their actions.

3.5 Research Design

3.5.1 Case study design

Chrastina (2022) has asserted that, in a qualitative research design, case studies primarily focus on a specific description or recreation of the case (or instances) and frequently employ multi-source and diversified materials, data, and sources. As a result, the primary criteria of a qualitative research study are "case - detail/intensity - context - numerous data (sources)". Both styles can be seen as "teaching techniques/methods" or "learning techniques/methods" (Chrastina, 2022). The case study technique is further defined as "an approach that employs numerous data sources to generate a contextualised knowledge of a phenomena with the goal of addressing theory by contrasting it to empirical facts" (Hoorani, Nair & Gibbert, 2019:286-287). Researchers choose case study research when (a) the key research questions are "how"

or “why” inquiries; (b) the researcher possesses minimal or no influence over behavioural occurrences; and (c) the focus of the research is a present rather than a fully historical issue (Çakar & Aykol, 2021). This study will focus on three of the six, namely interviews, observations and surveys (open-ended questionnaires).

When a specific occurrence inside a specific social environment is explored, case studies are carried out. Case studies exploring language acquisition and instruction, according to Duff (2020a), may concentrate on a domestic household, a specific classroom, a programme, an institution, a nation, or any multitude of other organisations that may be nested inside another. A researcher could decide to concentrate on a single instance (for example, one educator or one classroom) or cast a broader net to encompass numerous examples (e.g. educators or classrooms). Because of the deep emphasis placed on individual perspectives in a specific environment, it is common to include only a few participants in several case studies. The interpretative lens used in qualitative case studies endeavours to “make visible some of the intricate features of people’s language-related and social participation in events that resonate with others” (Duff, 2020a:144). To initiate a case study research endeavour, researchers must first choose a case (or instances) that emphasises the phenomena of interest (García-Sánchez, Gómez-Isla, Therón, Cruz-Benito & Sánchez-Prieto, 2022). Case studies may gather evidence from a variety of different sources, including interviews, written material, archival records, direct observations, participant observation, and tactile artefacts. In qualitative case study research, the interview is one of the most important sources of data that would be collected (Creswell, 2018). It is possible, in addition to conducting interviews, to gather documents and historical materials that might be used to validate and enhance the findings of the research (Alpi & Evans, 2019). Yin (2018) adds that direct observations have the potential to serve as an extra layer of evidence in the process of comprehending the phenomenon or the conditions that led to it, and direct observations may be conducted at any point throughout the study. This might entail utilising formal and informal processes as a participant inside the case, or it could involve using these procedures as an external or passive spectator outside of the case (Yin, 2018).

Sources of evidence for case studies include interviews, documentation, archival records, direct observations, participant-observation, and physical artefacts. One of the most important sources for data in qualitative case study research is the interview (Creswell, 2018). In addition to interviews, documents and archival records can be gathered to corroborate and enhance the findings of the study. To understand the phenomenon or the conditions that created it, direct observations can serve as another source of evidence and can be conducted throughout the

study. These can include the use of formal and informal protocols as a participant inside the case or an external or passive observer outside of the case (Yin, 2018). In-depth case investigation necessitates having knowledge about the case in order to determine if the trends observed in the case confirm, reject or extend earlier hypotheses or propositions drawn from literature (Budiyanto, Prananto & Tan, 2019). Lavarda and Bellucci (2022) also emphasise the importance of data gathering, stating that case data is a compilation of all material gathered through interviews, observations and surveys, as well as through others' perceptions and remarks regarding the phenomena being studied. We can better comprehend phenomena involving practices and practitioners by delving deeper inside the organisation, undertaking compelling studies involving individuals in action in their surroundings, in their day-to-day practices, and looking for still-unresolved questions (Lavarda & Bellucci, 2022).

Collective case studies (Stake, 1995) present another technique to use for case study research, in which several examples are utilised to investigate similarities and differences across situations. Brink (2018) demonstrates the benefits of a multiple-case study methodology for studies on how data might be handled to assist the research process effectively. It is critical for researchers to explore the ontological and epistemological assumptions that support interpretative research, and Brink (2018) provides a convincing argument for her perspective.

As a result, Peel (2020) believes that case study research is an ideal strategy to use for achieving the goal of applied research, which is to offer rigorous, ethical investigation within current educational settings. The essential elements of this systematic enquiry framework are the interrelated procedures for identifying the problem, gathering data, arranging and interacting with data, thematically analysing data, and synthesising ethical research results and generalisations. The goal of describing these elements is to offer novice researchers with direction on the nature of empirical research that encourages justified and transparent findings (Peel, 2020).

3.5.2 Advantages of case study design

Chrastina (2022) suggests that a case study's main merits in educational and social science research are its adaptability, memorability, and repeatability. A case study enables the researcher to construct causal links that are more complicated, and to recognise and comprehend human behaviour and functionality, and thereby examine "unique occurrences of

special situations” (Chrastina, 2022). Furthermore, the use of a case study technique for this research had the benefit of allowing for numerous ways of data collecting, and the design allowed the researcher to be flexible in researching new topics, as they developed (Lucas, Fleming & Bhosale, 2018). Schoch (2020) asserts that data for qualitative case study research is often gathered through using a number of approaches, which in this instance included an open-ended questionnaire, semi-structured interviews, and observation. This method generated a significant quantity of data, necessitating efficient handling and evaluation of the data tools to save the researcher from being confused or overwhelmed by the data (Schoch, 2020). Moreover, Baxter and Jack (2021) assert that an additional benefit of case study design is that it enables the in-depth analysis of complicated and diverse phenomena. Case studies are especially beneficial when the research questions contain “how” or “why” answers, since they allow for a thorough assessment of the contextual elements that form the phenomena under investigation (Baxter & Jack, 2021).

A case study technique typically makes use of the researcher’s level of insider knowledge (Lucas et al., 2018). Several qualitative research approaches fall within this category. The researcher’s ability to relay information immediately back to the data gathering location is a major and beneficial aspect of case study research (Schoch, 2020). In addition, Lucas et al (2018) point out that the questionnaire findings are indicative and that it becomes critical to learn more about the dynamics of the interactions that are central to the theoretical framework applicable to the current study. As a result, the questionnaire in this study had initially been designed with this in mind.

3.5.3 Shortcomings of case study design

One significant difficulty that has been widely recognised is that generalisability, or more precisely the absence of accurate generalisation, is noted as being a shortcoming. Since each ‘instance’ is likely to be unique, the absence of a standard research topic is an essential concern. Moreover, researchers face the danger of generalising beyond the facts in hand (Mills, Bonner & Francis, 2019). Case studies often focus on a single person, group, or organisation, which may or may not be indicative of the greater community. This reduces the generalisability of the data, and makes drawing wider inferences about the topic under research difficult.

Case studies depend greatly on the researcher's personal view of the information obtained. This might introduce bias into the study, especially if the researcher has predetermined assumptions or expectations about the topic being investigated. According to Stake (1995), "the risk of subjectivity is larger in case studies than in other research approaches."

3.5.4 Application to the current study

The case study method allowed me to learn from the educator participants as they discussed and made sense of their personal experiences with disciplinary difficulties in the EFAL classroom, and its impact on their self-efficacy as educators. I received a variety of opinions on how the participants perceived the various forms of and reasons for ill discipline in their classes. It was not required to attempt to aggregate the viewpoints (as some study approaches would require), but it was vital to recognise that disparities in interpretation occurred. By applying theory (specifically, behaviourism and self-efficacy theory) to the specific experiences described by the participants, I was able to develop a comprehension of how learners learned and reacted, as well as of the factors that were likely to have influenced their behaviour in the EFAL classroom.

Since a researcher might have a strong interest in conducting a study, he or she must exercise caution not to allow personal bias and expected results to overly impact on the research process and output. In this scenario, a better understanding of the occurrence might assist to influence future effective disciplinary strategies to not only improve teaching approaches, but also to enhance an educator's self-efficacy. The subjective aspect of this case study was dependent on, but reinforced by, the researcher's knowledge of the situation under consideration. An outsider, on the other hand, might be more objective, since they are removed from the situation, although this might lead to restricted understandings and interpretations being formed. This case study demonstrated the effectiveness of being able to use theory from one field and apply it to another, as well as how a case study might provide innovative additions to current theory (Lucas et al, 2018).

In terms of outcomes, the example gives a thorough grasp of a bounded unit and assists the reader in examining the case in order to learn from it (Schoch, 2020). To tie this in with the current study: if an educator wants to learn more about effective disciplinary strategies to implement, a case study might assist me in learning more about that experience and applying

it to another situation. On the other hand, a case study might assist that person in determining whether that educator is effective in utilising effective disciplinary strategies, thus enhancing their self-efficacy.

3.6 Sampling

3.6.1 Definition of Sampling

Kreuter and Tourangeau (2021) have noted that sampling is the process of choosing a selection of persons or products from a broader population for research or analytical purposes, and is referred to as sampling. This sampling subset is intended to be typical of the total population, enabling researchers to draw inferences regarding the population from the attributes of the sample. Additionally, Johnson, Onwuegbuzie and Turner (2021) refer to sampling as the selection of a group of individuals or educational settings from a wider population for the purposes of conducting research. In educational research, the purpose of sampling is to collect a representative sample of people or situations, from which the researcher would be able to draw meaningful conclusions about the greater population.

3.6.2 Purposive Sampling

As stated above, sampling is the procedure for choosing the items, participants, or respondents for a research. It is possible to use sampling to ask, survey or observe individuals, respondents or objects. Furthermore, in purposive sampling, the study population – whether things or people – is primarily recognised as sharing comparable features (Islam & Aldaihani, 2022). According to Creswell (2018), purposive sampling is a methodology that permits a researcher to consciously select the study participants, learning location, and research procedure. In research, Thomas (2022) adds that one may employ purposive sampling to swiftly and efficiently reduce the pool of possible participants (also known as judgement sampling). Often, researchers use purposive sampling to investigate, explain or characterise what is occurring within a restricted group of individuals or items (Dawson, 2019). Islam and Aldaihani (2022) contend that the reason qualitative researchers use this approach is because they feel that the data obtained from

the more limited sample might shed light on the behaviour or circumstances of the larger study population. In qualitative research, a sample size might vary, depending on the following variables: the subject matter of the investigation, the validity of the data, the research methodology, and how the data will be used (Turhan, 2019). A case study, as previously mentioned, is an in-depth examination of genuine, real-life research topics that utilises a comprehensive approach. Hence, purposive sampling is appropriate to use for the current study.

3.6.3 Participants involved in the study

Through this researcher's personal network, educators were approached about the possibility of participating in this study. An instantaneous interest was shown by the EFAL educators when I informed them that my study would focus on disciplinary strategies and their effects on an educator's self-efficacy in the EFAL classroom. After the distribution of an invitation to participate and the distribution of a questionnaire, a semi-structured interview was conducted with those educators who had accepted the request to participate. The first conversation took place during a pre-arranged meeting with an educator who was already familiar to me. After that, the schools were visited, the purpose of the research was described to the principal, and consent to interview the educators at the school was requested from the principal. After some time had passed, I visited the educator staff room, where he introduced himself to the educators being interviewed and stated that the objective of the study was to conduct interviews with the educators. Following that, I conducted one-on-one interviews with the EFAL educators who had voluntarily consented to take part in the study by first scheduling appointments with the educators at times that were convenient for them. Every interview was carried out in a calm and secluded setting inside a school, in the presence of both the interviewee and the researcher. The length of time for each meeting ranged between 30 and 35 minutes. Ultimately, a total of 12 interviews were conducted among the four different schools that were chosen. The interview questions were developed by using both the previously published research and an analysis of the teaching profession in general (Akyurek, Zargham Ullah Khan, Mehta, Naqvi & But, 2020). I also took cognisance of the specific conditions that prevailed and are applicable in the Motheo District of Bloemfontein.

3.7 Data Sets

The methods of data collecting that were used for this particular research comprised interviews, surveys, and observations (open-ended questionnaire) which were directed at the EFAL educators. Data about the behaviours of the individuals in their natural surroundings may be obtained by the observation of their behaviours. The data that would be acquired from an interview derives from the responses and statements made by the interviewee (educator). Further written data pertaining to the participants' attitudes about specific topics that are fully detailed in the questionnaire are provided by the survey in the form of written responses (Turhan, 2019). The fundamental objective of qualitative data collecting methods is to acquire textual information for study and analysis, such as thematic analysis (Ugwu & Eze, 2023). Writing in-depth notes about what a researcher has seen, heard or come across constitutes a popular strategy for collecting qualitative data regarding observations. Interviews represent one-on-one interactions in which participants are directly questioned. Surveys include sending out questionnaires with open-ended questions (Ugwu & Eze, 2023).

3.7.1 Semi-structured interviews

3.7.1.1 Definition and application to study

From a holistic perspective, an interview can be defined as a form of interpersonal communication involving multiple individuals, namely the interviewers and the interviewees, with the primary purpose of collecting data through the systematic application of questioning techniques. According to Magaldi and Berler (2020), the semi-structured interview can be characterised as an exploratory interview. They added that a semi-structured interview is usually based on a guideline and is typically centred on the major issue that gives a basic framework. In addition, Magaldi and Berler (2020) suggested that the semi-structured interview, despite its pre-assigned thematic paths, permits a researcher to delve deeply into a subject. A semi-structured interview is one qualitative approach that allows the participants' actual words to produce descriptive data. During an interview, individuals are able to elaborate on their own experiences and perspectives (Anderson, Taylor, Taylor & Virues-Ortega, 2022). Ugwu and Eze (2023) assert that the semi-structured interview method contains features of both structured and unstructured interviews. Although they might adhere to a basic strategy and list of questions, interviewers usually have the ability to make adjustments as an interview

progresses. As a result, interviewers might be more inventive while acquiring the necessary data for their investigations.

The purpose of semi-structured interviews is to extract the understandings of participants, and not to instruct them what to say, but to provide avenues for conceptualising situations and making connections that coalesce into emergent solutions (Peel, 2019). General subject talks are directed by questions that aid in concentrating the debate, developing preliminary explanations and incorporating the indicated topics into the dialogue. First and foremost, as an interviewer, the researcher must be able to listen and not dominate the dialogue (Peel, 2019). Interviews analyse an individual's experiences, perspectives, opinions, ideas, beliefs, and motives on certain items, topics, or occurrences. Interviews usually provide 'deeper' insights into societal concerns. Accordingly, interviewing is best technique to use by researchers who are unfamiliar with a studied phenomenon or topic (Islam & Aldaihani, 2022). Interviews are also well suited for delicate themes when participants wish to speak up. The semi-structured interview enables a researcher to ask essential questions and allows both interviewer and interviewee to diverge to explore a problem or answer (Evans & Lewis, 2018). Unlike scheduled interviews, this is a fluid process. When the interviewee deviates from the subject, the semi-structured interview enables the researcher to advise or consult with the participant. This helps the interviewer and interviewee to stay on topic. This interview style allows open-ended replies, allowing the interviewer to learn more about the study subject or problem (Islam & Aldaihani, 2022). Çakar and Aykol (2021) assert that interviews may take place in person, or they can be conducted over the phone. In qualitative research, the most common and conventional method of data collection is the face-to-face interview, as well as the in-person interview (Creswell, 2018). Nevertheless, in situations when participants are geographically separated, incapable or unable to travel, or where the study funding does not allow for it, in-person meetings with participants are not viable. Researchers and participants may find that using video conferencing applications like 'Zoom' or the video calling feature of 'WhatsApp' offers an option that is both cost-effective and convenient (Gray, Wong-Wylie, Rempel & Cook, 2020). Researchers will then have access to larger populations that are more representative of a broader range of backgrounds, where the current pace of growth continues. The residents of less-developed countries do not presently possess the necessary technical capabilities to make use of the internet, which is one of the main challenges that this paper investigates and addresses (Adam & Minges, 2018).

According to Grey et al. (2020), one of the primary advantages of internet video conferencing in qualitative research is the enhanced accessibility it provides to participants. Despite logistical challenges, such as distance, geographical location and limited trip funding, the researcher and participants are able to engage in direct face-to-face interaction (Winiarska, 2017). Given that neither the interviewer nor the interviewees are obligated to adhere to a specific location, the scheduling and duration of interviews then allow a higher degree of flexibility. The setup and conduct of interviews, as well as the uploading and use of interview recordings, might be hampered by technical issues (Gray et al., 2020). One overcomes these obstacles by becoming adept with the selected videoing platform. In the past, the unwillingness to engage in an online interview was considered to be a negative attitude. However, the rapid integration of social media platforms does not appear to have had a negative impact on individuals' inclinations to participate in an online research interview, especially when discussing a sensitive topic (Sipes, Roberts & Mullan, 2019).

The structured interview is characterised by a standardised and limited set of questions, whereas the semi-structured interview allows for flexibility, permitting the inclusion of extra questions that could be based on the interviewees' responses received during an interview. During a semi-structured interview, it is common for the interviewer to employ a predetermined framework to systematically investigate several themes (Ruslin, Mashuri, Rasak, Alhabsyi & Syam, 2022). Interviews may also take place face-to-face, over the phone, or through WhatsApp Caller, depending on a participant's availability, since educators are often quite busy either with after-school extracurricular activities or with extra classes.

I offered these alternatives so as not to interfere with the respondent educators' personal lives, once their school responsibilities had been fulfilled. Moreover, the manner of conducting a semi-structured interview is quite casual (Ruslin et al., 2022). Instead of employing formal questioning techniques, the interviewer and interviewee(s) have the option to engage in a face-to-face conversational discussion as an alternate approach. The choice to employ semi-structured interviews might also be impacted on by a researcher's reflexivity experienced during the process of data collecting. In numerous cases, researchers endeavour to engage in critical examination, rather than on maintaining a stance of impartial data collection. Hence, researchers must be impartial so as to better comprehend their responsibilities during and after interviews (Magaldi & Berler, 2020).

3.7.1.2 Data security

As with email, Facebook and Skype, Google Documents is not anonymous (Opara, Spangsdorf & Ryan, 2021). Although telephone interviews can serve as a substitute for traditional in-person interviews, there is no discernible distinction in terms of maintaining anonymity. Maintaining the anonymity of participants can be achieved when personal identifying information is not collected (Creswell, 2018). In addition to broad questions on their professionalism, the surveys did not require any real identifying information, such as the respondent's preferred names and last names.

I conducted individual semi-structured interviews with each participant, either in person or via telephone connection. Semi-structured interviews were chosen for investigating the effective disciplinary strategies to implement in EFAL classrooms, since it was feasible to investigate the participants' perspectives on the study's research questions and objectives with sufficient flexibility to acquire adequate detail without overlooking unexpected findings (Perera, 2021). The interviews were captured on audiotape and transcribed. Each interview lasted no more than 30 minutes. During transcribing, identifying information was deleted and names were substituted with pseudonyms. The interviewer made limited comments but urged the respondents to continue speaking and extend their replies by nodding, indicating agreement, or asking to clarify particular questions in the form of probing where necessary.

3.7.1.3 Advantages of semi-structured interviews

- Typically, semi-structured interviews are useful for learning about 'under-the-radar' elements of social life and identifying issues that might otherwise go unnoticed (Belina, 2022).
- As a result, scholars are able to survey the organisational difficulties, practices, and languages of unregistered initiatives – a hitherto unexplored aspect of civil society (Belina, 2022).
- In a semi-structured interview, there is room to explore thematic trajectories, as they arise naturally (Magaldi & Berler, 2020).
- Semi-structured interviews provide greater rich and in-depth information from participants than structured interviews do, particularly in qualitative research.

Furthermore, these interviews are versatile: unlike unstructured interviews, semi-structured interviews maintain their direction (Ruslin et al., 2022).

3.7.1.4 Disadvantages of semi-structured interviews

- Semi-structured interviews might not always produce sufficient material to generalise. These interviews usually include a smaller sample, thus their findings may not apply to larger groups (Lim & Park, 2020).
- Semi-structured interviews are open-ended, and so participants might share viewpoints that are not appropriate for the purposes of the study (Lim & Park, 2020).

3.7.2 Observation

3.7.2.1 Definition and application to study

Observation is a data collection approach that involves observation and sensing. This method of observation addresses the learning process within the classroom, as well as the facilities and organisation in schools (Puspitarini & Hanif, 2019). Busetto et al. (2020) comment that observations are especially helpful for gaining insight into a specific situation and tangible behaviour, as opposed to reported behaviour or views. Furthermore, Queirós, Faria and Almeida (2017) have claimed that observation is a systematic method for gathering data, in which researchers see a phenomena in its natural context. When a subject is relatively undiscovered and it becomes essential to comprehend a phenomenon concerning that subject in great detail, while keeping its natural context, this technique is particularly appropriate. Qualitative observations can be categorised as being either participant-based or non-participant-based. Participant observations involve the active involvement of the researcher within the observed event, such as when the researcher directly collaborates with the participant (in this case, an educator) in a classroom setting. Non-participant observations involve the researcher assuming an external perspective, wherein they are situated outside the observed context. Specifically, the researcher is physically present within the classroom setting, yet maintains a position of detachment so as to minimise any potential effect on the observed

phenomena. During the process of observation, the researcher diligently records comprehensive notes pertaining to various elements of the observed phenomena, including, but not limited to, interactions between educators and learners, as previously identified by Busetto et al. (2020). Observations may be documented during or after their execution. The field notes are subsequently transformed into observation protocols (Busetto et al., 2020).

Observation is a method of gathering data that entails systematically observing and documenting the behaviours and characteristics of individuals within their authentic surroundings. The researcher utilises their sensory faculties to engage in the observation of the phenomena, individuals, entities, or distinctive prevailing circumstances under investigation (Smit & Onwuegbuzie, 2018). To restrict the quantity of data acquired using this approach, researchers are encouraged to establish an observation checklist, including a list of topics or themes about which they want to gather data (Mwita, 2022). The act of observation is a very efficient approach for collecting data in real-time, without causing any disruption to the action being observed. It is an inconspicuous and highly adaptable technique, geared at knowledge discovery (Queirós et al., 2017). In addition, observations are effective in many situations, such as the examination of human or animal behaviour, and is the only option for gathering trustworthy data (Queirós et al., 2017).

In the present investigation, a naturalistic observation was employed. By carrying out this kind of observation, researchers pay attention to the activities that individuals engage in when they are in their natural setting (Ugwu & Eze, 2023). In most situations, there are not any set guidelines for appropriate conduct (Ugwu & Eze, 2023). Instead, I will take careful notes and code the material when they are finished with the observations. Ugwu and Eze (2023) posit that observation is a technique for acquiring data that consists of keeping an eye on persons and events, or taking note of physical qualities as they occur in the natural settings. In addition, I became an overt observer where the learners under study were aware that they were being monitored. However, the purpose of the observation was not disclosed to them. I was situated right at the back of the classroom, refraining from interacting with any of the learners (except for a courteous greeting). The reason behind the observation was to see if the answers provided in the semi-structured interviews by the educators would correlate with the actual observation in their classes. This would also link to the theoretical framework of behaviourism in chapter 2.

3.7.2.2 Advantages of a naturalistic observation

- Validity is ensured in a study by conducting it with participants in their natural environments (Ugwu & Eze, 2023).
- It presents scholars with concepts that they might not have previously given any thought to (Ugwu & Eze, 2023).
- Observations reduce the gap between the investigator and the subject of the investigation, enabling the researcher to uncover new subjects, and provide greater insights into the real-world components of the study in hand (Busetto et al., 2020).
- Researchers are able to circumvent any problems that might occur as a result of utilising self-reported data, since they gather genuine data instead (Ugwu & Eze, 2023).

3.7.2.3 Disadvantages of a Naturalistic observation

- It is difficult to replicate the research and determine the extent to which it might be relied upon, since a number of the factors cannot be controlled (Ugwu & Eze, 2023).
- It is possible that conducting this type of research on a wide scale would be challenging (Ugwu & Eze, 2023).
- It is a highly time-consuming strategy that involves previous planning and the availability of the researcher to travel to the location where the event takes place. This might be a significant drawback for certain researchers (Queirós et al., 2017).

3.7.3 Open-ended Questionnaire (Survey)

3.7.3.1 Definition and application to study

The collection of data in a range of different sectors often makes use of open-ended questionnaires, also commonly referred to as surveys (Ugwu & Eze, 2023). A questionnaire is a document comprising a collection of statements or questions compiled for the purpose of

gathering data from respondents. It is possible for the questionnaire to be closed-ended or open-ended. Closed-ended questions set out suggested possibilities, from which a responder is invited to choose the appropriate option(s) that relate to a certain inquiry (Roopa & Rani, 2012). In contrast, open-ended questionnaires, which are the centre of qualitative research, include questions that allow a responder to write an answer, without being constrained by a restricted number of multiple-choice options (Allen, 2017). According to Creswell (2018), a comprehensive definition of questionnaires involves participants providing their own responses to the questions posed to them. Creswell (2018) posits that questionnaires possess a broader scope of utility, particularly as a method to use when numerous participants are solicited to provide responses to the same set of inquiries.

Ugwu and Eze (2023) propose that open-ended questionnaires are a plausible option to select if the researcher requires a deeper understanding of the characteristics, interests, worldviews, or beliefs shared by a certain population of individuals. Mazikana (2023) asserts that some researchers, however, might use a questionnaire as a deductive strategy for gathering reliable data in order to test an established theory. Further refinement then needs to be done to verify the hypothesis. If administered properly, surveys may provide an effective way to collect quantitative data on people's perspectives, attitudes, experiences, and prior behaviour (Patton, 2019). With questionnaires, the researcher may obtain a substantial quantity of information at a relatively low cost (Creswell, 2018).

I had utilised the open-ended questionnaires (survey) that contained 10 questions to complete because they were an inexpensive way of gathering data from the respondents (Crotty, 2018). Furthermore, the participants were provided with self-administered open-ended questionnaires, which allowed them the flexibility to complete the questions at their preferred times. The questionnaires were distributed immediately after the participants signed the consent forms and were physically collected from them. In addition, the participants were provided with an adequate amount of time to contemplate their comments prior to the occurrence of the observation and semi-structured interviews.

3.7.3.2 Advantages of open-ended questionnaires

- Surveys may aid the researcher in comprehending a population's traits, interests, worldviews, and beliefs (Ugwu & Eze, 2023).

- With open-ended surveys, respondents are given the opportunity to express their thoughts and emotions about a specific topic or a statement in a manner that is not limited in any way (Mwita, 2022).
- The benefit of open-ended inquiries is that they allow for a variety of replies that serve to capture the essence of people's comments without impacting on the conclusion of the inquiry by predetermining alternative responses. This assists in capturing the core of what individuals are attempting to communicate in answer to the inquiry (Mazikana, 2023).

3.7.3.3 Disadvantages of open-ended questionnaires

- This, as with any other qualitative approach for data collecting, has the potential to result in the gathering of a significant quantity of information (Mwita, 2022).
- Another possibility is that the responder might tell a falsehood in order to improve their own appearance. For example, while responding to a question, they might not divulge the full truth because they are embarrassed about a certain subject and do not want to create more humiliation for themselves or anybody else (Mazikana, 2023).

3.8 Data Analysis

3.8.1 Thematic Analysis

Thematic Analysis (TA) entails discovering recurrent meanings throughout a data collection, which is essential for interpreting occurrences (Xu & Zammit, 2020). A theme refers to a certain pattern that holds substantial information on the data in relation to the research questions, and demonstrates consistent meanings across the entire data set (Braun & Clarke, 2006). Instead of providing summaries of data domains, this pertains to a prevalent concern regarding the area of focus (Braun & Clarke, 2019). The terms "pattern" and "theme" are utilised synonymously in this scholarly investigation, and the term "theme" will be consistently employed throughout the duration of this study. According to Saldana (2016), a code refers to a concise word or phrase that serves as a symbolic representation of a significant, prominent, or evocative characteristic within language-based or visual data. However, Braun and Clarke's

(2019:583) TA was characterised as a theoretically flexible technique, as opposed to “a theoretically cognisant and confined methodology”.

Nonetheless, in constructing themes, we choose to demonstrate the model of thematic analysis presented by Braun and Clarke (2006:77, 2012), as cited in Dawson’s (2019) book and depicted in Figure 3.2 below.

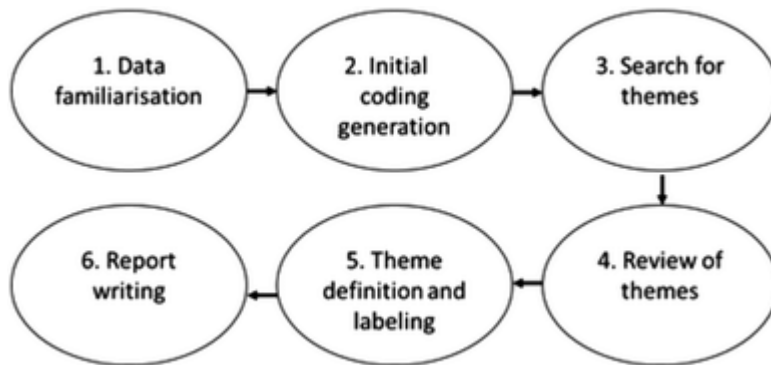


Figure 3.2: Braun and Clarke’s Model of Thematic Analysis

In accordance with the model shown in Figure 3.2 above, the researcher should be intimately acquainted with the transcript or other applicable texts in the first step. Familiarising oneself with the text or transcripts will allow proceeding to the second phase, after reading the material many times. In Phase 2, basic codes are developed. Thus, it is essential that the researcher should recognise that greater analytic effort adds to superior research. In this sense, the first formal stage of theme analysis comprises a line-by-line coding of the data. The codes are not themes, but they would assist me in developing codes. The coding resembles a label that describes the information of one or two lines of the transcripts. At this phase, the researcher should attempt to extract a portion of the text’s substance. This is known as the preliminary stage, which is directed by the whole picture and not just one or two lines from the texts. In addition, these codes cannot be formed when a researcher examines his or her data. Hence, a researcher must generate codes to test hypotheses about their data.

After the codes are complete, a researcher may go on to Phase 3, which entails identifying themes based on the original coding. Here, I would seek for patterns by posing the question “what patterns exist among some of the codes?” Thus, it is essential to guarantee that the categories are established effectively.

The fourth phase involves reviewing themes. In this stage, the researcher must organise data according to the topics in order to finalise the theme for the subsequent phase. The researcher might rectify any errors with regard to topics. The fifth phase involves theme definition and labelling. At this step, the researcher must remember that the degree to which a specific topic is recognised must be conceptually distinct from all other themes. That is feasible if the researcher regularly evaluates the topics, based on the codes and classifications. Hence, the researcher would be able to identify and classify each topic uniquely, thereby generating responses to the study questions that are significant. The sixth and last phase is report writing, which represents the conclusion of data analysis. It is the phase in which the researcher polishes and modifies the analysis, based on any difficulties experienced (Dawson, 2019).

However, as the researcher persists with the analysis, he or she will become more acquainted with the data, which might lead to the discovery of new correlations and meanings, once progressing (Byrne, 2022). The usage of codebooks, which may often pre-define themes prior to coding, stands in stark contrast to this approach. The reflexive method does not need the pre-definition of themes in order to successfully ‘discover’ codes. Instead, themes are developed by the process of organising codes around a relative fundamental similarity, often known as a “central organising notion”, which the researcher develops, based on the data (Braun & Clarke 2019).

Overall, thematic analysis is a versatile and adaptable approach that may be used to examine a broad variety of qualitative data sources, such as semi-structured interviews, open-ended questionnaires, and observation instruments. It thus assists researchers in identifying patterns, trends, and relationships within the data.

3.9 Ethical Considerations

The primary focus of discussions about research ethics often revolves around the objective of reducing harm by giving priority to the interests of participants (Braun & Clarke, 2013a). In order to embody the role of an ethical researcher, it is imperative to possess a comprehensive comprehension of the ethical implications that extend beyond the mere adherence to fundamental standards outlined in ethical codes of conduct (Braun & Clarke, 2013a). It is important to consider the potential vulnerabilities of researchers in the field. Researchers often gather detailed and specific data on sensitive subjects, which could lead to personal trauma for the researcher. Furthermore, data gathering might take place in situations where the researcher’s physical safety is compromised. More emphasis is being placed on the danger of

bodily and psychological injury being suffered by researchers (Bashir, 2020; Keyel, 2020). For instance, Bashir (2020) outlines how researchers might feel vulnerable in circumstances outside their control and be unable to handle the surroundings, information, and/or feelings in such meetings and beyond.

- **Ethical Expectations**

In response to society's expectation of greater responsibility, the focus that is placed on ethical conduct, including activities that are both personal and professional in nature, as well as those that take place during research, has both expanded and risen in intensity (Campbell & Pretti, 2017). In the event that a researcher affiliated with an educational institution were to collect data from human participants for research purposes without obtaining prior ethical approval, they would be in contravention of the institution's applicable Code of Conduct. This violation is typically articulated within the requirement of adhering to institutional protocols, which encompass the regulations governing Human Research Ethics. Furthermore, it is noteworthy that a significant proportion of scholarly journals adhere to the regulations set out by the Committee on Publication Ethics (CoPE). These guidelines require that editors and publishers undertake the responsibility of ensuring that the research conducted in a study has adhered to ethical principles (Committee on Publishing Ethics, 2018).

- **Informed Consent**

Participants are entitled to expect the right to be adequately informed about the queries to be asked of them, the manner in which their information will be utilised, and any potential consequences that might arise. Participants are requested to express their consent to take part in the research in a manner that is unambiguous, actively involved, and formally endorsed. In order to ensure ethical research practices are undertaken, it is imperative that the consent process should encompass an understanding of the participants' entitlement to access their data and their prerogative to discontinue their involvement in the study at any given point (Miles & Huberman, 1994). The process of obtaining participants' informed permission might be compared to a contract between the researcher and the subjects.

The term "informed" encompasses several components that require a succinct elucidation, namely:

- The identity of the researcher(s),

- The purpose of the study,
- The data that will be acquired from participants,
- The method by which the data will be obtained from participants,
- The degree of commitment that is expected from participants,
- How this data will be utilised and presented, and
- What the possible dangers associated with taking part in the study might be.

For the purpose of informing participants prior to obtaining their consent, a brief, carefully phrased information sheet, consisting of 1.5 to 2 pages, was utilised in this study. The information sheet provided utilised a writing style tailored to the participants, with a deliberate avoidance of intricate, academic jargon.

The aspects of consent should clearly include:

- a proposed approach that involves implementing a strategy that prioritises “opt-in” rather than “opt-out” mechanisms. This entails obtaining active consent from individuals, as opposed to relying on passive consent, which remains a contentious issue. Additionally, individuals should be informed about their right to withdraw their consent to participate at any time, without the need to provide a reason. Furthermore, this includes the right to retract data previously provided;
- guarantees that the identities of the participants will be kept secure;
- a clear indication of who the data belongs to (participants retains individual ownership of their raw data, while the researcher obtains ownership of the data analysed); and
- Information about the procedure for filing a complaint (the contact details of the researcher, together with those of the study Supervisor, or the Chairperson of the UFS Ethics Committee, should be provided).

Ensuring the producing of thorough, unambiguous, and effectively produced information sheets and consent forms is of paramount importance. Insufficient transparency in the information sheet and permission form could result in an inadequate consent agreement being obtained, thereby compromising the accuracy of the gathered information as a consequence of

diminished trust (Miles & Huberman, 1994). Furthermore, insufficient transparency would not offer appropriate protection for the participants or the researcher.

- **Risk of Harm, Anonymity and Confidentiality**

Maintaining the concealment or anonymity of the participants' identities is of utmost importance. The guarantees offered should extend beyond the mere safeguarding of participants' identities, and should encompass the restriction of utilising any data or statements that might potentially lead to the identification of the said individuals. Ensuring the safety of participants necessitates the implementation of various measures, among which is the preservation of their anonymity and confidentiality. The terms "anonymity of participants" and "confidentiality of participant information" are occasionally used interchangeably, but they in essence pertain to separate concepts. The presence of anonymity among participants signifies that the researcher lacks knowledge of the personal identities of the individuals involved in the study. In the current research, the open-ended surveys were anonymous (each participant's identity was truly unknown when the completed questionnaires were collected and analysed). The researcher, however, was aware of a participant's identity, but the data was de-identified, and the researcher would not reveal the person's name. This is what was meant by "participant confidentiality". However, the semi-structured interviews, where the participant identities were unfortunately identified to the researcher, therefore, could offer only confidentiality, but not anonymity, in this instance.

The research design must consider the potential for harm to participants, the researcher, the broader community, and the academic institution hosting the research. Fleming and Zegwaard (2018) highlight the point that the harm incurred might manifest physically, resulting in the depletion of resources (such as time), emotionally, or in relation to one's reputation. When the potential for injury is taken into consideration, the preventative methods to be taken should, in decreasing order, be to remove, isolate, and limit the risk, with the participants being properly informed on what the possible risks might be (Fleming & Zegwaard, 2018).

- **Conflict of Interest**

Existing relationships or previous activities carried out by the researcher have the potential to produce a conflict of interest. It is imperative to transparently and candidly disclose these prospective conflicts of interest in an ethics approval application, in order to enable the committee to offer advice on effectively addressing the potential conflict of interest. The

resolution to the conflict of interest around the power difference is to remove the factor that caused the power imbalance in the first place (Fleming & Zegwaard, 2018).

3.10 Chapter summary

On the basis of the above information, it can be stated that the material covered in Chapter 3 constitute essential components of any research study, since it defined the research technique, research questions, strategy, and strategies that would be employed to perform the investigation. In addition, it included a full description of the demographic and sampling strategies that would be used, as well as the data collecting methodologies that would be used to collect information. Furthermore, Chapter 3 has discussed the data analysis, ethical concerns and the validity of the research. This chapter helps to ensure that the research study is conducted in an ethical and dependable way and that the outcomes are accurate and reliable. Chapter 3 is crucial for every research study, since it builds the groundwork for the whole project. By offering a full description of the research methodology, sample strategies, and data collecting methods, this chapter ensures that the research study was well designed and would be carried out effectively.

4.1 Introduction

In Chapter 3, the research methodology, research questions, approach and strategies were discussed. The population and sampling were expounded and the data collection methods specified. In addition, the analysis of data, limitations and ethical concerns and trustworthiness of the study were considered. Chapter 4 expounds on the presentation, analysis and discussion of the findings on how effective classroom discipline strategies influence an educator's self-efficacy in the FET EFAL classroom. Data are scrutinised thematically in order to explain significant findings, using verbatim quotes extracted from the semi-structured interviews and utilised during the analysis of data. Further themes are then identified from the open-ended questionnaire and observation tool. The implications of these findings, based on pupil disciplinary challenges and causes faced in the EFAL classroom in secondary schools, are also discussed. Furthermore, this chapter presents findings related to effective disciplinary strategies that might enhance educator self-efficacy in the FET EFAL classroom, accompanied by practical strategies that could be implemented in a real life classroom.

4.2 Data Presentation

The use of codes/categories employed in this study are tabulated in Table 4.1 below.

Table 4.1: Codes/categories employed in this study

School	Number of participants	Names of Participants (Pseudonyms)
A	4	Ashley, Adrian, Aza and Avril
B	3	Barkley, Bernie and Boitumelo
C	3	Cassidy, Cameron and Carsten
D	2	Dominique and Danny

Table 4.1 above gives an illustration of the four schools that were selected to form part of this study. A total of twelve participants were purposively sampled: four participants from School A, three participants from School B, three participants from School C, and two participants from School D. Moreover, the participants' names were replaced with pseudonyms to ensure their anonymity. When dealing with qualitative data, researchers often conceal or eliminate information that might potentially lead to the identification of the participants, as well as any other individuals, organisations, or locations that are mentioned. This is because such information could be used in either a direct or an indirect way. The data that were produced after this process are often referred to as "pseudonymised" data or simply "pseudonymous" data (Heaton, 2022).

4.3 Preparation for the Study

I waited to obtain ethical clearance from both UFS and FSdoE before the actual collection of data could commence. I physically went to the four schools to obtain consent from the principals to conduct the study within their schools. I provided a thorough account of what would be expected from the participants and the forms for data collection were expounded on. I compiled a user friendly 'fill in' booklet that contained information about the study, consent forms, the interview questions (for participants to familiarise themselves with the questions and write their answers in the space provided) and the open-ended questionnaire, which had indicators where participants were invited to select 'yes' or 'no' and provide a comment, where applicable. I allowed the participants an entire month to themselves before the actual interviews were to take place, during the participants were asked to read their responses as recorded to avoid becoming overwhelmed by the questioning, and because the interviews would be audio recorded. I implemented an additional measure by offering participants the opportunity to

record their replies as voice notes on the WhatsApp social network. These voice notes were then securely saved to my personal cloud in a password-protected folder.

The utilisation of internet, mobile messaging applications, Voice-over Internet Protocol (VoIP), and other mobile technologies has become more prevalent as a research tool, potentially serving as a supplementary or even a substitute means for conducting in-person meetings (Lo Iacono, Symonds & Brown, 2016). In most cases, these mechanisms provide users with the opportunity to make free or low-cost phone calls, send text messages, file exchanges, and video calls from and to almost any location on the globe. The researcher also employed the method of conducting “written-voice note” interviews to seek further clarification from previous participants who had previously been interviewed in person (Bueno-Roldan & Röder, 2022). These questions were asked during the relevant “written-voice note” interview. After some time had passed, the voice note response had been transcribed and added to the official interview. Using this mode was not intended at the beginning of the project, but evolved as a solution to interviewing an extremely busy participant who constantly had to reschedule throughout the course of the research interviews. It was decided that the “written voice note interview” would be the best option to use for that particular participant, since it would enable him/her to respond whenever he/she had the opportunity, notwithstanding other obligations. Bueno-Roldan and Röder (2022) further claim that, after proving to be a helpful option in a few instances, it was eventually used for a number of additional participants when applicable circumstances arose.

4.4 Profile of Participants

This section provides the reader with certain details of the biographic data of the participants in this qualitative study. This data was collected through, firstly, individual semi-structured interviews with 12 participants selected from the four schools in the Motheo district. The participants' names were replaced with pseudonyms. Lahman, Thomas and Teman (2022) have decided to avoid using gendered pronouns and pseudonyms when describing the findings of a research study that had taken place. Furthermore, they provided only the barest of descriptions of the individuals who took part in their study. In this study, the participants falling under ‘School A’ were given generic names starting with the letter ‘A’. In a similar manner, participants falling under ‘school B’ were given generic names starting with the letter ‘B’; those falling under ‘School C’, generic names starting with the letter ‘C’; and those falling under ‘school D’, generic names starting with the letter ‘D’. A total of 12 participants participated:

four from School A, three from School B, three from School C, and two from School D. The data gathered includes the following participant information: number of years teaching EFAL, years of experience in teaching, gender, and highest qualification obtained during their career. As mentioned above, to respect ethical issues and observe anonymity, I ensured that the participants' actual identities were not included.

Table 4.2 below depicts the demographic data of the 12 participants.

Table 4.2: Demographic data of participants

School	Participant (Pseudonym)	Nr of years teaching EFAL	Nr of years teaching	Gender	Highest qualification
A	Ashley	20 years	20+ years	Female	Degree
A	Adrian	10-15 years	10-15 years	Male	Masters
A	Aza	10-15 years	10-15 years	Female	Honours
A	Avril	10-15 years	10-15 years	Female	PGCE
B	Barkley	20 years	20+ years	Female	PGCE
B	Boitumelo	10-15 years	10-15 years	Male	Honours
B	Bernie	20 years	20+ years	Female	Honours
C	Cassidy	20 years	20+ years	Female	Degree
C	Cameron	2-5 years	2-5 years	Female	Degree
C	Carson	10-15 years	10-15 years	Female	Degree
D	Dominique	2-5 years	2-5 years	Female	Degree
D	Danny	10-15 years	10-15 years	Female	PGCE

The EFAL participants differ in the number of years that they have been teaching EFAL: two participants (one from School C and one from School D) have 2–5 years' experience. Six participants (three from School A, one from School B, one from School C and one from School D) have 10–15 years' experience. Four participants (one from School A, two from School B and one from School C) have 20+ years' experience. There were two male and ten female participants. The participants differ in terms of the highest qualification obtained. Five participants (one from School A, three from School C, and one from School D) have a degree. Three participants (one from School A, one from School B and one from School D) have a

PGCE qualification. Three participants (one from School A and two from School B) have an Honours degree. One participant from School A has a Master's degree.

4.5 Coding and Data Analysis

According to Yi (2018), the classification of codes may be used to gain insight into underlying themes. Themes might present similar descriptions from the viewpoints of different persons, or they can tell a variety of unique stories that are connected to one another through the subject. Furthermore, Vaismoradi and Snelgrove (2019) add that themes may also be interpreted as messages that are present within the data. In order to discover themes, I examined the connections, relationships, and messages encompassed within the data.

Thematic approaches encompass the identification of patterns of common meaning within a dataset, as well as the examination of similarities and differences across participants' experiences (Braun & Clarke, 2006). The use of a technique that might be referred to in a more general sense as "thematic", may seem to be suited for a number of qualitative studies because it enables the in-depth examination of participants' varying and common experiences or views (Braun & Clarke, 2019). Themes are built patterns (or meanings) that are formed from the various techniques of data collection used to obtain information from a data set. In contrast to simple summaries or classifications of codes, themes address the research issue being investigated (Stapley, O'Keeffe & Midgley, 2022). According to Braun and Clarke (2006), thematic analysis involves going through a data collection in order to detect, assess, and report patterns that are recurring or common. In addition to describing the facts, it provides an interpretation of the process of selecting codes or categories in order to build themes. When it is appropriate to utilise thematic analysis should be clear to everyone. Braun and Clarke (2019) assert that thematic analysis is appropriate when a researcher wishes to comprehend a collection of ideas, feelings, or behaviours that are prevalent across a data set. Thematic analysis might be used to search for a shared or general interpretation in the data set that everyone can agree on (Islam & Aldaihani, 2022). Furthermore, Li and Zhang (2022) assert that finding trends and patterns within the data is an essential step in any analysis of qualitative information. In order to facilitate this specific research endeavour, qualitative data analysis was conducted using software such as Atlas.ti. This software was employed to analyse the content of the semi-structured interview transcripts and a substantial number of observations, thereby ensuring precision and reliability in the analysis process.

4.6 Presentation of the Findings

In this section of this dissertation, I analysed the themes and subthemes derived from the unprocessed data. The process involved the presentation, evaluation, and support of the viewpoints expressed by the participants of the study through the utilisation of relevant academic material. My primary objective was to examine the impact of classroom discipline, including its unique problems, and propose effective disciplinary approaches that could promote educator self-efficacy in the Further Education and Training (FET) and English First Additional Language (EFAL) classrooms.

Throughout the course of this study, I conducted interviews with the participants, during which I diligently documented the participants' discussions. Subsequently, I transcribed the recorded interviews for further analysis. I also conducted six individual classroom observations with the consent of both the principal of the school and the individual participant. An open-ended questionnaire was provided for the participants to fill in. After collecting data through interviews, observations, and an open-ended questionnaire, I combined the predominant patterns that were identified in the raw data into themes in order to be able to convey the results of the study during the discussion. With the primary purpose of this research serving as the basis, I fused the similar trends that were selected into themes which were tabulated for each data collection method before the discussion of findings was formulated.

4.7 Data Presented from Semi-Structured Interviews with EFAL Educators

According to Doyle (2020), semi-structured interviews are meetings in which the interviewer does not strictly adhere to an official list of questions that have been prepared for the meeting. Instead of focusing on straightforward inquiries and answers, the interviewer (researcher) posed questions that were more open-ended in order to facilitate a discussion between the interviewer and the individuals who were being interviewed.

I identified possible themes prior to, during, and following the data gathering process. These themes are abstractions. Reviewing the relevant literature and considering the features of the phenomena under investigation both contribute to the development of the themes. I developed themes by analysing the acquired data and searched for recurrent key phrases. Furthermore, the use of Atlas.ti assisted greatly in ensuring the validity of the codes and themes identified.

The themes were established from the codes identified in the raw data were tabulated, as shown in Table 4.3 below.

Table 4.3: Participant semi-structured interview codes and themes

Themes	Codes
Theme One: Distractions/disruptions caused by phone usage.	Distractions, digital disruptions
Theme Two: Verbal and Physical Bullying.	Bullying and external influences
Theme Three: Disrespect towards educators and peers.	Lack of respect for teachers and discipline
Theme Four: Excessive talking from learners.	Talking out of turn and classroom management
Theme Five: Lack of parental involvement.	Frustration and parental involvement
Theme Six: Impact on an educator’s self-efficacy.	Frustration and Love for teaching
Theme Seven: Rules are imperative.	Consistency and Instructing
Theme Eight: The utilisation of seating arrangements and space in class.	Class layout , Inflexibility and Social dynamics

4.7.1 Theme One: Distractions/disruptions caused by phone usage

The literature review described in Chapter 2 provided an elaboration on the use of phones as being more of a hindrance than beneficial within the EFAL classroom. When studying the matter of mobile phones as a potential source of distraction in the educational environment, numerous academic studies investigating the reluctance to integrate mobile devices into education have collectively concluded that these devices can have a negative impact. This is primarily attributed to their capacity to divert pupil attention away from academic content, towards non-academic material, ultimately resulting in significant negative consequences for learners’ academic achievements (Sari & Sulisty, 2022).

In a recent research undertaken by Pokharel and Sharma (2021), an investigation was carried out among secondary school learners in an English as a Foreign Language (EFL) classroom. The findings revealed that a significant portion of the learners exhibited a lack of attentiveness and participation during classroom activities. The individuals were seen to be using mobile telephone devices while attending English lessons. The learners engaged in activities such as messaging, web surfing, and online conversations with their peers, which resulted in a diversion of attention from the instructional and educational activities. Metruk (2020) posits

that educators' judgements about the integration of mobile devices into the English First Additional Language (EFAL) classroom might be influenced by factors such as distraction, disruption, and the potential for dishonesty. The findings derived from the study conducted by Alakrash and Razak (2020) showed that Iranian English as a Foreign Language (EFL) students predominantly utilised mobile devices for non-academic purposes. Their research findings suggest that the presence of quality and technology facilities in EFAL classrooms might have an impact on the level of motivation among students during the teaching and learning process.

Distractions, regardless of the setting, have an adverse influence on the process of acquiring knowledge and skills in the EFAL classroom. One specific source of distraction that has grown ubiquitous in contemporary society is the use of mobile phones (Boila, Kwong & Hintz, 2020; Lee, McDonough, Mendoza, Brasfield, Enam, Reynolds & Pody, 2021; Sumuer, 2021; Tanil & Yong, 2020). Although mobile phones provide several advantages, they are also intentionally intended to be significant distractions. Several recent studies have shown that mobile phones have a detrimental impact on attentional processes, even when they are not being actively used (Boila et al., 2020; Lee et al., 2021; Sumuer, 2021; Tanil & Yong, 2020). The use of cellular phones, as well as other media devices such as computers and tablets, inside the classroom or during study sessions presents a significant issue because of the potential interruption caused by task switching. This interruption might distract concentration and thus impede the overall learning process. Research on media multitasking, which refers to the act of switching between tasks while engaging with media devices, such as listening to a lecture or studying, has revealed that the attention and learning capabilities of learners are negatively affected when engaging in media multitasking (Boila et al., 2020; Lee et al., 2021; Sumuer, 2021; Tanil & Yong, 2020).

Kaminske, Brown, Aylward and Haller (2022) conducted a quantitative research study where they assessed the level of distraction experienced by 105 individuals as they engaged with various situations in the classroom. Kaminske et al. (2022) discovered that, in contrast to prior studies, the mere presence of a cell phone did not provide any noteworthy disparities in performance and distraction. Nevertheless, their findings indicated that the presence of incoming alerts on a nearby mobile phone, independent of ownership by the participant, had a detrimental impact on academic performance within the EFAL classroom (Taube & Åkerlund, 2023). In spite of the increasing integration of digital technologies into educational settings, wherein educators and learners are encouraged to utilise diverse technological tools to enhance learning and knowledge acquisition, the utilisation of learners' personal mobile devices for

educational purposes has not yet achieved widespread acceptance within the school context (Selwyn & Aagaard, 2021).

According to the study conducted by Alakurt and Yilmaz (2021), educators commonly integrate mobile phones into their personal and professional activities. However, when it came to the use of mobile phones by students in educational settings, it was found that educators tended to exhibit a preference for either restricting or imposing restrictions on their use. The primary reason for this was the apprehension regarding students' involvement in non-productive activities during instructional time, as well as the imperative to mitigate occurrences of online harassment. In spite of the various difficulties faced throughout the school year, the educators were resolute in their belief that implementing a ban on mobile phone usage offered inherent benefits (Grigic Magnusson, Ott, Hård af Segerstad & Sofkova Hashemi, 2023).

During the individual interviews with the participants, this researcher was able to discern that the majority of the participants felt strongly that the use of cell phones in the EFAL classroom is problematic. Excerpts from the interview conducted with the participants are set out below.

“Learners confess that they watch TV or spend time on their phones until late. Addiction to cell phones keeps learners checking on their phones in class: social media and games.” – Boitumelo (School B)

It is evident from this excerpt that learners acknowledge engaging in activities like as watching television or using their smartphones until late hours. This behaviour has the potential to result in fatigued and less-focused learners within the classroom setting, posing a significant obstacle for educators. The excessive reliance on mobile devices, namely for engaging in social media and playing games, has the potential to cause distractions and hinder the educational experience. The resolution of this problem might need the provision of instruction to learners on the significance of sleep and the effective management of screen use.

“I do not encounter many challenges with discipline, but one aspect has been popping up – learners who try to talk while teaching is going on. Cell phones can also be challenging at times.” – Ashley (School A)

On the whole, this participant has a limited number of disciplinary difficulties. Nonetheless, the author highlights two distinct concerns: student engagement in conversation during instructional sessions and the prevalence of mobile phone use. Engaging in conversation during instructional sessions has the potential to disturb the educational milieu, while an

overindulgence in mobile phone utilisation may also serve as a source of diversion. Establishing explicit guidelines on student conduct and the use of electronic devices within the educational setting has significant importance for instructors.

“Learners love walking around before going to class. Learners misuse their cell phones in class by listening to music and scrolling through social media during lessons. Learners have the tendency of not bringing textbooks and workbooks to school.” – Dominique (School D).

Based on the above excerpt, it is noted that learners often engage in activities such as walking about, using their mobile phones for non-academic purposes, and neglecting to carry essential learning materials like textbooks and workbooks to class. These difficulties are indicative of a deficiency in discipline and accountability among some learners. Educators may find it necessary to implement established protocols and regulations in order to effectively address these behaviours and underscore the significance of being well prepared for class.

Based on the above-mentioned extracts from the participants, it is crucial to prioritise further investigation about the impact of integrating mobile devices into the learning process, particularly with regard to the issue of distraction. The learning process is impeded rather than facilitated by contemporary technology when learners become distracted. In conclusion, this study has significant implications for the use of mobile phones in many contexts that require focused cognitive engagement. In educational and professional environments, the presence of mobile phone alerts received from others might potentially lead to distractions. These results provide a valuable contribution to the existing body of research on the relationship between mobile phones and attention, offering numerous noteworthy insights.

4.7.2 Theme Two: Verbal and Physical Bullying

Bullying encompasses both direct and indirect forms, manifesting through a range of behaviours, such as physical aggression (e.g. striking, shoving), verbal mistreatment (e.g. taunting, name-calling), dissemination of rumours, and social ostracism (Bacchini, Esposito, Affuso & Amodeo, 2021). South African society exhibits elevated levels of violence, necessitating the implementation of preventative strategies that prioritise fostering school bonding and providing drug addiction treatment (Opere, Kamere & Wawire, 2019). Despite the implementation of several interventions, instances of school violence persist, characterised by a notable rise in occurrences such as physical altercations, sexual violence, and disciplinary

measures, including physical force, deliberate acts of setting fires, verbal harassment, and other related incidents. In order to address the issue of school violence in public secondary schools in many countries, a range of initiatives has been implemented. Previous initiatives included the establishment of commissions of inquiry and bodies with the purpose of investigating incidents of school disturbance. These included the Presidential Committee on Learners' Unrest and Indiscipline in Kenyan Secondary Schools (Opere et al., 2019).

Numerous scholarly investigations pertaining to school bullying have shown that the victimisation experienced from peers may result in far-reaching implications, encompassing both immediate and enduring impacts on the psychological welfare of individuals subjected to bullying. Research has shown that classrooms wherein educators exhibit sensitivity and provide support to children's needs are associated with reduced incidences of bullying (Longobardi, Ferrigno, Gullotta, Jungert, Thornberg & Marengo, 2022). Furthermore, research has aimed to examine the relationship between variables that indicate the quality of learners' relationships with their peers and educators, as well as the capacity of educators to effectively manage the classroom. The study focused on examining the relationships between learners' conflicts and closeness with educators, learners' likeability among their peers in the EFAL classroom (referred to as peer-reported social preference), and experiences of bullying victimisation. Furthermore, the potential moderating role of educators' responsiveness in these associations, while accounting for the influence of learners' ages and gender have been explored (Longobardi et al., 2022).

In light of the results, it becomes evident that the implementation of highly responsive teaching practices might not serve as a safeguard against peer bullying for learners who maintain a contentious rapport with their educator (Longobardi et al., 2022).

Many research studies have provided evidence indicating that the prevalence of violence against women is higher in African countries (Muluneh, Francis, Agho & Stulz, 2021). It is worth noting that the predominant manifestations of socio-cultural, gender-based violence (GBV) in Ethiopia include rape, domestic violence, female genital mutilation, and marriage via abductions, with percentages of 71%, 73%, and 70.5%, respectively (Asnes, Pavlovic, Moller, Schaeffer & Leventhal, 2021). The psychological effects were significant. The majority of participants reported experiencing stress, worry, and/or sorrow because of the persistent violence occurring inside the schools. Excerpts from two participants who agree that bullying is becoming difficult to overcome are set out, as follows:

“Major disruptive behaviour- occasionally learners engage in physical and verbal abuse. Bullying is becoming an increasingly difficult challenge to overcome.” – Cassidy (School C)

This first excerpt highlights the prevalence of both physical and verbal abuse, thus emphasising the gravity of this matter.

“Major disruptive behaviours are driven by external, structural forces, i.e. broken-down family values, broken-down societal values and psychological impediments caused by prior which result in lack of work ethic, apathy in development of self and issues with any form of authority, e.g. a teacher.” – Danny (School D)

The above excerpt explores the fundamental factors, highlighting the disintegration of society and psychological obstacles.

These selected passages underscore the alarming frequency of significant disruptive behaviours shown by learners within the EFAL classroom. The resolution of these behaviours requires a comprehensive strategy that encompasses educational institutions, families and society as a whole. Addressing bullying and disruptive behaviour requires the cultivation of ethical principles, the promotion of psychological wellness, and the cultivation of a feeling of accountability and deference towards authority. When considered appropriate, the use of restorative practice has the potential to provide a feeling of resolution for both staff members and students. A meeting held, based on restorative principles offers a platform for both parties to vent their feelings over the incident, promotes mutual understanding, and facilitates the acquisition of information (Holt & Birchall, 2022).

4.7.3 Theme Three: Disrespect towards educators and peers.

Chapter 2 provided an extensive view into how disrespect towards educators and peers has an adverse effect, not only on the individuals, but also in teaching and learning in the EFAL classroom. In a study conducted by Nasution and Ani (2023), Is observed a range of disruptive behaviours shown by the learners under study, including hyperactivity, vocal outbursts, physical aggression towards peers, paper tossing, unauthorised departure from the classroom, peer incitement, engagement in drawing activities during instructional time, cell phone use, and completion of homework assignments while in class. The findings of this study align with the research conducted by Aras and Arhas (2022), who argue that learners exhibit similar

behaviours when it comes to classroom diversion, such as non-participation, disregard for the rights of others, attention-seeking, ignoring the teacher, unauthorised movement from their seats, and generating noise.

In a similar vein, Oktaviani, Syahid and Moormann (2020) observed unacceptable behaviours shown by learners during their research that are closely mirrored in the outcomes of the present study. These behaviours included verbal aggression, such as the use of harsh language, as well as instances of theft involving the appropriation of classmates' monetary resources. Consistent with the findings of Kessels and Heyder (2020), it has been observed that learners engage in non-productive activities instead of completing their designated tasks, which includes engaging in frivolous pursuits. Obadire and Sinthumule (2021) assert that, when a pupil exhibits confrontational behaviour against an educator in a disrespectful manner, their peers may see them as heroic and attribute positive personality traits to them. This event pertains to the report by Zamokule Mdluli, published in the *Daily Sun* on 12 March 2018, which detailed an occurrence when a female student threw a book at an instructor inside the confines of a classroom. The event in question gained significant traction on various social media platforms, resulting in widespread dissemination of the accompanying video. Consequently, the MEC for Education in Gauteng undertook an investigation to ascertain the underlying factors contributing to the occurrence (Obadire & Sinthumule, 2021). The disruptive behaviours seen in the classroom included instances of yelling out during instruction and engaging in inappropriate laughter. This behaviour might be classified as disruptive. This situation significantly disrupts the focus of other learners. The pupil who vocalised loudly undoubtedly garnered the focal point of the others, thereby disrupting their concentration on the acquisition of the English language (Umar & Khair, 2022). During the interviews with the participants, I was able to discern that certain participants strongly felt that learners disrespecting educators as well as their peers in the EFAL classroom is problematic. Below are excerpts from the interviews conducted with the participants:

“Major: Impatience, shouting answers, laughing at other opinions / answers / commenting, starting to throw away rubbish, asking questions to classmates while teaching / instructions are given.” – Avril (School A).

This first excerpt elucidates certain behaviours, such as impatience and a lack of regard for other ideas, which suggests the need of fostering a classroom environment that promotes respect and collaboration.

“Major: Yelling inside the classroom. They take extremely long to settle down. Always late for class.” – Adrian (School A).

This second excerpt highlights the presence of possible time management concerns, manifested through tardiness and difficulty in settling down.

“Time management: Students struggle with the concept of time and how it moves. They underestimate how much or little they have. ADHD is a major factor for students not being able to settle down. Organisation of their books and bags is lacking, leading to constant confusion. The skill of using a diary and planning my day, week and month is not taught. Major behavioural issues are most definitely caused by social issues in our country, the ‘broken family’ and lack of resources.” – Avril (School A).

This third excerpt explores more profound concerns, including difficulty with time perception and difficulties associated with ADHD.

The above excerpts provide insights into the difficulties that educators have when it comes to maintaining classroom discipline and effectively controlling disruptive behaviours. Furthermore, it underscores the dearth of organisational aptitude and resources, resulting in the manifestation of behavioural challenges. The presence of social difficulties, such as fractured familial structures and constrained resource allocation, serves to intensify these challenges.

In general, these extracts highlight the complex and diverse characteristics of disruptive behaviours seen within educational settings. While many challenges may be effectively tackled by using enhanced communication strategies and refining classroom management approaches, others need a more comprehensive strategy that includes the teaching of crucial life skills and the examination of underlying societal determinants. Educators should use strategies that promote the academic achievement of all learners, while also mitigating the occurrence of behavioural or learning difficulties (Wangdi & Namgyel, 2022).

4.7.4 Theme Four: Excessive talking from learners.

This behaviour is a noteworthy occurrence that elicits apprehension and perplexity among the majority of educators, as was explored in Chapter 2 of the study. Various manifestations of pupil misbehaviour may be seen within educational settings, including disruptive verbal communication and incoherent replies, neglecting to complete allocated assignments, and a

lack of enthusiasm to actively participate in the target language, as noted by Seli, Syafitri and Oktaviani (2021). It is well acknowledged that educators, across generations, have experienced a significant challenge in the form of disruptive behaviour inside the classroom (Abeygunawardena & Vithanapathirana, 2019).

Numerous research studies have indicated that pupil behavioural issues across various educational levels are influenced by a multitude of factors. Consequently, educators must exercise caution and evaluate each pupil's individual circumstances, in conjunction with their own roles within the classroom, when formulating appropriate responses to these conditions (Simpson, 2022). The literature frequently suggests various intervention strategies for addressing discipline issues in the classroom. These strategies include praising, motivating, and reinforcing learners, establishing positive and close relationships with learners, implementing clear classroom rules at the outset of the course, adopting pupil-centred learning approaches, and regularly altering seating arrangements (Rafi et al., 2020). According to Kessels and Heyder (2020), an increase in the prevalence of disruptive behaviour within a classroom setting is associated with a corresponding decline in learners' academic performance, since such behaviour detrimentally impacts on the learning process.

Learners engaging in conversation during the English teaching and learning session is seen as disruptive. The learners engaged in discussion that was not pertinent to the subject matter being taught. This behaviour is deemed disruptive, since it has the potential to impede the process of teaching and learning English. During the process of classroom observation, I also identified instances when learners engaged in excessive and unauthorised verbal communication. Moreover, this behaviour has the potential to influence other learners to engage in conversation as well (Umar & Khair, 2022).

Umar and Khair (2022) assert that the disruptive behaviours seen in the classroom included instances of yelling out during the instruction and engaging in inappropriate laughter. This behaviour may be classified as disruptive. This situation significantly disrupts the focus of other learners. The learners who vocalised loudly undoubtedly garnered the focal point of the remaining individuals, thus disrupting their concentration on the acquisition of the English language (Umar & Khair, 2022). A study conducted by Wangdi and Namgyel (2022) states that several prevalent disruptive behaviours are seen in EFAL classrooms, including learners engaging in improper gestures, engaging in conversations with peers, displaying verbal aggression, exhibiting excessive movement inside the classroom, yelling, and failing to adhere

to established classroom norms (Wangdi & Namgyel, 2022). The issue of disruptive behaviour in the classroom is a widely acknowledged problem encountered by educators, across different generations (Abeygunawardena & Vithanapathirana, 2019). Consequently, numerous research studies have been conducted to explore the underlying causes of disruptive behaviour and to devise potential intervention strategies (Rafi et al., 2020). During the interviews with the participants, this researcher concurred with three of the participants who strongly felt that some learners were extremely talkative in the EFAL classroom, which was deemed problematic. Set out below are excerpts from the interviews conducted with these participants:

“Minor disruptive behaviours are the occasional transgressions one might expect from most learners occasionally, such as tardiness and talking in class, etc.” –Danny (School D).

This first excerpt provides a definition of minor disruptive behaviours as including random infractions that are often seen among learners, such as lateness, and engaging in conversation during instructional time. This approach acknowledges that these behaviours are inherent in the process of acquiring knowledge, although their influence on the overall classroom atmosphere may not be significantly detrimental.

“Minor disruptive behaviour – learners tend to be talkative. They sometimes ignore basic classroom rules. In addition they sometimes talk out of turn before permission is granted by the teacher.” – Cassidy (School C).

This second excerpt focuses on the propensity of learners to engage in extensive verbal communication and sometimes exhibit a lack of adherence to fundamental classroom regulations. Additionally, it underscores situations where learners may engage in speaking without adhering to the protocol of obtaining the educator’s authorisation. This highlights the need for maintaining a well-organised classroom setting, while acknowledging that occasional disturbances are inherent in pupil conduct.

“Minor: Children who shout out without raising hands. Children who want to leave the class for bathroom breaks.” – Aza (School A).

This third excerpt delineates the behaviour of youngsters who vocalise without adhering to the customary practice of raising their hands, as well as those who seek permission for toilet visits throughout instructional sessions.

These examples demonstrate the need of effectively regulating classroom interactions and disturbances in a manner that achieves a harmonious equilibrium between the learners' sense of ease and the educator's authority in maintaining an optimal learning atmosphere. Taken together, these selected passages underscore the intricate and multifaceted characteristics of minor disruptive behaviours. Effective classroom management tactics are essential for maintaining a productive learning environment without impeding students' participation and expression, despite being inherent in normal pupil behaviour.

4.7.5 Theme Five: Lack of parental involvement

Various factors contribute to inappropriate behaviour in the classroom, including negative influences from the community and ineffective parenting (Khasinah, 2017). It is indisputable that the diverse characteristics of learners present in the classroom might give rise to challenges (Vongvilay, Fauziati, & Ratih, 2021). The establishment of a harmonious relationship among parents, schools, and the local communities in which schools are situated is likely to foster cohesion and facilitate the enhancement of disciplinary measures for learners. This is particularly significant, considering the collaborative nature required for effective management of learner discipline (Nhambura, 2020).

According to Belle (2018), there is a correlation between the parenting style of families and the conduct shown by learners. Therefore, parents who enforce stringent regulations upon their children cultivate learners who exhibit a deficiency in empathy and compassion for their peers. In a research study conducted by Suleman et al. (2017), it was shown that inadequate parental attention was associated with instances of learner misbehaviour inside the school setting. According to Belle (2018), there is evidence indicating that parents who are occupied with other responsibilities and are unable to provide sufficient attention to their children's daily needs, particularly working women, may contribute to the development of undisciplined learners. According to Belle's (2018) research, it was further observed that children originating from dysfunctional family backgrounds had a propensity for engaging in disruptive behaviours within the school setting.

Several qualitative studies conducted by Belle (2018) in Mauritius, Obadire (2018) in South Africa, and Kambuga (2017) in Tanzania have revealed that, when parents fail to respond to communication from school principals, learners are more likely to exploit their parents' indifferent attitude toward school authority, leading to a continuation of disruptive behaviour within the school setting. The authors further suggest that, when there are disparities between

the values instilled at home and those promoted in the educational setting, it is likely to generate cognitive dissonance in the pupil, perhaps leading to disciplinary issues. This aligns with Bandura's (1977) theory of social learning, which posits that people acquire knowledge through first hand experiences. In the specific context of South Africa, a recent research study undertaken by Wolhuter and Van der Walt (2020) highlights the role of parents or families in the development of moral capital within society and, by extension, in schools. The study suggests that the absence of parental leadership, guidance, and provision of moral instruction might be attributed to the dearth of moral capital in society (Obadire & Sinthumule, 2021).

The existing body of research indicates a correlation between poor family income, poverty, and low socio-economic position with the manifestation of behavioural difficulties in adolescents (Mazza, Lambert, Zunzunegui, Tremblay, Boivin & Cote, 2017). Furthermore, these factors have been shown to contribute to disrupted peer interactions (Fitzsimons, Goodman, Kelly & Smith, 2017). According to the research conducted by Evans and Miguel (as mentioned in Kagema & Kagoiya, 2018), poverty has been identified as being a significant determinant of indiscipline within classrooms. In situations where parents are unable to adequately provide for the fundamental requirements of their children, the children might resort to engaging in activities, such as prostitution, stealing and skipping classes, in order to secure other sources of revenue. According to Bosman (2022), the economic challenges faced by families compel parents to prioritise immediate financial demands, resulting in a disregard for their supporting responsibilities in their children's education. The outcome that is certain to occur is the manifestation of behavioural issues. It is important to acknowledge that, although poverty is not always the only cause of indiscipline, it does contribute to it to some degree. This contribution is seen when poverty interacts with socio-economic issues and inadequate parenting abilities, as previously highlighted by Andresen and Meiland (2017). During the interviews with the participants, this researcher recognised that five participants strongly felt that a lack of parental involvement contributed to pupil ill behaviour in the EFAL classroom, and was also considered problematic. Excerpts from the interviews conducted with the participants are set out below:

“Personal challenges at learners' homes. Disciplinary system not 100 percent effective. Parents are not involved in their child's life.” – Cameron (School C).

“Learners don't read enough and don't build vocabulary. Lack of confidence to speak the additional language. Basic upbringing and relationships at home, parents trying to

be friends instead of parents. Parents disrespecting teachers in front of learners.” – Barkley (School B).

These first two excerpts highlight the importance of domestic personal issues, including the presence of inadequate discipline mechanisms and parents’ lack of active involvement in their children’s lives. Various elements have the potential to contribute to disruptive behaviours, ranging from small to substantial in nature. Furthermore, these factors might have an influence on learners’ language development and self-confidence.

“Minor disruptive behaviour could be due to a poor language foundation. Many learners struggle with basic reading skills so following instructions are sometimes difficult. While teaching they probably can’t follow due to these gaps and therefore engage in mindless banter. Major disruptive behaviour could stem from issues in the household. Most learners are from impoverished, single mother households.” – Cassidy (School C).

The third excerpt highlights the correlation between mild disruptive behaviour and inadequate language abilities, which might impede learners’ capacity to comprehend and adhere to directions. Conversely, severe disruptive behaviour might be attributed to underlying household-related factors. This approach emphasises the connection between academic challenges and wider socioeconomic conditions.

“Major disruptive behaviours are driven by external, structural forces, i.e. broken-down family values, broken-down societal values and psychological impediments caused by prior which result in lack of work ethic, apathy in development of self and issues with any form of authority, e.g. a teacher.” – Danny (School D)

The fourth excerpt delves further into the notion that significant disruptive behaviours are influenced by external structural pressures, such as familial breakdown and social ideals. The phenomenon under consideration implies a multifaceted interaction between psychological and sociocultural elements that contribute to the erosion of reverence for authority.

“I take time to lay a strong foundation of mutual respect and trust (1 year). In that time, I call parents from class, write punishing cards, teach values and hope to communicate a strong boundary of teacher-student relationship. After that time and there are still

challenging behaviours, I investigate. I call parents for in-person meetings, involve the social services at school etc.” – Avril (School A)

The last excerpt above examines the pedagogue’s methodology in cultivating a strong educator–pupil rapport and endeavouring to tackle behavioural challenges. This statement underscores the need for establishing a fundamental basis of respect and trust, as well as engaging parents and support services, when necessary.

These extracts from the interviews in combination further highlight the complex correlation between disruptive behaviours seen in educational environments and a range of external influences. Recurring issues in the educational context include challenges arising from learners’ home circumstances, limited parental participation, and inadequacies in language abilities. Taken together, these selected passages emphasise the need for adopting a comprehensive methodology to tackle disruptive behaviours. This approach should include not only classroom tactics, but also take into account the broader circumstances of students’ lives and the societal structures that influence them.

4.7.6 Theme Six: Impact on an educator’s self-efficacy.

According to Bandura (1997), an individual’s own self-efficacy within a group or organisation might be impacted upon by the strength of their beliefs in the capabilities of others around them. Numerous contemporary studies have centred their inquiries on the psychological aspects of stress, negative emotions, and burnout among educators. The idea of stress might be evaluated from either a single-dimensional perspective (Aldrup, Klusmann, Lüdtkke, Göllner & Trautwein, 2018) or a multi-dimensional perspective. The multi-dimensional perspective encompasses several elements, including burnout and occupational well-being (Aldrup et al., 2018).

The second category pertains to inadequate educator–pupil connections, often known as psychological stresses (Aldrup et al., 2018). The quality of relationships between learners and educators is determined by various factors, including fixed or external factors such as pupil gender and parental involvement. Furthermore, process-based classroom factors, such as pupil and educator beliefs, attitudes, behaviours and interactions, also play a significant role in

shaping these relationships (Junker, Donker & Mainhard, 2021). The English language education is a profession that is deeply intertwined with emotions, including a range of both positive and negative affective experiences (Nakamura, 2018).

The effective management of the emotional aspects inherent in the process of teaching and learning is contingent upon the educator's personal attributes, convictions and prior experiences, in addition to their knowledge of the many strategies and approaches at their disposal (Junker et al., 2021). Positive connections with colleagues and the English as a First Language (EFL) professional community may serve as a valuable source of emotional resilience and support, bolstering instructors' motivation and dedication to their teaching vocation. The lack of these supportive feelings has the potential to result in teacher burnout (Junker et al., 2021).

Undoubtedly, proficient educators possess a diverse range of strategies for cultivating an emotionally nurturing classroom environment. Such an environment fosters a climate of cooperation and open communication, in which learners see themselves as active participants in a collective pursuit of knowledge (Richards, 2022). During the interviews with the participants, this researcher discerned that four participants strongly experienced an impact in their self-efficacy (either positive or negative) attributable to pupil ill behaviour in the EFAL classroom, which was also considered as a challenge. Excerpts from the interview conducted with these participants are set out below:

“Learners not doing homework. This impacts my self-efficacy by discouraging me as an educator. Teaching takes place but learning does not due to learners not completing homework. Learners not listening and following instructions. This impacts my self-efficacy as it takes away teaching time by repeating myself.” – Cameron (School C).

The first excerpt emphasises the exasperation felt that results from learners' failure to complete homework assignments and adhere to directions. The educator's self-efficacy is adversely affected by this phenomenon, since it seems that learners' behaviour undermines their teaching efforts.

“Consider yourself a lifelong learner and never a master. Education is calling and makes one humble. Consistently seek to be a better teacher despite all of society's woes and

you'll find your self-efficacy on an upward trajectory. Show a love for language and teaching in all you do.” – Danny (School D).

The second excerpt proposes that educators should embrace a mentality characterised by ongoing learning and humility, as this may contribute to the preservation and augmentation of self-efficacy in the face of social obstacles.

“I check homework on a regular basis and record the learners. If learners’ homework is not complete, I keep them behind after school to make sure they do their work. I motivate the learners to do their work and work hard. This enhances my self-efficacy by most learners doing their work and engaging in the lessons.” – Cameron (School C).

The third excerpt demonstrates a proactive approach to checking homework, whereby after-school sessions are conducted to ensure its completion. These endeavours have a good impact on self-efficacy as they promote active participation and responsibility among those seeking to acquire knowledge.

“You do the best you can with what you have. Yet self-efficacy is always a victim, no way to avoid that. You tailor teaching and discipline strategies to what works best with that particular class, taking care to prioritise academic development and to scale back on conflict situations.” – Danny (School D).

The fourth excerpt recognises the difficulties associated with teaching within the limitations imposed by existing resources. It highlights the need for customising tactics to ensure successful instruction and discipline, while also giving priority to the advancement of academic growth.

These selected extracts demonstrate the complex interplay between teaching, self-efficacy, and classroom management. Excessive leniency in educational settings might result in learners exploiting the situation, while maintaining a balance of regular compassion and firmness fosters a classroom climate that is both helpful and disciplined.

4.7.7 Theme Seven: Rules are imperative

The concept of disruptive behaviour refers to the improper behaviour shown by learners throughout the classroom, which hinders the learning process and disrupts the instructions provided by the educator (Nasution & Ani, 2023). The mitigation of discipline concerns within the classroom setting may be achieved by the implementation of rules and procedures, which constitutes a pivotal undertaking in the realm of discipline management. This was yet again highlighted in the literature review of Chapter 2. Marashi and Azizi-Nassab (2018) conducted a study on this topic where several educators concurred that using this strategy facilitates the establishment of a more structured and disciplined learning environment. Furthermore, a commonly used approach by several EFAL educators is to mitigate disruptive pupil conduct, hence fostering pupil motivation to modify their undesirable behaviours in pursuit of educational goals and order. Consequently, learners would demonstrate favourable conduct (Nasution & Ani, 2023).

An additional approach is engaging learners in the development of school regulations and standards of behaviour. Learners see the school regulations as equitable and manageable when they actively participate in their formulation (Obadire & Sinthumule, 2021). Sueb, Hashim, Hashim and Izam (2020) assert that the awareness of rules and regulations inside the classroom, along with the understanding that misbehaviour has repercussions, may lead to an improvement in pupil behaviour.

However, it is essential to address such behaviour promptly in order to mitigate its potential escalation. The implementation of unfair strict disciplinary measures serves as a hindrance to learners' engagement with academic tasks, thereby failing to contribute to the cultivation of a sense of personal responsibility towards their own conduct (Bosman, 2022).

Previous research has mostly concentrated on educators' perspectives of pupil behaviours, whereas there is a dearth of studies pertaining to the examination of strategies used by educators in addressing instances of pupil misbehaviour during live classroom encounters. Hazel and Mortensen (2017) conducted one of the few research studies that have examined this particular issue. These authors suggest that instances of socially undesirable or improper conduct shown by a participant in a classroom setting not only draw attention, but also elicit moral evaluations from other participants, potentially compromising the social standing of such individual within the class. Therefore, it is important for everyone in the classroom to familiarise themselves

with the established standards of participation and engagement in order to avoid violating the ethical principles governing classroom involvement (Tai, 2023).

The establishment of classroom norms and educator expectations should be a collaborative effort between learners and educators, and it is imperative that these guidelines be clearly communicated and taught from the start of the academic year. Frequently, interruptions to the learning process arise because of insufficiently established processes or routines, while classrooms that operate smoothly are closely associated with the educator's proficiency in implementing and instructing these procedures. According to Franklin and Harrington (2019), learners' comprehensions of classroom processes, including entering the classroom, seeking the educator's attention and transitioning between learning activities, have a significant impact on minimising disruptions during lessons and thereby influencing the learning process.

Moreover, previous research has shown that the presence of ambiguous regulations and unclear expectations is associated with a rise in problematic behaviours, ineffective classroom management, elevated levels of educator stress, and reduced academic achievement (Nagro, Fraser & Hooks, 2018). During the interviews with the participants, this researcher discerned that six participants felt that the setting of clear rules would be of assistance to combat pupil ill behaviour in the EFAL classroom, which was also considered as being imperative. Excerpts from the interview conducted with these participants are set out below:

“Be fair and consistent with all learners, favouritism is out. Set clear rules and boundaries from the first day learners enter your class. Children feel safe within borders.” – Ashley (School A).

This excerpt underscores the significance of equity and uniformity within the educational setting. The recommendation to establish explicit norms and limits from the outset in order to foster a secure educational setting is sound. This particular technique facilitates the establishment of expectations and fosters a feeling of security among the pupil population.

“Definitely yes. The secret is to be consistent at all times. Be transparent and fair. Set boundaries in the class.” – Adrian (School A).

This participant expressed a strong endorsement of the need for maintaining consistency and openness. This statement aligns with the viewpoint expressed in the first answer, further

emphasising the notion that adopting a transparent and equitable approach is crucial for successful classroom management.

“Be strict when you start, can always relax a bit later. Be consistent. Be the teacher, not their friend, even if there is only a small age difference. Keep learners interested. Know your content. Come prepared.” – Barkley (School B).

The recommendation to first adopt a rigorous approach and maybe relax it later shows a comprehension of the need for establishing authoritative control early on in the educational setting. The emphasis is placed on maintaining pupil engagement and ensuring adequate preparation implies an active approach to pedagogy.

“Be consistent – always punish transgressions the same way. Do not let it go one day, and make a big deal about it the next day.” – Bernie (School B).

The notion of enforcing consistent consequences for infractions is in accordance with the underlying principle of upholding equity and predictability within the educational setting. The implementation of this method is crucial for fostering learners’ comprehension of the repercussions of their behaviour and cultivating a sense of constant enforcement of norms.

“Educators needs to be firm and follow the rules. If you say something, do it otherwise learners will not listen to you and see it as an empty warning.” – Cameron (School C).

This emphasises the need for educators to adhere to their verbal commitments. The user’s observation on the avoidance of empty warnings aligns with the notion that establishing credibility is a crucial aspect of effective classroom management. The likelihood of children respecting the authority of instructors is increased when teachers consistently adhere to a set of activities.

“Good discipline starts outside, before they enter. Learners must line up and be quiet before they may enter. They must also be reminded that the teacher is in charge and the teacher will be respected as such. Once they agree to those terms, they may enter. Once inside, they must wait by their seats until instructed to sit down. Sweat the small stuff then the big ones come naturally.” – Carson (School C).

This excerpt underscores the significance of discipline, even before students enter the classroom. Her emphasis on lining up, demonstrating respect for the educator's authority, and paying attention to small details aligns with the idea that a well-structured environment can lead to more effective discipline.

These extracts, taken together, underscore the need for consistency, establishing limits, and displaying firmness in order to maintain efficient classroom discipline and foster a constructive learning atmosphere within the EFAL classroom. The above samples from the interviews underscore the significance of upholding fairness, consistency, and establishing explicit limits in order to cultivate a secure and organised learning environment for learners. The aforementioned extracts, together, emphasise that the establishment of discipline is contingent upon the regular implementation of rules and limits, in conjunction with fostering a respectful dynamic between both educators and learners. It is emphasised that the establishment of a well-managed and respectful classroom atmosphere is of utmost importance in facilitating good learning outcomes and enhancing educator self-efficacy.

4.7.8 Theme Eight: The utilisation of seating arrangements and space in class

The seating arrangement in a classroom environment is considered to be the most prominent feature in terms of its physical aspects. The lack of adequate seating arrangements in classrooms might potentially diminish the desire of learners to attend the class. Nevertheless, it is essential to provide learners with a diverse selection of seating arrangements that foster increased levels of focus and motivation, while maintaining order (Norazman, Ismail, Ja'afar, Khoiry & Ani, 2019).

Another study has indicated that the educators under study often used a conventional seating arrangement, with the educator's table at the front and the learners' desks at the rear, because this was the long-established seating configuration for the classrooms. Furthermore, the available space was constrained (Rido, 2020). According to Tobia, Sacchi, Cerina, Manca and Fornara (2020), it has been argued that learners would demonstrate enhanced logical reasoning, creativity and improved classroom conduct when they were seated independently, at a solitary desk. Similarly, Granero-Gallegos, Gómez-López, Baena-Extremera and Martínez-Molina (2020) observed that the configuration of classroom seating has considerable importance, as it might have a substantial impact on the behaviour and academic achievement of learners. The afore-mentioned researchers substantiated their assertions by presenting empirical evidence

that demonstrated a significant disparity in academic performance between learners situated in the front of the classroom, and those positioned in the rear rows.

Furthermore, Egounléti, Hindémè and Datondji (2018) highlighted the significance of the class seating arrangement in promoting pupil participation and order, particularly when learners would sit in pairs or groups. Overall, the existing literature indicates that appropriate seating configurations might provide beneficial outcomes in language classes with regard to teaching and learning. It was noticed that instances of pupil misbehaviour were more prevalent in cases where learners were seated in groups. This finding aligns with the findings of Jati, Fauziati and Wijayanto (2019), who stated that learners would exhibit disruptive behaviours when they were placed in groups within the language classroom.

According to Rafi et al. (2020), the results of their study indicated that the use of various seating arrangements in the classroom might lead to a partial reduction in learners' disruptive behaviour. Furthermore, it was observed that frequent alterations in seating arrangements would elicit excitement among learners and pique their curiosity about their assigned seats, seat mates, group members, and related factors (Rafi et al., 2020). This would enhance their levels of desire to attend class. From the many seating arrangements examined in this research, it was found that the most efficacious approach for mitigating disruptive behaviour would be to seat learners in pairs or groups consisting of three or four individuals. However, it is recommended that educators should use caution when rearranging group members in order to prevent the possible formation of either dominating or solely passive group dynamics (Wangdi & Namgyel, 2022).

Empirical research has been conducted to investigate the impact of various classroom seating methods. Zhang (2019) conducted an ethnographic investigation, revealing that Chinese educators implement a hierarchical system for assigning classroom seats, whereby learners who fail to exhibit a positive academic demeanour are segregated to a corner seat. This finding implies that educators across various cultural contexts might possess distinct perceptions and utilisations of classroom seating arrangements. Conversely, Kim, Lin, Chen, Logan, Purtell and Justice (2020) conducted a separate investigation and determined that the segregation of learners with behavioural problems did not have a significant impact on changes in friendship dynamics or the occurrence of peer conflicts. A further pedagogical approach mentioned by educators was the practice of isolating certain persons. According to their statements, they prioritise seating disruptive children before seating others. In contrast to the practice of segregating learners, educators also expressed their deliberate intention to place individual

learners with certain classmates or groups of classmates, often being motivated by identical rationales as those given by other instructors in favour of pupil separation. Educators sometimes choose to seat learners in the front row, in close proximity to themselves (Kim et al., 2020). Furthermore, it is imperative for educators to be cognisant of the potential impacts of the seating arrangement in use. They should deliberately consider the objectives they aim to accomplish through the arrangement and determine the most suitable strategy, based on the group or individual pupil's characteristics (Hoekstra, van den Berg, Lansu, Mainhard & Cillessen, 2023).

According to Santander (2022), when the seating arrangement in a classroom is organised well, it enables the educator to prioritise learning above behavioural issues. In contemporary times, it is observed that a significant number of educators continue to use a singular kind of seating arrangement, exclusively. The traditional row seating arrangement is often used in classroom settings to minimise behavioural problems (Santander, 2022). However, on occasion, learners might experience feelings of boredom in relation to this particular configuration of seats. Pranena (2022) suggests that the use of traditional row seating arrangements in classrooms directs the major emphasis of interaction towards the educator, while simultaneously minimising opportunities for learners to engage with one another, thus minimising ill behaviour. During the interviews with the participants, this researcher discerned that five participants highlighted the importance of classroom seating arrangements in the management of pupil behaviour and the creation of an optimal learning environment to combat pupil ill behaviour in the EFAL classroom, and which was considered as being significant. Excerpts from the interview conducted with the participants are set out below:

“All learners face teacher. Enough space between rows for the teacher to move between the learners. Avoid too many distractions (such as decorations).” – Barkley (School B).

The first excerpt underscores the need for positioning learners in a manner that would allow them to directly face their educator, while still providing sufficient room for mobility. The preference is for few distractions, rather than excessive decorations, in order to optimise attention.

“In neat rows. I place learners according to their results; also, the learners with learning problems or sight problems are placed in front of the class.” – Dominique (School D).

The second excerpt emphasises the need for strategic seating arrangements that take into account academic achievement and individual needs. This includes prioritising learners who

have learning or visual impairments by assigning those learners seats at the front of the classroom.

“Learners have to sit alphabetically to eliminate learners sitting with groups of friends. Disruptive learners are moved to the front of the class in their own little ‘office’ in a sense to isolate them.” – Cassidy (School C).

The third excerpt outlines several tactics that might be used to effectively manage disruptive behaviour in a classroom setting. One such strategy involves implementing an alphabetical seating arrangement, which serves to discourage the clustering of friends and potentially disruptive interactions. Furthermore, the extract suggests the practice of relocating troublesome learners to the front of the classroom, therefore isolating them from their peers and thereby minimising their negative behaviours.

“I cannot organise my furniture because it’s fixed in place. I have a science class. I let the learners sit in alphabetical order.” – Cameron (School C).

The fourth excerpt highlights the constraint of having fixed furniture in a classroom and suggests that alphabetical seating is a viable solution.

“Learners have to sit alphabetically to eliminate learners sitting with groups of friends. Disruptive learners are moved to the front of the class in their own little ‘office’ in a sense to isolate them.” – Cassidy (School C).

The above extracts highlight the importance of having appropriate classroom seating arrangements in the management of pupil behaviour, and the creation of an optimal learning environment. In general, these extracts emphasise a range of factors to be taken into account when organising seating arrangements in a classroom setting. The objective is to provide a setting that reduces disruptions, enhances involvement, and tackles any behavioural difficulties. The configuration of the classroom, whether achieved through deliberate placement or the establishment of purposeful seating patterns, significantly influences the dynamics of both learning and behaviour control.

4.8 Data Presented from the Open-Ended Questionnaires with EFAL Educators

Questionnaires represent a collection of papers that consist of inquiries or statements that are designed to elicit responses from research participants or respondents. The purpose of these questionnaires is to gather the necessary information required to fulfil a study's goals. The questions presented might be categorised as either open-ended or close-ended. Open-ended questions are designed to elicit comments or explanations from respondents, asking them to provide their own written replies, in their own words (Mwita, 2022).

The open-ended questionnaire in this study took the form of a written questionnaire, as this researcher did not want to further impede the process by gathering additional numbers of audio recordings. The educators under study had ample time to review the questions and think critically of the indicators, and how these impact on their disciplinary strategies within the EFAL classroom and its effect on an educator's self-efficacy.

Themes were established from the codes identified in the raw data, and are tabulated in Table 4.1 below.

Table 4.4: Participant open-ended questionnaire codes and themes

Theme	Code
Theme One: Lack of parental support.	Relationships and support.
Theme Two: Self-efficacy impacted.	Demotivation and burnout.
Theme Three: Set Clear Rules.	Rules and order in class.
Theme Four: Positive reinforcement.	Fostering positive relationship and deep interest in learners.

4.8.1 Theme One: Lack of parental support.

It is important for parents to actively engage in the learning process and to take part in the organisation of their children's social activities as a means to foster the development of social capital (Ugwuanyi, Okeke & Njeze, 2020). On the other hand, Ahmed, Rönkä and Perälä-Littunen (2022) have conducted research in developing countries and identified certain trends of parental engagement that have negative implications for children's educational outcomes. The negative impacts of parental interference and insufficient parental participation on children's academic success is evident (Ahmed et al., 2022). Conversely, even strong parental

involvement might provide challenges for parents who are economically and intellectually disadvantaged.

Moreover, Butler, Quigg, Bates, Jones, Ashworth, Gowland and Jones (2022) argued that it is probable that home and family dysfunction, together with exposure to more severe instances of abuse and neglect, would have a disruptive effect on parent–child interactions. Therefore, it is imperative that children who face adversity, and consequently lack supportive relationships within their family environment, should be able to establish positive and supportive connections with their educators (Butler et al., 2022). Munje and Mncube (2018) assert that the promotion of parental engagement in South Africa is facing obstacles that impede its growth, including socioeconomic challenges such as poverty, single-parent homes, unemployment, and a deficiency in supporting family structures. However, it is vital to note that parental engagement should not be limited to financial contributions alone, although such monetary support is very significant.

Parents should also actively engage in addressing their children’s intellectual, social and emotional requirements. Regarding rural areas of South Africa, Du Plessis and Mestry (2019) concluded that it is common for parents to engage in low-skilled labour, possess a lower educational attainment, and generally have less appreciation for the need for formal education. Consequently, these parents are unable to financially support the supplementary materials that educators deem necessary, or to equip their children with basic morals, thus adversely affecting the educational process and contributing to ill behaviour inside these educational institutions (Du Plessis & Mestry, 2019). Based on the open-ended questionnaire with the participants, this researcher discerned that two participants felt that the lack of parental involvement contributes to pupil ill behaviour in the EFAL classroom. Excerpts from the interviews conducted with the participants are set out below:

“Some parents are contacted but no intervention is reached”. – Cameron (School C).

“Parents are contacted in severe cases but some parents don’t show interest in their child’s behaviour or academics”. – Adrian (School A).

These excerpts show the difficulties that educators have when attempting to include parents in addressing pupil conduct and academic issues. Despite concerted attempts to engage with parents, it is evident that, in some instances, interventions might not result in the anticipated effects. This underscores the intricate interplay between educational institutions and parents, in which a scarcity of parental engagement or enthusiasm might impede the teaching and

learning process. The establishment of collaborative initiatives between educational institutions and parents is of paramount importance in order to thoroughly handle pupil concerns. This strong collaboration has the potential to provide excellent outcomes in terms of children's behaviour, academic performance, and general development.

4.8.2 Theme Two: Self-efficacy impacted

The theory of self-efficacy was introduced by Bandura in 1977, in which he provided a definition of self-efficacy as being the subjective assessment of an individual's capabilities to successfully execute a certain task. Self-efficacy pertains to an individual's confidence in their own abilities. A lack of confidence in one's own talents is indicative of diminished self-efficacy, which then leads to sub-par academic performance. The aforementioned assertions are substantiated by Tus (2020), who posited that individuals with a higher self-belief are more likely to attain their objectives, while those with lower self-efficacy tend to concentrate on negative aspects and encounter challenges and setbacks in their pursuit of goals.

In a study conducted by Torres and Alieto (2019), individuals who perceived themselves as lacking capability tended to reduce their efforts or quickly abandon their pursuits, when confronted with difficulties and failures. Conversely, individuals who possessed strong confidence in their abilities tended to exert greater effort when faced with challenges that they are unable to overcome (Wene & Vantaosen, 2023). In relation to the acquisition of language skills, it is worth noting that self-efficacy beliefs play a significant role in determining the degree of achievement shown by students in their academic endeavours (Turner, Li & Wei, 2021).

Bao, Liu, Ma, Feng and He (2022) and Dreer (2022) posited that teaching is an emotional undertaking, in which the emotions experienced by educators are linked to both their teaching effectiveness and personal welfare (Bao et al., 2022; Dreer, 2022). The phenomenon of enthusiasm being transmitted from educators to learners has been seen and documented by Liu, Fathi, Allahveysi and Kamran (2023), and Talebzadeh, Elahi Shirvan and Khajavy (2020). These studies provide evidence that the infectious nature of enthusiasm may positively impact on students' learning experiences.

Considering the importance of educator emotions in a broader context, and specifically in the domain of foreign language teaching, Derakhshan, Dewaele and Noughabi (2022), and Proietti

Ergün and Dewaele (2021) have reported findings that indicated that educators with higher levels of self-efficacy had greater work satisfaction and reported lower levels of work-related stress. Positive instructional behaviours, including clear standards, excellent teaching, and superior classroom organisation, are closely linked to a strong sense of educator self-efficacy (Derakhshan et al., 2022; Proietti Ergün & Dewaele, 2021). Educators who are more effective are less inclined to leave their career because of their experiencing a greater level of work satisfaction (Wang, Derakhshan & Zhang, 2021; Zakariya, 2020).

Recent research has shown that there is a growing body of data that suggests a negative correlation between the self-efficacy of educators and work burnout, as well as a positive association between educator self-efficacy and instructional quality and job satisfaction. In the context of English as a Foreign Language (EFL) instruction, many research studies have provided data indicating that educator self-efficacy is a significant and inverse predictor of both teaching stress and work burnout (Bing, Sadjadi, Afzali & Fathi, 2022).

Waddington (2023) has concluded that strong self-efficacy beliefs might facilitate the ability to confront problems and maintain dedication towards achieving objectives. Conversely, low levels of self-efficacy could yield avoidance tendencies and negative emotions, which might adversely impact on, not only performance, but also overall well-being.

Based on the open-ended questionnaire conducted with the participants, this researcher discerned that five participants who felt that classes with severe disciplinary issues dissuade educators from wanting to teach EFAL. Excerpts from the interview conducted with these participants are set out below:

“When I taught HL, I was often discouraged from wanting to teach” – Bernie (School B).

The first excerpt emphasises the negative impact of disciplinary problems inside classrooms on an educator’s drive to instruct, hence emphasising the detrimental effect that disruptive behaviours might have on their enthusiasm.

“Certain classes-especially if many repeaters are present-disruptive”.-Cassidy (School C).

The second excerpt implies that difficulties associated with certain courses, especially those with repeating learners, might result in teachers demotivation and hesitancy about teaching.

“Some learners continue to disrupt regardless making me extremely negative and not wanting to teach”.-Carson (School C).

The third excerpt articulates the exasperation that might arise from ongoing disruptions, leading to a pessimistic perspective and dampening the educator’s enthusiasm for teaching.

“These particular classes are not suited to mainstream education and/or have severe backlog linguistic aptitude”. – Danny (School D)

The fourth excerpt highlights the challenges faced with some classes, including those with language deficiencies or a lack of suitability for traditional educational settings. These obstacles might have a significant influence on both the motivation of educators and the learning experience of learners.

“At times, learners are so disruptive and rude that at times I feel as though I can leave the profession”. – Adrian (School A).

The last excerpt elucidates the profound emotional ramifications that educators might experience as a result of disruptive and disrespectful conduct, which might lead them to consider departing from their chosen career.

These selected excerpts provide an honest portrayal of how difficult classroom dynamics might affect the motivation and teaching aspirations of educators in the EFAL classroom. In aggregate, these selected passages provide insight into the impact that disruptive behaviours and difficult classroom settings may have on the emotional and professional dedication of educators. It is imperative to address these concerns, since doing so is crucial not only for the well-being of learners but also for the long-term viability and efficacy of the teaching profession.

4.8.3 Theme Three: Set Clear Rules.

In order for the norms to be useful, it is essential that learners be shown respect, since this is a crucial element of good teaching. It is often said that educators frequently devote a significant portion of their time addressing disciplinary matters. The use of effective disciplinary strategies has been shown to have a positive impact on learners’ academic achievement and overall learning outcomes (Sunday, Ogbeche & Adie, 2022).

The research conducted by Nisar, Khan and Khan (2022) revealed a positive correlation between efficient discipline management and improved academic performance, as well as a reduction in behavioural issues among learners at government schools located in the Kohat area of Pakistan. According to the study conducted by Nisar et al. (2022), it has been seen that classrooms characterised by disorganisation and chaos, together with inadequate academic outcomes, result in little learning being achieved. This is particularly evident among learners who receive insufficient behaviour management guidance from their educators. Furthermore, there is a positive correlation between the implementation of effective classroom management strategies and practices and the academic performance and overall results of students (Jamba & Norbu, 2023). Previous research has thus shown evidence of a notable rise of pupil involvement, a decrease in disruptive and aggressive behavioural issues, and enhanced academic achievement among learners (Rogers, 2020).

Nisar et al. (2022) conclude that, in order to maintain discipline inside the classroom, secondary school educators should have the capacity to establish a set of regulations pertaining to discipline management. These regulations must be prominently displayed inside the classroom and effectively explained to the parents of the learners. Adequately formulated classroom rules are essential in facilitating effective teaching and learning processes (Nisar et al., 2022). These guidelines serve to establish explicit expectations and clearly defined standards for learners, thus promoting collaborative and cooperative behaviours that contribute to the establishment of a structured learning environment. Khadka (2023) states that the implementation of explicitly articulated regulations and directives, along with hands-on exposure to them, not only facilitates learners' comprehension of the classroom's standards, but also enhances their feelings of safety and accomplishment in their educational pursuits. In addition, educators should effectively explain these guidelines to learners in a manner that is comprehensible and suitable (Khadka, 2023).

Based on the open-ended questionnaire with the participants, I discerned that six participants felt that setting out clear rules enables learners to follow them in the EFAL classroom. Excerpts from the questionnaire conducted with these participants are set out below:

“Classroom + School rules.” – Barkley (School B).

The first excerpt highlights the existence of regulations inside both the classroom and the school environment, emphasising the need for adopting a complete disciplinary strategy.

“RULES Still requires active follow up as some still take chances.” – Boitumelo (School B).

The second excerpt implies that maintaining a state of constant alertness is necessary in order to guarantee that learners continually comply with norms.

“Rules must be simple and non-negotiable”. – Bernie (School B)

The third excerpt highlights the need for implementing unambiguous and direct regulations that eliminate any potential for bargaining, hence fostering an organised setting.

“Classroom rules displayed and learners’ reminded”. – Cassidy (School C).

The fourth excerpt discusses the pedagogical strategy of prominently posting classroom rules and often reminding students of their significance in upholding discipline.

“Rules are introduced when meeting for the first time”. – Dominique (School D)

The significance of establishing expectations from the beginning is shown in the fifth excerpt, where it is observed that norms are implemented at early gatherings.

“Rules are set from the first day and when rules are broken punishments are given. Consistency is key”. – Adrian (School A).

The last excerpt emphasises the need for continually establishing and enforcing rules, underscoring the criticality of this strategy for achieving good classroom management.

These selected extracts demonstrate the need for adopting and implementing rules within the educational setting. These selected passages, together, emphasise the need for establishing explicit and well-communicated regulations, as well as consistently enforcing them, in order to cultivate an atmosphere that is favourable to learning and to ensure that learners comprehend and adhere to the anticipated conduct.

4.8.4 Theme Four: Positive reinforcement

A good learning environment is a significant aspect that contributes to effective learning. In order to cultivate an environment that is conducive to learning, educators must possess effective discipline management skills. This encompasses several facets, such as the relationships between educators and learners (Nasution & Ani, 2023).

Skinner (1961) posited that voluntary behaviour might be influenced by both positive and negative reinforcement within the framework of Operant Conditioning of Learning. This suggests that the educators who employ positive reinforcement with learners, whereby a reward is given when a pupil engages in desirable behaviour, and the educators who utilise negative reinforcement with learners, whereby an unpleasant experience is eliminated when the pupil demonstrates good behaviour, are both involved in the instructional process. According to Skinner (1961), both circumstances have the potential to enhance academic performance. Ultimately, the responsibility is with the educator and the specific context to choose which approach would provide the most favourable results in terms of modifying the pupil's conduct and establishing an effective educational setting.

Therefore, educators serve as exemplars of positive social and emotional conduct, providing teenagers with a model to imitate. The provision of social support by an educator may facilitate the development of positive emotional skills, foster healthy interpersonal connections, and enhance learners' willingness to engage in the learning process (Jennings, 2019). Mischel and Kitsantas (2020) believe that educators serve as exemplars of positive social and emotional conduct, providing learners with a model to imitate. An educator's social support has the potential to facilitate the development of positive emotional skills, foster healthy interpersonal connections, and enhance learners' desire to engage in the learning process.

One key aspect is the implementation of reward systems. According to the findings of Nasution and Ani (2023), educators acknowledge learners' exceptional conduct by using rewards. Educators use affirmations as a type of positive reinforcement to express their recognition of pupil abilities and accomplishments, thus enhancing their motivation and decreasing ill behaviours. This assumption is substantiated by the study results of Aras and Arhas (2022), as well as of Asy'ari, Ikhsan and Muhali (2019), where educators are required to use captivating techniques, such as using incentives as well as positive reinforcement, in the language classroom.

The provision of positive feedback has been shown to be effective in reducing disruptive behaviour among learners and in encouraging the cultivation of positive educator–pupil relationships, as well as in promoting accountability among learners for their behaviour (Nisar et al., 2022). Based on the open-ended questionnaire with the participants, I discerned that five participants believed in addressing undesirable behaviours and reinforcing desirable

behaviours in the EFAL classroom. Excerpts from the questionnaire conducted with these participants are set out below:

“You have to address this before it becomes uncontrollable”. – Barkley (School B).

The first excerpt emphasises the need to swiftly address bad behaviour in order to avoid its progression into more significant problems.

“Learners must know and respect what is allowed and what will not be tolerated”. – Bernie (School B).

The second excerpt highlights the significance of learners comprehending and valuing limits, thus contributing to the maintenance of a constructive and advantageous classroom atmosphere.

“We cannot condone/ ignore bad behaviour. It must be addressed to stop the spread”. – Cassidy (School C).

The third excerpt acknowledges the need for addressing and mitigating undesirable behaviours in order to hinder their propagation.

“I always reinforce desirable behaviour”. – Cameron (School C)

“Unwanted behaviours are addressed and reinforced with positive ones”. – Adrian (School A).

The fourth and fifth excerpts highlight the need for actively reinforcing desirable behaviours, emphasising the need to provide positive feedback and incentives to promote good conduct.

These selected extracts emphasise the need for using proactive and consistent strategies for behaviour management within the educational setting. These extracts, together, underline the proactive role that educators play in moulding behaviour. Educators play a crucial role in cultivating a well-managed and courteous learning environment by swiftly addressing problematic behaviours and encouraging good behaviours. This proactive approach not only helps learners individually, but also enhances the entire ambiance of the classroom.

4.9 Data Presented from Observations with six EFAL Educators within a Real Class Setting

Observations may be classified into two main categories; participatory observation, and non-participatory observation. I engaged in participatory observation when they actively watch a certain occurrence, while also being a participant within the group under study. In order to investigate the process of decision making inside meetings, it is important for a researcher to actively participate in these meeting sessions. In the context of research, non-participatory observation refers to a method whereby a researcher undertakes the observation of a certain occurrence, without actively participating or becoming a member of the subjects under investigation. In light of the aforementioned scenario, a researcher performs an observational study on remote meetings, abstaining from any kind of active participation in the proceedings (Mwita, 2022).

The first stage of data analysis included the organisation of data acquired during the process of data collecting. The replies obtained from the questionnaires administered to the educators were used to ascertain potential themes and to determine their alignment with the responses obtained from the interviews. Subsequently, a manual analysis of the transcriptions was conducted in order to identify potential codes/themes. This analysis was then transferred to the software programme Atlas.ti to enhance the trustworthiness of the findings. During this procedure, I engaged in many stages of data analysis, assigning ratings to specific keywords that pertain to the research questions, and afterwards segmenting the data into distinct sections, according to issues that are relevant to the research questions. Subsequently, an exploration of the data was conducted, after which the data was encoded. The text was categorised in order to provide explanatory descriptions that address the research inquiries. Subsequently, a deliberate selection was made to use specified data, while disregarding other data that did not directly contribute to the provision of proof for the study inquiries. The first phase of data collecting included the observation of six out of the twelve educators on a single day. Is adopted the stance of impartial observers throughout the process of observing classes, and both educators and learners were made aware of my presence. By using the observation tool as a framework, Is successfully documented the behaviours shown by the educator, as well as the reactions elicited from the learners situated in the classroom setting.

Themes were established from the codes identified in the raw data and have been tabulated in Table 4.5 below.

Table 4.5: Participant observation codes and themes

Theme	Code
Theme One: Organisation of physical environment.	Classroom arrangement and physical environment.
Theme Two: Positive pupil reinforcement	Positive reinforcement and relationship building.

4.9.1 Theme One: Organisation of physical environment

According to Brukštutė (2019), the conventional arrangement of tables and chairs into rows in a classroom setting is deemed to be appropriate for tasks that require individual labour and adherence to predetermined timeframes. Nevertheless, it is important to acknowledge that this particular configuration of furniture creates an environment with few opportunities for physical engagement, which might hinder the effective transmission of information to the learners. Aljaser (2019) is of the view that the physical environment of a classroom can be discerned from the presence of designated seating areas for learners and sufficient space for their movement. Additionally, it should accommodate the educator’s mobility and promote the comfort and contentment of learners. An environment conducive to learning is characterised by the absence of disruptive external noises and distractions (Aljaser, 2019).

The physical characteristics of a classroom that impact on pupil learning and discipline include several elements such as the arrangement of the classroom furniture in traditional rows to curb unnecessary distractions and promote learning (Othman, Ruslan & Zahrah, 2022).

In the event that contemporary learners are exposed to non-traditional seating arrangements inside educational settings, it is vital for educators to possess a sense of assurance about the authentic benefits that such arrangements might provide to the students. Consequently, educators are able to maintain the focused engagement of their learners throughout the whole of the school day (Santander, 2022).

Yu, Shi, Li and Yang (2022) posited that contact within a standard classroom setting is often characterised by extensive educator–pupil engagement, limited emotional interaction, inadequate levels of interaction, and mostly one-way interaction, characterised by “one-way obedience”. In the conventional educational setting, the majority of educators assumed the

position of “indoctrinators”, where learners were passive recipients of information and were obliged to work on their work in a solitary manner to minimise ill behaviour (Yu et al., 2022).

Based on the observation of the six educators at the four schools, I had observed that four educators had the learners sit in traditional rows, in pairs, with ample space for the educator to move around, including being able to check homework from the previous day, as well as walking around to curb unnecessary ill-discipline.

“Organisation of physical environment and how educator uses environment to curb disruptions: The educator table is positioned in front, near the chalk board. Learners face the front in traditional rows put in pairs. The teacher is able to move around easily. The classroom is beautifully decorated with content of the subject.” – Avril (School A).

The educator’s deliberate placement of their table in close proximity to the blackboard, together with the use of a conventional row-seating arrangement, is evident from observation. This configuration facilitates the educator’s convenient access to the whole class, hence fostering improved classroom management. Furthermore, the inclusion of a meticulously adorned classroom implies a setting that might perhaps foster greater pupil engagement.

“Organisation of physical environment and how educator uses environment to curb disruptions: The educator has a spacious classroom. Learner chairs and tables are neatly organised in traditional rows. Classroom is extremely tidy.” – Bernie (School B).

The observer noted the ample size of the classroom and the orderly arrangement of pupil seats and tables in a conventional, linear formation. Maintaining an organised classroom environment has the capacity to foster a heightened sense of concentration among learners, thus possibly minimising instances of disturbances. Nevertheless, the absence of any reference to ornamental aspects or subject-specific items that have the potential to enhance the educational setting is notable.

“Organisation of physical environment and how educator uses environment to curb disruptions: Sufficient space for the educator to walk around. The learner tables and chairs are placed into traditional neat rows for easy movement. The educator table is located in front.” – Barkley (School B).

The observation of Barkley also underscores the need for a meticulously arranged physical setting that provides sufficient room for the educator to navigate. The conventional arrangement of rows serves to accentuate a well-organised and systematic layout. The

arrangement described has the potential to enhance classroom organisation, despite the absence of any discussion of decorative features in the observation.

“Organisation of physical environment and how educator uses environment to curb disruptions: The classroom is physically small yet the educator is able to organise the learner tables and chairs. There are posters of literature/poetry. Classroom is well decorated which in my opinion shows a passion for the subject.” –Adrian (School A).

This comment recognises the difficulty posed by a limited physical space inside the classroom, while commending the educator’s skill in arranging tables and seats in a manner that optimises the available area. The inclusion of literary and poetry posters, accompanied by a meticulously adorned classroom, serves as an indication of a fervent dedication to the subject matter and has the potential to enhance the level of engagement within the learning environment. Nevertheless, it is important to acknowledge that the dimensions of the classroom might still provide difficulties in terms of effectively handling disturbances, despite the use of efficient organisation strategies.

In conclusion, the aforementioned findings, together, acknowledge the significance of a structured and well-managed classroom setting for mitigating instances of disturbances. The authors also discussed the possible advantages of a visually stimulating learning environment. Nevertheless, the dimensions of the classroom and their influence on the administration of the learning environment constitute an important aspect that warrants consideration.

4.9.2 Theme Two: Positive pupil reinforcement

The majority of scholarly investigations pertaining to problem behaviour are grounded on the behaviour management theory advanced by Frederic Skinner. He devised the notion of reinforcement/operant conditioning as a means to modify disruptive behaviour or promote good behaviour in a person. Skinner (1961) posited that the achievement of a favourable educational result is attainable through the modification of the learners’ behaviour. Skinner’s behaviourist theory has the potential to inform teaching practices, leading to the cultivation of desirable behaviours and enhanced learning outcomes (Skinner, 1961).

Rafi et al. (2020) conducted research and presented strategies that are based on the idea of operant conditioning. These strategies included the use of praise and providing positive or constructive feedback. The results pertaining to methods derived from the operant conditioning

principle indicate that the use of praise has been identified as an efficacious approach for promoting desired behaviour and fostering student motivation in the context of learning (Rafi et al., 2020). Therefore, the educator has the ability to use praise as a means of influencing the learning environment, with the intention of either augmenting or diminishing certain behaviours inside the classroom.

The act of an educator in praising a pupil is seen as a social reinforcement technique and a positive behavioural intervention, aimed at fostering pupil motivation and enhancing the self-efficacy of those who may be experiencing difficulties (Gundersen & McKay, 2019). Furthermore, it is important to provide educators with sufficient training in order to effectively address and manage instances of problem behaviour within the classroom setting (Kustati, Yusuf, Hallen, Al-Azmi & Sermal, 2020).

Effective role modelling has the potential to cultivate a constructive motivation among learners, thus facilitating the attainment of desired behavioural outcomes within the EFAL classroom. Educators should undergo training through workshops that showcase success stories, in order to facilitate their personal and professional growth and ultimately affect a positive shift in their conduct. The operant learning concept proposed by Skinner has implications in the educational setting, since it may be used to enhance the probability of inspiring desirable behaviours. Providing positive reinforcement to the pupil fosters a sense of self-efficacy, not only for the educator but also for the pupil, and serves as a catalyst for their intrinsic motivation to engage in the learning process. Based on the observation of the three educators at the schools, I observed that all three educators utilised positive reinforcement to curb unnecessary ill-discipline.

“Non-verbal: the teacher literally points at unwanted disturbances/changes; facial expression to a more serious one to show the disapproval of the undesired behaviour.”
– Dominique (School D).

The observation for Dominique highlights the use of non-verbal cues by the educator to address unwanted disturbances. This includes pointing at disruptions and changing facial expressions to convey disapproval. Non-verbal communication can be a powerful tool for classroom management, as it can quickly signal to students that their behaviour is not acceptable. However, it is important to ensure that these cues are used consistently and respectfully.

“Teacher addresses behaviour that is not wanted. The teacher does not allow learners to speak while content is being taught.” – Danny (School D).

This observation of Danny highlights the educator’s proactive approach in addressing unwanted behaviour and implementing a no-talking policy during instructional delivery. Establishing explicit guidelines for pupil conduct during instructional periods is essential for cultivating an environment that is both attentive and conducive to effective learning. Nonetheless, it is crucial to establish a harmonious equilibrium between maintaining discipline and fostering pupil engagement and inquiry in suitable circumstances.

In conclusion, the aforementioned findings underscore the many tactics used by educators in order to effectively regulate classroom conduct. Positive reinforcement, the use of non-verbal signals, and the establishment of behaviour expectations during teaching are all effective strategies that could enhance the creation of an optimal learning environment.

4.10 Trustworthiness and Limitations of the results

Trustworthiness of the results

The study utilised Skinner's Behaviourism and Bandura's Self-efficacy as its theoretical framework, both widely recognised ideas in psychology and education. Utilising these theories enhances the credibility of the study's results. Furthermore, the study's results align with prior studies, bolstering its legitimacy. The study's findings are not only relevant to the FET EFAL classroom but also have larger significance for comprehending disciplinary difficulties in classrooms globally. This suggests the possibility of applying the study's results to other contexts. The study utilised a qualitative research strategy based on a case study method and guided by interpretivism as its paradigm to ensure dependability. This method enables a thorough and comprehensive investigation of the research subject, improving the reliability of the study's results. Confirmability was established by data collected in meetings with participants from various schools, and the research process was deemed successful. The transparency in the data collection approach improves the study's confirmability.

The survey accurately portrayed the genuine experiences and viewpoints of educators facing disciplinary issues in the EFAL classroom. This adds credibility to the study's results.

Based on these criteria, the analysis of the study results seems reliable. It is crucial to acknowledge and address any limits and biases in a study, and to analyse the results in relation to the study's design and methodology. Further research is recommended to continue investigating this significant topic.

Limitations of the results

Firstly, limited generalizability as the study was done in the FET EFAL classroom context. The findings may not be generalizable to alternative educational environments or diverse topic areas. Secondly, the study has a limited scope, concentrating on disciplinary difficulties and educator self-efficacy. Additional significant aspects that impact classroom dynamics and student behaviour, such as school regulations, neighbourhood influences, or individual student traits, may not have been well investigated. Thirdly, the study depends on educators' self-reported data, which may be influenced by memory biases or subjective interpretations, potentially leading to inaccuracies. Lastly, the study is time-bound, meaning it is undertaken at a given moment, and any changes in the educational environment, legislation, or societal attitudes over time could impact the usefulness of the results.

4.11 Chapter Summary

The study participants in the four schools expressed themselves on the challenges encountered when facing learners' disciplinary problems in the EFAL classroom. The participants further elaborated on disciplinary strategies personally employed by them to deal with learners' disciplinary issues. Furthermore, it has been noted that, despite disciplinary strategies put into practice, learners' disciplinary problems are constantly on the rise. Additional research should be conducted to investigate the reasons/causes behind EFAL learners' disciplinary problems and their sudden increase. Pupil disciplinary challenges are not isolated to South African schools, but are prevalent, worldwide. This indicates that there is a necessity for all stakeholders to develop a strategy on how to eradicate the majority of pupil disciplinary issues in EFAL classrooms.

This chapter provided the presentation, analysis, interpretation of data, and discussion of findings on disciplinary challenges and causes as found in the EFAL classroom. The study aimed to explore the influence of classroom discipline (and its specific challenges) and to suggest effective disciplinary strategies that would contribute to enhanced educator self-efficacy in the FET EFAL classroom. Data were gathered during the meetings with the

participants from different schools. Signatures from the individual educators were obtained which provided consent for observations to be conducted by myself. The research procedure was a success, concerning the achievement of the aim and objectives of this particular study. This chapter discussed the results with an intention to answer its main research question: How does effective classroom discipline influence educator's self-efficacy in the FET EFAL classroom? The present study showed that the views of educators regarding pupil conduct and motivation had a substantial influence on their teaching efficacy, job satisfaction, and stress levels.

This study found that there was a negative relationship between perceived stress and educator efficacy, specifically in relation to pupil behaviour. Zakariya (2020) has provided empirical evidence supporting the view that educator self-efficacy has a mediation function in the association between work satisfaction and pupil behavioural difficulties. This finding has been seen across educators from various nations. According to Yang, Chan, Nickerson, Jenkins, Xie and Fredrick (2022), a positive relationship exists between a positive school atmosphere and the welfare and mental health of educators. Furthermore, the study found a negative link between a positive school climate and emotional fatigue among educators. Zhang, Fathi and Mohammaddockht (2023) highlighted the point that a favourable association exists between the perception of disciplinary management and self-efficacy within the context of English as a Foreign Language (EFL) classrooms. The specific theoretical framework employed for this study was a combination of Skinner's broad concept of behaviourism, with an emphasis placed on operant conditioning (teaching a behaviour through means of repetition and reinforcement), and Bandura's social cognitive theory for self-efficacy, on which the discussions of this study were based. For data gathering and analysis thereof, the study employed a qualitative research approach, rooted in a case study approach and which was guided by interpretivism as its paradigm.

5.1 Introduction

Chapter 4 expounded on the presentation, analysis and discussion of the findings on how effective classroom discipline strategies influenced an educator's self-efficacy in the FET EFAL classroom. The implications of these findings, based on pupil disciplinary challenges faced in the EFAL classroom in secondary schools, were also discussed. Furthermore, the findings related to effective disciplinary strategies that might enhance educator self-efficacy in the FET EFAL classroom were provided. In Chapter 5, the findings of this qualitative study are summarised in order to align the findings with the main research question, with the aim to draw conclusions and propose recommendations to respond to the main objective of the study: to explore the influence of classroom discipline (and its specific challenges) and to suggest effective disciplinary strategies that would contribute to enhanced educator self-efficacy in the FET EFAL classroom. The chapter also aims to respond to the secondary research questions, followed by the objectives of the study, which stated again, below.

The study's secondary questions were as follows:

- SQ1:** What are the types of disciplinary challenges faced in the FET EFAL classroom?
- SQ2:** How do disciplinary challenges affect educator self-efficacy?
- SQ3:** Which effective disciplinary strategies may enhance educator self-efficacy in the FET EFAL classroom?

The study focused on the following objectives:

- To identify and explore the types of discipline challenges faced in the FET EFAL classroom.
- To examine how disciplinary challenges affect educator self-efficacy.
- To analyse effective disciplinary strategies that could enhance educator self-efficacy in the FET EFAL classroom.

In articulating the conclusion of this dissertation, Chapter 5 further discusses the recommendations pertaining to the findings of this study and for further study. I expected that disciplinary issues caused by learners could have an impact on an educator's self-efficacy (either positively or negatively) in the FET EFAL classroom. The study therefore had an interest in determining how effective classroom discipline could influence an educator's self-efficacy.

5.2 Synopsis of the Results

This part presents a summary of the findings and conclusions that correspond to the secondary research inquiries of the investigation. The primary objective is to ensure that the results are congruent with the main research of the study: How does effective classroom discipline influence an educator's self-efficacy in the FET EFAL classroom?

5.2.1 Findings and conclusions to the first subsidiary research question: What are the types of disciplinary challenges faced in the FET EFAL classroom?

The findings of this research study have important implications for the use of mobile phones in many circumstances that need concentrated cognitive involvement. In educational settings, the occurrence of mobile phone notifications from external sources has the potential to cause distractions, leading to disruptive behaviour within the classroom. Furthermore, the interviews conducted served to highlight the intricate relationship between disruptive behaviour seen in educational settings and many external factors. EFAL educators encounter several disciplinary obstacles in their classrooms, including issues, such as excessive talking out of turn and the occurrence of disrespectful statements directed towards both other learners and the educator. Moreover, persistent hurdles within the educational sphere include difficulties stemming from learners' domestic conditions, restricted parental involvement, and deficiencies in language proficiency. Consequently, the study's objective are also met, as the types of disciplinary challenges have been explored.

5.2.2 Findings and conclusions to the second subsidiary research question: How do disciplinary challenges affect educator self-efficacy?

This study has presented an authentic depiction of the potential impacts of challenging classroom dynamics on the motivation and professional objectives of educators in the English First Additional Language (EFAL) classroom. The study's results, together, have offered

valuable understanding on the influence of disruptive behaviours and challenging classroom environments on the emotional well-being and professional commitment of educators, thereby impacting on their self-efficacy. It is of utmost importance to acknowledge and deal with these challenges, since doing so is essential, not only for the welfare of learners, but also for the enduring sustainability and effectiveness of the teaching profession. This research has provided further evidence of the intricate relationship between instructional practices, individuals' belief in their own abilities, and the control over pupil behaviour. The presence of an overly permissive environment in educational settings might lead to learners taking advantage of the situation. Conversely, establishing a harmonious combination of empathy and assertiveness creates a classroom atmosphere that is supportive and disciplined, ultimately enhancing an educator's self-efficacy belief. Ultimately, the second objective of this study was fulfilled, which encompassed examining how disciplinary challenges affect educator self-efficacy.

5.2.3 Findings and conclusions on the third subsidiary research question: Which effective disciplinary strategies may enhance educator self-efficacy in the FET EFAL classroom?

This research study has emphasised the significance of classroom seating arrangements in the facilitation of pupil conduct and the establishment of an ideal educational environment. The research underscored the need for considering many elements when arranging seats in a classroom environment. It has been observed that creating an environment that minimises interruptions, fosters engagement, and addresses behavioural challenges has been beneficial. This study recognises the importance of an organised and well-controlled classroom environment in reducing disruptions. Furthermore, it is of great importance to maintain fairness, consistency, and create clear boundaries in order to provide a safe and structured educational setting for learners.

The aforementioned factors, together, highlight the need for establishing discipline through the consistent enforcement of rules and regulations, as well as implementing seating arrangements that discourage disruptive conduct and promote a respectful relationship between educators and learners within the EFAL classroom. This fulfils the study's last objective, which was to analyse effective disciplinary strategies that might enhance educator self-efficacy in the FET EFAL classroom.

5.3 Recommendations

This part presents suggestions that are derived from the findings of the investigation.

5.3.1 Recommendations for the first subsidiary research question: What are the types of disciplinary challenges faced in the FET EFAL classroom?

The responses to the semi-structured interviews, together with the observation tool, further highlighted the complex correlation between disruptive behaviours seen in educational environments and a range of external influences. Recurring issues in the EFAL classroom include challenges arising from learners' needless talking in the class, disrespect towards educators and peers, bullying, distractions caused by cell phones, limited parental participation, and inadequacies in language abilities. In order to cultivate an optimal learning environment inside a South African EFAL classroom, addressing bullying and disruptive behaviour in the EFAL classroom requires the cultivation of ethical principles, the promotion of psychological wellness, and the cultivation of a feeling of accountability and deference towards authority among fellow peers and the educator. Furthermore, it is essential to set unambiguous rules and desired results, while concurrently encouraging positive behaviour and continuously implementing appropriate repercussions when transgressions of ill behaviour are caused. The use of interactive teaching techniques and the utilisation of non-verbal signals may effectively mitigate needless conversation and disruptions.

Furthermore, the incorporation of educational tasks and peer conflict resolution mechanisms could foster a culture of mutual regard among classmates, as well as between educators and their learners. The implementation of a well-defined mobile phone policy and the establishment of an efficient storage system, where phones may be stored safely for the duration of the period, might effectively mitigate interruptions. Moreover, promoting parental engagement through effective communication strategies and informative seminars serves to enhance the link between the school and home. Finally, it is important to emphasise the need for ongoing professional development for educators in order to guarantee the efficient administration of the classroom and delivery of education.

5.3.2 Recommendations for the second subsidiary research question: How do disciplinary challenges affect educator self-efficacy?

In order to proficiently manage classroom behaviour and cultivate an ideal educational setting, educators should persist in using a range of disciplinary strategies to positively enhance their self-efficacy within the EFAL classroom. The use of positive reinforcement, which involves the recognition and provision of rewards for desired behaviour, continues to be an effective strategy for cultivating a pleasant learning environment inside the classroom. Non-verbal indications and cues have the ability to subtly alter behaviour, thus minimising disturbances and maintaining the continuity of the instruction.

It is important to maintain unambiguous and consistent behavioural expectations in the realm of education, periodically revisiting them to confirm that learners possess a comprehensive understanding of the prescribed standards. The importance of fairness and consistency in disciplinary measures cannot be overstated, since the equitable application of norms and punishments fosters confidence and predictability. Equally important is the fostering of respectful interactions between instructors and students, which entails supporting open channels of communication, engaging in active listening, and demonstrating empathy, all of which contribute to the establishment of a nurturing classroom environment. Consistent adherence to norms and boundaries is crucial, with a commitment to continuous professional growth aimed at improving classroom management and communication abilities.

Moreover, the inclusion of learners in deliberations over classroom regulations cultivates a sense of responsibility towards their conduct. The comprehensive evaluation and ongoing assessment of disciplinary strategies, together with a receptive attitude towards incorporating input and addressing the changing needs of learners, constitute the essential components necessary for establishing a safe, structured, and atmosphere conducive to learning, thereby positively enhancing an educator's self-efficacy in the EFAL classroom.

5.3.3 Recommendations for the third subsidiary research question: Which effective disciplinary strategies may enhance educator self-efficacy in the FET EFAL classroom

There is a need for using proactive and consistent strategies for behaviour management within the educational setting. Based on results from this study, there is a proactive role that educators play in moulding behaviour, which is in line with the theoretical framework of Chapter 2.

Educators play a crucial role in cultivating a well-managed and courteous learning environment by swiftly addressing problematic behaviours and encouraging good behaviours. This proactive approach not only helps learners individually, but also enhances the entire ambiance of the classroom.

One recommendation, based on the significance of rules within the EFAL classroom, is to guarantee that rules are not only clearly defined, but also suitable for the age group in question, and in accordance with the school's values and purpose. In order to optimise their efficacy, it is advisable to include learners, parents, and educators in the process of formulating rules, thereby fostering a collective feeling of ownership and shared responsibility. Furthermore, it is recommended to provide continuous educational opportunities and periodic reminders on the rules in order to strengthen their significance and potential repercussions. Moreover, it is important to guarantee that the repercussions imposed for infractions of rules are fair, consistent and primarily centred on restorative practises, with a strong emphasis on fostering opportunities for education and personal development.

In conclusion, it is important to engage in regular and systematic evaluations of the rules, with the aim of aligning them with evolving requirements and social norms. This practice guarantees their ongoing efficacy in fostering a constructive and beneficial educational atmosphere. The arrangement of seats in a classroom plays a crucial role in the successful management of pupil behaviour and the creation of an optimal learning environment within the EFAL classroom. Strategic placements that are well considered have the potential to minimise interruptions, enhance engagement, and effectively minimise behavioural issues. Through the intentional placement of learners, educators have the ability to discourage distractions and create an environment conducive to concentration. The use of a thoughtfully designed seating arrangement in the classroom enhances the ability of educators to efficiently oversee and provide assistance to learners, thus promoting efficient discipline management. In order to fully exploit these advantages, it is imperative to adopt a flexible and adaptable methodology, customising seating configurations to accommodate the specific requirements of each instructional session and engaging students in the collaborative decision-making process. Based on the collection of data, the use of traditional rows or pair seating facing the educator's table and board is effective in the EFAL classroom. This approach ultimately cultivates an environment conducive to dynamic and effective learning. Nonetheless, it is crucial to establish a harmonious equilibrium between maintaining discipline and fostering pupil engagement in order for effective teaching and learning to occur in the EFAL classroom.

5.4 Recommendations for Further Study

The research results and conclusions provide numerous suggestions for further study and action:

- Longitudinal research should be conducted in order to investigate the enduring impacts of disciplinary challenges for both educator self-efficacy and pupil performance. Examining the longitudinal progression of self-efficacy and teaching practices might provide a more comprehensive understanding of the interplay between these factors.
- Intervention studies should be undertaken that aim to develop and execute intervention programmes or training sessions for educators, with the objective of enhancing their self-efficacy in effectively addressing disciplinary difficulties within the educational setting. Such a study should assess the success of these treatments with regard to both educator self-efficacy and pupil conduct.
- Parental engagement: Examine the significance of parental engagement in managing disciplinary difficulties. Such a study should aim to investigate the potential impact of heightened parental involvement on classroom conduct and educator self-efficacy.
- Incorporation of pupil viewpoints: It is recommended that future research should include the viewpoints of learners. Gaining an understanding of what learners think of disciplinary strategies and their effects on the classroom environment might provide significant insights.

These aforementioned proposals for future have the potential to enhance our comprehension of disciplinary difficulties encountered in the FET EFAL classroom, while also making a valuable contribution to the advancement of efficient approaches aimed at enhancing educator self-efficacy and pupil achievement.

5.5 The Value of the Study

This research study aimed to enhance the self-efficacy of both novice and experienced educators, as well as to improve their competence in maintaining classroom discipline. The study achieved this by identifying and evaluating disciplinary strategies that are most suitable for maintaining discipline in the FET EFAL class. Furthermore, the study provides educators with the necessary knowledge and skills to enhance their current and future teaching practices.

5.6 Conclusion

This chapter has discussed the conclusion and recommendations, with an intention to answer its main research question: How does effective classroom discipline influence educator's self-efficacy in the FET EFAL classroom? The present study has shown that the views of educators regarding pupil conduct and motivation had a substantial influence on their teaching efficacy, job satisfaction, and stress levels. This study will be helpful for novice and experienced educators teaching EFAL, who choose to employ these disciplinary strategies to enhance their self-efficacy. An educator who is able to maintain discipline in the EFAL classroom contributes positively to their overall self-efficacy as professionals. This research study has explored the influence of classroom discipline (and its specific challenges) and suggested effective disciplinary strategies that could contribute to an enhanced educator self-efficacy in the FET EFAL classroom.

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ANNEXURE A: UFS ETHICAL CLEARANCE CERTIFICATE



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

24-May-2023

Dear Mr Ricardo Parau

Application Approved

Research Project Title:

Exploring the influence of effective disciplinary strategies on English FAL educators' self-efficacy.

Ethical Clearance number:

UFS-HSD2023/0007/3

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Adri
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ANNEXURE B: APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE

Enquiries: M.Z. Thango
Ref: Research Permission: R.E. Parau
Tel. 051 404 8808
Email: MZ.Thango@fseducation.gov.za



12 Johan Brits
Noordhoek
Bloemfontein
9301

Dear Mr. R.E. Parau

PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: MOTHEO DISTRICT

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Motheo Education District. The details in relation to your research project with the University of the Free State are as follows:

Topic: Exploring the influence of effective disciplinary strategies on English FAL educators' self-efficacy.

- 1. List of schools involved:** Bloemfontein High School, Dr Blok High School, Grey College High School and Navalsig High School.
- 2. Target Population:** Twelve educators teaching English FAL in grade 10-12 at the selected schools.
- 3. Period of research:** From the signature of this letter until 30 September 2023. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. The approval is subject to the following conditions:**
 - 4.1** The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2** A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
 - 4.3** You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4** The ethics documents must be adhered to in the discourse of your study in our department.
- 5.** Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours Sincerely,

Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 22/02/2023

ANNEXURE B: APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE

Enquiries: M.Z. Thango
Ref: Notification of research: R.E. Parau
Tel. 051 404 8808
Email: MZ.Thanqo@fseducation.gov.za



District Director
Mothéo District

Dear Mr. Moloji

NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN MOTHEO DISTRICT

This letter serves to inform you that Mr. R.E. Parau has been granted permission to conduct research in the Motheo District under the auspices of the University of the Free State. The details in relation to the research project are as follows:

Topic: Exploring the influence of effective disciplinary strategies on English FAL educators' self-efficacy.

- 1. List of schools involved:** Bloemfontein High School, Dr Blok High School, Grey College High School and Navalsig High School.
- 2. Target Population:** Twelve educators teaching English FAL in grade 10-12 at the selected schools.
- 3. Period of research:** From the signature of this letter until 30 September 2023. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. Research benefits:** This study will boost a novice as well as experienced educator's self-efficacy as well as increase classroom discipline competence levels by identifying and assessing which disciplinary strategies will be most appropriate to implement to maintain discipline in the FET EFAL class, as well as gaining the mandatory knowledge and skills to strengthen one's present and future teaching practice in general. This will also guide novice educators to be more informed and confident for the 'real' world of teaching within a diverse South African context.
- 5.** The Sub-directorate of Research and policy will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.

Yours Sincerely,

Mr. MZAMOW J. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 22/02/2022

ANNEXURE C: RESEARCH STUDY INFORMATION AND CONSENT FORMS: PRINCIPAL



HAS THE STUDY RECEIVED ETHICAL APPROVAL?

The study has received approval from the Research Ethics Committee of UFS as well as the Free State Department of education. A copy of the approval letter can be obtained from the researcher.

Approval number: *Insert approval number*

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Your institution is best suited as there are a diversity of learners and teaching staff. Participants were purposefully selected and will comprise of a total of three (3) or (4) EFAL educators who will serve as the participants for the study.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews with three English first additional language educators from gr 10-12 at the school. A personal meeting will be held with the individual educators to explain their involvement in the study. It will take approximately 20-30 minutes for participants to complete the interview. The study involves individual interviews, questionnaires and observation with educators from the school.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This study will boost a novice as well as experienced educator's self-efficacy as well as increase classroom discipline competence levels by identifying and assessing which disciplinary strategies will be most appropriate to implement to maintain discipline in the FET EFAL class, as well as gaining the mandatory knowledge and skills to strengthen one's present and future teaching practice in general.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

There are no risks foreseen for participants in this study.



ANNEXURE C: RESEARCH STUDY INFORMATION AND CONSENT FORMS: PRINCIPAL



WILL THE INFORMATION BE KEPT CONFIDENTIAL?

The names of the participants (educators) will not be recorded anywhere in the study. The names of the participants will be kept confidential and this implies the anonymity of their participation. Code numbers will be utilized to refer to the participants in the study. Privacy will be protected and participants may refuse or choose to withdraw at any stage of the process. Participants' names and surnames will not be stipulated anywhere and their data will be coded for inventory purposes. Privacy will be protected and participants will be informed that they have the right to withdraw from the study at any time. It is mandatory to mention that your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics 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. It is apparent that research ethics denote the moral beliefs guiding research. Confidentiality will be upheld by signing a confidentiality agreement. The thesis will be reviewed by several scholars in order to ensure that the research has been done appropriately. The thesis will be submitted but the individual participants will not be identifiable in the study.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

The scholar will safeguard all the hard copies of the answers provided for a period of five years in a locked cabinet at home. It is important to indicate that for future research or academic purposes, electronic information will be stored on the cloud which only I have access to. Further use of the data will be subject to further Research Ethics Review and approval if applicable. If the data is not required anymore, it will be paper shredded and deleted electronically.

WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

It is vital to indicate that there will be no payment but a bottle of flavoured water will be provided to the participants during their interview. This being said, it can be predicted that the potential level of inconvenience will be low.



ANNEXURE C: RESEARCH STUDY INFORMATION AND CONSENT FORMS: PRINCIPAL



HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact me, Mr Parau on 0760203388 or via email at rickyparau@gmail.com. Should you have any further information or want to contact the researcher about any aspect of this study, please contact my supervisor as the details are mentioned Dr A. Grobler at 051 401 7815.

Yours sincerely

Ricky

Ricardo Parau (Mr)



ANNEXURE D: RESEARCH STUDY INFORMATION AND CONSENT FORMS

EDUCATORS



Research study information leaflet and consent form

Date

1st-31 July/August 2023

Title of the research project

Exploring the influence of effective disciplinary strategies on English FAL educators' self-efficacy.

Principle investigator / researcher(s) name(s) and contact number(s):

Ricardo Parau 2009071768 cell: 0760203388

Faculty and Department:

Education Faculty

School of social sciences and language education.

Study leader(s) name and contact number:

Dr A Grobler

051 401 7815

What is the aim / purpose of the study?

The aim of this study is to explore the influence of classroom discipline (and its specific challenges) and to suggest effective disciplinary strategies that will contribute to enhanced educator self-efficacy in the FET EFAL classroom.

Who is doing the research?

I, Ricardo Parau, am an English Home Language educator in the FET phase, at Brebner High School. I want to conduct this research as part of my responsibilities as a language educator in the FET phase and obtain a deeper understanding of the most effective disciplinary strategies to utilise to control discipline in the EFAL class and enhance an educator's self-efficacy.

Has the study received ethical approval?

The study has received approval from the Research Ethics Committee of UFS as well as the Free State Department of education. A copy of the approval letter can be obtained from the researcher.

Approval number: Insert approval number

Why are you invited to take part in this research project?

Your institution is best suited as there are a diversity of learners and teaching staff. Participants were purposefully selected and will comprise of a total of three (3) or (4) EFAL educators who will serve as the participants for the study.

What is the nature of participation in this study?

The study involves semi-structured interviews with three English first additional language educators from gr 10-12 at the school. A personal meeting will be held with the individual educators to explain their involvement in the study. It will take approximately 20-30 minutes for participants to complete



ANNEXURE D: RESEARCH STUDY INFORMATION AND CONSENT FORMS EDUCATORS



the interview which will be audio recorded and transcribed. The study involves individual interviews, questionnaires and observation with educators from the school.

Can the participant withdraw from the study?

Statement that participation is voluntary and that there is no penalty or loss of benefit for non-participation. Being 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 form. You are free to withdraw at any time and without giving a reason. However, it will not be possible to withdraw once the questionnaire has been submitted.

What are the potential benefits of taking part in this study?

This study will boost a novice as well as experienced educator's self-efficacy as well as increase classroom discipline competence levels by identifying and assessing which disciplinary strategies will be most appropriate to implement to maintain discipline in the FET EFAL class, as well as gaining the mandatory knowledge and skills to strengthen one's present and future teaching practice in general.

What is the anticipated inconvenience of taking part in this study?

There are no risks foreseen for participants in this study.

Will what I say be kept confidential?

The names of the participants (educators) will not be recorded anywhere in the study. The names of the participants will be kept confidential and this implies the anonymity of their participation. Code numbers will be utilised to refer to the participants in the study. Privacy will be protected and participants may refuse or choose to withdraw at any stage of the process. Participants' names and surnames will not be stipulated anywhere and their data will be coded for inventory purposes. Privacy will be protected and participants will be informed that they have the right to withdraw from the study at any time. It is mandatory to mention that your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics 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. It is apparent that research ethics denote the moral beliefs guiding research. Confidentiality will be upheld by signing a confidentiality agreement. The thesis will be reviewed by several scholars in order to ensure that the research has been done appropriately. The thesis will be submitted but the individual participants will not be identifiable in the study.

How will the information be stored and ultimately destroyed?

The scholar will safeguard all the hard copies of the answers provided for a period of five years in a locked cabinet at home. It is important to indicate that for future research or academic purposes, electronic information will be stored on the cloud which only I have access to. Further use of the data will be subject to further Research Ethics Review and approval if applicable. If the data is not required anymore, it will be paper shredded and deleted electronically.

Will I receive payment or any incentives for participating in this study?

It is vital to indicate that there will be no payment but a bottle of flavoured water will be provided to the participants during their interview. This being said, it can be predicted that the potential level of inconvenience will be low.



ANNEXURE D: RESEARCH STUDY INFORMATION AND CONSENT FORMS EDUCATORS



How will the participant be informed of the findings / results of the study?

If you would like to be informed of the final research findings, please contact me, Mr Parau on 0760203388 or via email at rickvparau@gmail.com. Should you have any further information or want to contact the researcher about any aspect of this study, please contact my supervisor as the details are mentioned Dr A Grobler at 051 401 7815.

Thank you for taking the time to read this information sheet and for participating in this study.



ANNEXURE D: RESEARCH STUDY INFORMATION AND CONSENT FORMS

EDUCATORS



Consent to participate in this study

I, the undersigned,

_____ (participant's full names to be included), (the "Participant")

confirm that I voluntarily agree to participate in the research study referred to as the

_____ (the "Study") in relation to

_____ and, which Study is being conducted by

_____ (insert the name of the researcher), (the "Researcher").

I, the undersigned Participant, further confirm that–

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and de-identified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

I, the Participant, agree to the recording of the <Semi-structured interviews and observation>.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____



ANNEXURE E: E-MAIL TO RECRUIT PARTICIPANTS



Subject: Invitation to participate in a research study on the influence of disciplinary strategies on English FAL educators' self-efficacy

Dear [Recipient's Name],

I am writing to invite you to participate in a research study that explores the influence of effective disciplinary strategies on English FAL (First Additional Language) educators' self-efficacy. The purpose of this study is to investigate the impact of disciplinary strategies on teacher self-efficacy, and how it affects teaching practices and pupil outcomes.

As an English FAL educator, your insights and experiences are essential to this research, and your participation would be greatly appreciated. Your participation in this study will involve completing an online survey that will take approximately 10-20 minutes. The survey will ask you about your background, teaching practices, and your perceptions of disciplinary strategies and their impact on your self-efficacy.

Your participation in this study is entirely voluntary, and all information you provide will be kept confidential. Your identity will remain anonymous, and the data collected will be used for research purposes only. You have the right to withdraw from the study at any time without penalty.

This study has received ethical clearance from the University of the Free State's Ethics Committee, and the study has been designed to comply with all ethical guidelines.

Thank you for considering participating in this study. If you have any questions, please feel free to contact me via WhatsApp 0760203388 or email Rickyparau@gmail.com

|

Yours Faithfully,

Ricardo Parau (Mr)

Master's student researcher: 2009071768



ANNEXURE F: SEMI-STRUCTURED INTERVIEWS: EDUCATORS

This document contains the Interview questions, Observation tool and open-ended questionnaire that will be utilised for the collection of data.

Interview questions

Title: *Exploring the influence of effective disciplinary strategies on English FAL educators' self-efficacy.*

Main question: How does effective classroom discipline influence educator's self-efficacy in the FET EFAL classroom?

Secondary questions:

1. What are the types of disciplinary challenges faced in the FET FAL classroom?
2. How do disciplinary challenges affect educator self-efficacy?
3. To suggest effective disciplinary strategies that may enhance educator self-efficacy in the FET EFAL classroom.

Questions:

What are the types of disciplinary challenges faced in the FET FAL classroom?

1. What are some minor and major disruptive behaviours experienced in the FET EFAL classroom?
2. What do you think are the causes behind some of these disciplinary challenges?
3. What disciplinary procedures are available at the school? Are they effective?

How do disciplinary challenges affect educator self-efficacy?

4. What approach do you take to address a learner with consistent behavioural problems?
5. What are the two most common challenges you experience from the learners? How does it impact your self-efficacy within your own teaching?
6. How do you modify your teaching and disciplinary challenges to ensure your sense of self-efficacy is enhanced?

ANNEXURE F: SEMI-STRUCTURED INTERVIEWS: EDUCATORS

7. Do you think an educator's personality plays a role in managing disciplinary issues? If yes or no, please elaborate on your answer.

Effective disciplinary strategies that may enhance educator self-efficacy in the FET EFAL classroom.

8. What is your preferred personalised classroom management style?
 9. In your opinion, what are some of the key classroom disciplinary skills that are mandatory to maintain order? (Name and discuss two)
 10. Which disciplinary strategies do you consider to be successful within your classroom? Why?
 11. How do you organize the classroom furniture to curb unnecessary disturbances from learners, especially in over-crowded classrooms?
 12. What final advice/precepts could you give to aspiring FET EFAL educators to boost their overall self-efficacy within the classroom?
-

ANNEXURE G: OBSERVATION FORM: EDUCATORS

Observation tool

**Research title: Exploring the influence of effective disciplinary strategies on English
FAL educators' self-efficacy.**

Date:

Location:

Duration of period:

Start time:

End time:

Category with Observable expectations	Yes	No	Comment
The educator:			
1. Empowers learners to take responsibility for their own learning.			
2. Provides guidance for pupils to navigate and monitor their own learning development.			
3. Supports in building pupils' growth mind set in the subject.			
4. Promotes courteous and considerate interactions towards everyone in the class.			
5. Encourages pupils' dignity while attending to their various individual needs in the class.			
6. Is able to sustain the pupils' attention with interesting content.			
7. Is successful in involving pupils throughout the lesson.			
8. Is well prepared for the lesson and engages with the pupils.			
9. Emphasizes unwanted behaviours and addresses with positive reinforcement with individual learners			
10. Is able to use different teaching methods while still maintaining discipline.			

ANNEXURE G: OBSERVATION FORM: EDUCATORS

Observable expectations

Behaviour of educator towards learners

Verbal:

Non-verbal:

Strategies to curb disruptions:

Additional observations:

Organisation of physical environment and how educator uses environment to curb disruptions:

Learners' response towards educator speaking English in FAL class:

Learners' response towards educator disciplinary strategies in EFAL class:

Other behaviours/actions observed:

Reflection from researcher:

ANNEXURE H: OPEN ENDED QUESTIONNAIRE: EDUCATORS

Questionnaire

Title: *Exploring the influence of effective disciplinary strategies on English FAL educators' self-efficacy.*

Instructions:

- This questionnaire is divided into Section A and Section B.
- Section A covers the demographic data of the participant and Section B covers indicators pertaining to overall classroom discipline and self-efficacy in the EFAL class.
- Read through the 12 indicators below which is based on discipline strategies and an educators' self-efficacy in the EFAL class.
- Insert a cross (X) OR tick (✓) according to the rating guideline at the appropriate areas.
- Indicate your stance with the rating guideline to the indicators in section B and provide a comment.
- Be as honest as possible.

Section A

Demographic data

1. How long have you been teaching EFAL:

- 1 year
- 2-5 years
- 10-15 years
- 20 years

2. Years of experience in teaching:

- 1 year
- 2-5 years
- 10-15 years
- 20+ years

3. Gender:

- Male
- Female
- Other

ANNEXURE H: OPEN ENDED QUESTIONNAIRE: EDUCATORS

4. My highest level of education:

- Degree
- PGCE
- Honours
- Masters
- Doctorate

Section B

Open Ended Questionnaire

Please insert a cross (X) OR tick (√) according to the rating guideline at the appropriate areas and provide a comment for each:

Rating guideline

1. Yes
2. No
3. Comment

Indicators	1. Yes	2. No	3. Comment
1. I am content with teaching EFAL in my school.			
2. I am confident when having to explain content to the learners.			
3. I am able to maintain discipline in most of my classes.			
4. Classes with severe disciplinary issues demotivate me from wanting to teach.			
5. I am able to get through to the most difficult pupils.			
6. I am able to implement different teaching methods to teach different components whilst maintaining discipline.			
7. I have set out clear rules and learners are able to follow them.			
8. I use teaching materials available to keep learners engaged throughout the lesson.			

ANNEXURE H: OPEN ENDED QUESTIONNAIRE: EDUCATORS

9. I show a deep interest in getting to know my learners and fostering a positive relationship.			
10. I firmly believe in addressing undesirable behaviours and reinforcing desirable ones.			
11. I acknowledge/praise learners' efforts as well as accomplishments.			
12. I am able to achieve the desired goals.			

ANNEXURE I: TURN IT IN RECEIPT

EXPLORING THE INFLUENCE OF EFFECTIVE DISCIPLINARY STRATEGIES ON ENGLISH FAL EDUCATORS' SELF-EFFICACY.

ORIGINALITY REPORT

10%	9%	2%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	scholar.ufs.ac.za Internet Source	1%
2	www.researchgate.net Internet Source	1%
3	files.eric.ed.gov Internet Source	<1%
4	Submitted to Liberty University Student Paper	<1%
5	researchspace.ukzn.ac.za Internet Source	<1%
6	repository.up.ac.za Internet Source	<1%
7	hdl.handle.net Internet Source	<1%

ANNEXURE J: LETTER FROM LANGUAGE EDITOR

Reg. No. CK2002/071156/23

VAT Reg.: 4630220822

CONLING

Language & Translation Consultants cc

P.O. Box 165, Aurora 7325, RSA

Tel: +27 82 803 0957

Fax: 086-681-5264

E-mail: info@conling.com

Ref: BCDGFTS

Date: 28 Nov 2023

To Whom It May Concern

Language Editing certification for Masters in Language Education:

***Exploring the Influence
of Effective Disciplinary Strategies on English FAL Educators' Self-Efficacy
(Ricardo Emmanuel Parau)***

This certifies that the Masters' dissertation mentioned above underwent language editing by the professional English-language academic staff at Conling Language & Translation Consultants; and was delivered to the client on 28 November 2023.

In this certification, we affirm that all errors in grammar, spelling, mechanics, punctuation, flow, and phrasing were rectified. A plagiarism and cross-referencing check was conducted, and all feedback from the editing process was relayed to the client.

The editor is not accountable for any modifications made to the edited document by others, including the client, after its return. Similarly, the editor accepts no liability for the client's decision to disregard the provided language advice or suggestions.

Yours faithfully,



F. de Foglio

Project Director / Projektdirekteur

Conling Language & Translation Consultants cc