



AN EXPLORATION OF PREVAILING DISCIPLINARY MEASURES USED BY ESWATINI SCHOOL PRINCIPALS IN CREATING ORDER IN SCHOOLS

Goodness Tshabalala

University of Eswatini

Fortune Dlamini

University of Eswatini

Turu Dube

University of Eswatini

Saul Mavimbela

University of Eswatini

ABSTRACT

The study examined prevailing disciplinary measures used by Eswatini school principals in handling discipline and creating order in schools. The critical question was: "What are the prevailing disciplinary measures used in Eswatini schools? This is a qualitative case study based on the interpretative paradigm. Sense making theory was used to ground this study. Data was generated through an online google form using an open-ended questionnaire. Principals from both primary and high schools in the country voluntarily participated the study by completing the form. Generated data was then analysed thematically using categories that emerged from the findings. The findings revealed that there are a variety of disciplinary measures employed by Eswatini school principals in handling learner discipline and creating order in schools ranging from verbal warning, manual work, cleaning toilets, parent communication, and loss of privileges to corporal punishment. Based on the findings we deduced that Positive Discipline (PD) is not a prevalent form of discipline used in Eswatini. School principals still employ a variety of disciplinary measures that dehumanise learners. We concluded from the findings that principals are grappling with discipline issues in schools. The study concludes that there is a need for proper in-service training and support to assist principals with acceptable disciplinary issues and the creation of order in Eswatini schools.

KEYWORDS: Disciplinary measures, Positive discipline, Learner ill-discipline, Dehumanize, Punitive actions

CORRESPONDING AUTHOR; Goodness Tshabalala, University of Eswatini, Box 4319, Manzini, Eswatini
gtshabalala@uniswa.sz 26876154739



INTRODUCTION

Maintaining discipline and order within educational institutions is critical to ensuring conducive learning environments and facilitating learners' holistic development. In the context of Eswatini, the manner in which school principals handle disciplinary matters plays a crucial role in shaping the experiences of both learners and educators. Effective discipline strategies foster a positive atmosphere for learning and contribute to student's psychological well-being and overall educational outcomes.

Discipline within educational settings is a multifaceted concept that extends beyond mere control and correction. In the past, discipline often centered on punitive measures, including corporal punishment, aimed at deterring undesirable behavior. However, Jones (2015) observes that contemporary educational philosophies emphasize a more holistic approach, focusing on nurturing learners' character, problem-solving skills, and emotional intelligence. Positive Discipline (PD) for instance, centers on teaching self-discipline, accountability, and empathy rather than relying on punitive actions.

While the nation's education system has evolved to align with global educational reforms, the implementation of disciplinary strategies remains a crucial concern. Learner indiscipline remains a serious challenge for education leaders and educators UNESCO, World Education Forum (2015) in schools. The Ministry of Education and Training in the Education Sector Policy (2018) articulates that violence against children including corporal punishment is not acceptable as it contravenes the ethos of child protection. According to the Education sector policy (2018) administering corporal punishment is not part of teachers' professional standards. Teachers are not trained in the use of corporal punishment and the ministry does not expect them to use it. The Ministry of Education and Training (MOET) promotes the culture of PD that helps children take responsibility for making good decisions and understand why these decisions are in their best interests.

According to Schelbusch, Ndlovu, and Makola (2022), PD aims to help children learn self-discipline and respect for others, without fear and PD does not reward children for poor behavior but provides an opportunity for them to grow as individuals, understand their mistakes, and appreciate how appropriate behavior can provide positive experiences and opportunities. However, it is acknowledged that the transition from corporal punishment to PD remains incomplete in many countries including Eswatini (Sikanda & Mpofu, 2017). MOET will undertake more awareness-raising and advocacy in schools and communities and implement PD guidelines for teachers.

It may be highlighted that in Eswatini indiscipline among learners is reflected in behaviors such as drug abuse, fighting, cheating, assault, theft, and non-compliance with rules (Dlamini, 2023). Teaching and learning are affected and learners' academic performance is deteriorating drastically by these behaviors. Various approaches for instilling discipline have been implemented, yet indiscipline continues to grow. There is evidence (Schlebusch, Ndlovu & Makola, 2022) that in some schools PD is not used and in some, it is wrongly implemented; as a result, the envisaged outcome is not reached. At the same time, out of desperation to maintain discipline, many schools have resorted to using outlawed disciplinary measures as a way of disciplining learners. These measures seem to have impacted various aspects related to rights-based

education in schools, and the particular practices and their impact on school leadership seem to have not been investigated.

REVIEW OF RELATED LITERATURE

Discipline and its importance

Discipline is a complex phenomenon, yet it underpins every aspect of school life and it is recognised as a key indicator of a successful school, as stipulated by many scholars (GroemeHarmon, 2019). Discipline determines the quality of education that the learners experience in a school. Thus, it is a pillar of the education system of a country. In this regard, Blandford (2018) argues that a school that does not have an effective discipline policy that suggests strategies and mechanisms support effective learner discipline, will not function as a centre of excellence for realising the core function of the school, namely effective instruction. It is like a ship without a rudder (Rivet 2008). Discipline influences the effectiveness of the school. Discipline can be conceptually defined as the degree of order and structure within a school (Mukuria 2012). Mabeba and Prinsloo (2020) refer to discipline as learning-regulated scholarship and guidance. Oplatka, Kamere and Wawere (2019) extend the concept of discipline to refer to the extent to which the learners' behavior is viewed by the educators, principals, parents, and community as appropriate social behavior, and learners are self-governed. Therefore, discipline should equip the learners with the abilities and willingness to govern their behavior and their own lives. Discipline is not an event or a product but a developmental process that enables learners to become educated adults. This view of discipline does not equate discipline with punishment. It involves therefore more than reprimanding learners and dispensing punishment (Van Wyk 2021). Therefore, the end goal of discipline is not punishing but controlling teaching and guiding the learners so that an atmosphere or school climate conducive to effective teaching and learning is created and sustained. However, Thompson and Sharp (2020) challenge this view in that they contend that behavior should not be controlled but managed since control provides learners with an effective but destructive model of relationship skills. Therefore, discipline should help learners to distinguish between acceptable and unacceptable behavior. However, Schelbusch, Makola, and Ndlovu (2022) report that indiscipline is a prevailing problem among learners in schools and the list of offenses committed by learners can be endless.

Discipline is an essential management function since its goals are to:

- Promote socially acceptable behavior and self-discipline about values such as honesty, courtesy, fairness, respect, and regard for others.
- Reduce the need for educator intervention over time, thus enhancing effective learning.
- Improve the quality of life of the learners and educators in the school by establishing a positive school climate and an orderly and safe learning and teaching environment.

Good discipline is, therefore, an important outcome that society expects from the school as an organisation. It is the discipline that helps learners control their behavior so that they act according to their ideas of what is good and what is bad. Discipline ensures effective teaching and learning in the school. It remains of



interest in this study to establish disciplinary measures employed by Eswatini school principals to ensure order and a conducive learning environment.

Common disciplinary measures used in schools and their effect on learners

Several disciplinary measures are used in different schools to discipline learners. It may be important here to indicate that the Bill of Rights, (1996) states that children must be protected from any action that would place at risk the child's well-being, education, physical or mental health, or spiritual, moral, or social development (Dawes, 2014). The global community has adopted PD as an acceptable form of discipline for learners and learners in schools.

Verbal warnings: These are usually the first step in the disciplinary process. Schelbusch, Ndlovu, and Makola, (2022) define a verbal warning as a disciplinary measure administered by the class teacher on the spot. Often teachers also mistake verbal warnings for shouting (verbal abuse). Jones (2015) reports that shouting can also trigger anger and fear in learners, which is not in line with PD principles. In changing the learners' behavior, if a verbal warning can trigger fear and expose learners to psychological abuse, then it conflicts with the PD principles to outlaw the physical and psychological abuse of learners (Schelbusch, Ndlovu, and Makola, 2022). Teachers may issue verbal warnings to learners for minor misbehaviors, such as talking out of turn or not following directions.

Detention: This involves learners staying after school or during lunch to complete extra work or assignments. Detention is often used for more serious misbehaviors, such as cheating or fighting (Jones 2015 & Dawes, 2014).

Suspension: This disciplinary measure involves learners being temporarily removed from school, usually for a period of a few days or weeks. Suspension is used for more serious misbehaviors, such as bullying or drug use.

Expulsion: This involves learners being permanently removed from school. Expulsion is used for the most serious misbehaviors, such as physical violence or bringing a weapon to school. This disciplinary measure in some countries is vested in higher authorities of education. For instance, in Eswatini the director of education is authorized to expel a learner (A guide to school regulations and procedures; 1982).

Demerits and manual work

Demerits and physical work are disciplinary measures used in schools. Naong (2017) argues that forms of punishment, such as making children do heavy and unacceptable physical labor, are not normative and constitute a violation of learners' rights. Measures that also do not bring change to the learners' behavior, such as a learner who enjoys physical work, are futile and not normative as the normative approach emphasises that change must be observed in the learner.

Positive discipline strategies

PD is a disciplinary approach that focuses on teaching learners appropriate behaviors and helping them to develop self-discipline. PD strategies include rewards, recognition, and discussion. Research (Roache & Lewis; 2017) has shown that PD strategies are more effective than traditional disciplinary measures in reducing student misbehavior and improving student achievement. For example, a study by Gershoff (2010) found that learners who were exposed to PD strategies were less likely to engage in aggressive behavior and more likely to have high academic achievement. Schools need to use disciplinary measures that are effective and respectful of learners. PD strategies are a more effective and humane approach to discipline than traditional disciplinary measures (Ncontsa, & Shumba, 2013). PD can help to create a positive school climate, reduce disruptive behaviors, and improve student achievement.

Recognition, rewards, and discussion

Recognition, rewards, and discussion are viewed by scholars as positive discipline measures that are used to enhance learner discipline in schools. A study conducted with Australian learners coming from eight different secondary schools by Roache & Lewis (2017) discovered that recognition and rewards, discussion, and involvement encourage greater levels of communal responsibility. These are behaviors that may positively impact learners.

Corporal punishment

Corporal punishment is the infliction of physical pain as a form of discipline or punishment Blandford (2018). It is a controversial practice that has been the subject of much debate. Proponents of corporal punishment argue that it is an effective way to deter misbehavior, while opponents argue that it is harmful and ineffective. There is a growing body of evidence that suggests that corporal punishment is harmful to children. Studies have shown that corporal punishment can lead to several negative consequences such as increased aggression and violence, anxiety and depression, low self-esteem, impaired cognitive development, poor academic performance, and increased risk of mental health problems in adulthood Blandford (2018) In addition to the negative effects on children's mental health, corporal punishment can also lead to physical injuries. These injuries can range from minor bruising to serious injuries such as broken bones. In light of these risks, many countries have banned corporal punishment in schools and other institutions. The United Nations Convention on the Rights of the Child, which has been ratified by 196 countries, states that "No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment." Despite the growing consensus against corporal punishment, it is still a common practice in many parts of the world. In some countries, corporal punishment is even legal in schools and other institutions (Pitsoe & Letseka, 2014). There are several reasons why corporal punishment is still so common. In some cases, it is seen as a way to maintain discipline and order while others view it as a way to teach children respect for authority. However,



there is no evidence that corporal punishment is an effective way to achieve these goals (Ndlovu, Schelbusch and Makola, 2022).

Effects of some of the disciplinary measures on learners

The effects of disciplinary measures on learners can vary depending on the type of measure used, the severity of the misbehavior, and the student's characteristics (Du Plessis, 2015). However, there is a growing body of research that suggests that many of the traditional disciplinary measures used in schools can have negative effects on learners. For example, a study by Roache and Lewis (2017) found that teachers' aggressive attitudes and disciplinary practices can lead to increased student misbehavior. The study also found that learners who are frequently disciplined are more likely to experience anxiety, depression, and low self-esteem. Another study, by Naong (2017), found that non-corporal forms of punishment, such as making learners do heavy and unacceptable physical labor, can hurt learners' self-esteem and mental health.

Importantly, principals are believed to be the implementing agents for PD (Somayeh, Mirshah, Mostafa, & Azizollah, 2013) and are the ones who should have a deeper understanding of the dynamics, implementation challenges, and results of PD. As a result, principals should be able to play a role in informing the policymakers on the strategies that work in their schools, as well as the perceptions and challenges thereof. However, this seems to be lacking in a country like Eswatini as consultation is a principle that must be considered whenever issues of public interest are handled (Blandford, 2018).

Theoretical Framework

In order to investigate the disciplinary tactics employed by Eswatini school administrators to maintain order in their classrooms, this study makes use of the sensemaking theory. Brenda Dervin brought sensemaking to the field of Information Science to help people understand the cognitive gaps that arise when people try to make sense of things they see (Waithaka, 2017). As part of his continuing studies in organizational behavior and strategic management, Karl Weick popularized the idea of sensemaking in the field of organization studies in the 1960s (Maitlis & Christianson, 2014). People use the process of "sensemaking" to interpret perplexing and unanticipated events (Sutcliffe & Obstfeld, 2005; Christianson, 2014). Making sense of otherwise unclear phenomena aims to bring them into clarity and significance. Kudesia (2017) asserts that sensemaking is the result of a continuous enactment process. The process of identifying and choosing unclear information from the surroundings is referred to as enactment. Individuals respond to these unclear occurrences by interpreting them in different ways. The selection procedure describes how individuals extrapolate from prior experiences or occurrences to arrive at plausible interpretations of the chosen data in an effort to establish or reestablish order.

Sense-making theory was deemed an appropriate theoretical framework for exploring disciplinary measures used by Eswatini school principals in creating order in schools for many reasons. Firstly, as an interpretative process, sense-making is grounded on the construction and reconstruction of meanings about a particular situation (Abrahamsen, 2018); in the case of this study being learner discipline. Secondly, literature (Belle,

2016, Gershoff, Lansford, Sexton, Miller, & Valente, 2020) reveals that within the school leadership environment, principals have multiple leadership functions they have to perform which is often coupled with making sense of unclear occurrences and learner discipline being one of them. Importantly, the principals' interpretation and enactment of his leadership role has a direct effect on the schools' management, teaching and learning and discipline.

Purpose of the study

This study explores the prevalent disciplinary measures employed by school principals in creating order in Eswatini schools.

Problem statement

Based on the purpose, the study has been problematised as follows;

Discipline is essential for effective teaching and learning in any school. In the educational system of Eswatini, the disciplinary measures employed by school principals to manage learner behavior and establish order have emerged as a critical concern (Dlamini, 2023). In recent years, educational systems worldwide have embraced the shift towards PD, a framework that emphasizes respectful communication, collaboration, and the development of responsible decision-making skills among learners (Elliot, 2018). However, it remains uncertain to what extent such principles have been integrated into the disciplinary practices within Eswatini schools. The reported reliance on disciplinary measures such as corporal punishment and practices that may dehumanize learners raises concerns about the alignment of these methods with modern educational philosophies.

Significance of the study

An exploration of the prevailing disciplinary measures used by Eswatini school principals in creating order in schools could make it possible to understand the current state of school discipline in Eswatini. This includes the different types of disciplinary measures that are used, the effectiveness of these measures, and the challenges that school principals face in maintaining order in their schools. Such a study can also assist in identifying best practices in school discipline. The study can further develop recommendations for improving school discipline in Eswatini. This could include recommendations for proper disciplinary measures, training for school principals and teachers on how to use these measures effectively, or changes to the school curriculum to address the root causes of misbehavior.

METHODOLOGY

This is a qualitative case study embedded in the interpretative paradigm. The population for this study was all principals in Eswatini schools. Participants were purposively sampled. Data was collected using open-ended questionnaires. The data generation process was initiated with the creation of an open-ended questionnaire that was converted to a Google form. The questions were carefully designed to address specific



research questions related to learner discipline in schools and to generate valuable information about the prevailing disciplinary measures, experiences, and perspectives of school principals. Principals were invited to participate in the study by completing the open-ended questionnaire. Sixty-eight principals voluntarily participated in the study. The voluntary nature of participation aimed to ensure that respondents felt comfortable and willing to provide truthful responses (Macmillan & Schumacher, 2016). After the allowed period for the form completion lapsed, the data analysis phase commenced. This process began by familiarising ourselves with the data through reading and re-reading of the responses. The re-reading process helped in coding and reducing the data into themes which were later used to report the findings. The responses were organised, and categorized based on recurring themes, topics, or patterns Creswell (2017). Open-ended responses were scrutinized to identify common trends, concerns, and viewpoints expressed by the participants. This process of categorization allowed for a systematic breakdown of the data into meaningful segments that aligned with the research objectives (Macmillan & Schumacher, 2016).

FINDINGS AND DISCUSSIONS

The study's findings revealed indiscipline among learners in schools, various offenses committed by learners, diverse disciplinary measures employed by school principals in Eswatini schools, and a lack of emphasis on PD. These measures encompass a range of strategies aimed at managing learner discipline and creating a conducive learning environment.

Indiscipline is common among learners in schools

The findings revealed that learner indiscipline is a daily problem that is causing much harm to the effective teaching and learning process as the following were some of the comments from the participants;

As a principal you deal with discipline problems every day.

Learner behavior is one of the key problems that we have to attend to on a daily basis and it takes

Indiscipline among learners remains a prevalent concern in schools posing a significant obstacle to the pursuit of quality education (UNESCO, 2015). The pervasiveness of disruptive behavior not only hinders the teaching and learning process but also creates an environment that is detrimental to the overall well-being of learners. Beyond the immediate impact on academic performance, indiscipline can have far-reaching consequences for learners' emotional and social development. A disruptive learning environment can foster feelings of anxiety, frustration, and insecurity among learners, making it difficult for them to develop healthy relationships with peers and teachers. The pervasiveness of indiscipline also poses challenges for teachers, who are often tasked with managing classroom behavior and maintaining a positive learning environment. The constant struggle to maintain order can lead to increased stress, burnout, and a sense of professional disillusionment among teachers. This, in turn, can further exacerbate the problem of indiscipline, as teachers may struggle to maintain their composure and effectiveness in the face of persistent disruptions.



Various offenses committed by learners

The findings revealed that there are various offenses committed by learners including late coming, wearing the wrong school uniform, littering, bullying, disrespect, failure to write homework, and in some instances being found in possession of drugs. These findings were in line with Schelbusch, Makola, and Ndlovu, (2022) and they are discussed in detail below;

Incomplete homework

Arriving late to class or school

Bullying

Wearing wrong school uniform

Disrespect, and littering,

Drug possession

The above were amongst the prevalent offenses that disrupt the flow of lessons and create an atmosphere of disorganization. According to the participants, late coming leads to missed instruction and a sense of disengagement among learners. The lateness is accompanied by the uniform violation. Participants indicated that non-adherence to school uniform regulations weakens the sense of order within the school. : Bullying encompasses a range of behaviors, from verbal taunts and social exclusion to physical aggression. It can have devastating consequences for victims, leading to emotional distress, anxiety, and even physical harm. The disrespectful behavior was noted towards teachers, peers, and school property creating a hostile and unwelcoming learning environment. It undermines authority, erodes trust, and hinders effective communication. Sadly, drug possession also featured in some of the participants' responses as a challenge for schools. The presence of drugs in the school environment poses a serious threat to the safety and well-being of learners.

Varied disciplinary measures employed by principals

The study identified varied disciplinary actions including positive reinforcement strategies and negative reinforcement strategies as well as a lack of emphasis on PD strategies. This diversity reveals the complexity of the discipline challenge encountered by principals in schools.

Positive reinforcement strategies

It was interesting to discover from the findings that the school uses positive reinforcement strategies to discipline learners. The employed strategies include

Verbal warnings,

Communication with parents,

Withdrawal of privileges.

Such strategies provide valuable support and reinforce the importance of adhering to school rules and expectations and an opportunity for learners to correct their behavior. These findings resonate with Roache and Lewis's (2017) views, who commended these disciplinary strategies for learners.

Negative reinforcement strategies

The following featured as negative reinforcement strategies used by principals to discipline learners;

- Corporal punishment*
- Cleaning classrooms*
- Cleaning toilets*
- Cleaning the corridors*

While corporal punishment remains an unacceptable controversial practice according to the Ministry of Education and Training, it is still employed in some schools as a form of discipline as per the findings of this study. This disciplinary measure is in contravention of the Education Sector Policy (2018) and all other international treaties and protocols to which the country is a signatory. In addition to corporal punishment, the school assigned manual tasks as indicated above such as cleaning classrooms, cleaning toilets, cleaning the corridors, or performing other chores, which were used as a form of punishment for the committed offenses.

Lack of emphasis on PD

One notable outcome of the study is the limited prevalence of PD practices within Eswatini schools. It was noted from the findings that principals rarely used PD to discipline learners; there was minimal integration of PD into disciplinary practices. This is indicated from the preceding presented findings. This raises questions about the extent to which principles of empathy, dignity, and mutual respect are prioritized in current discipline methods in Eswatini schools. Traditional practices, such as corporal punishment, raise concerns about the well-being and dignity of learners. There is a need to consider how disciplinary measures impact learners' self-esteem, sense of belonging, and overall emotional and psychological development (Somayah, Mirshah, Mostafa, & Azizollah, 2013; Upindi, 2013). By employing methods that prioritise respectful communication and engagement, schools have the potential to create a more supportive and nurturing environment for learners to flourish.

The findings indicate that school principals in Eswatini struggle with significant challenges related to learner discipline. The presence of a variety of disciplinary measures indicates that maintaining a safe and orderly environment is a complex struggle. The absence of a predominant PD approach suggests that school leaders face obstacles in implementing alternative and respectful learner discipline methods.

CONCLUSION

Based on the findings of the study we concluded that;

Positive Discipline (PD) as mandated by the Ministry of Education and Training is not a prevalent form of discipline used in Eswatini schools. School principals still employ a variety of disciplinary measures that dehumanise learners. We concluded from the findings that principals are grappling with school discipline issues. Therefore, there is a need for proper in-service training and support to assist principals with disciplinary issues and the creation of order in Eswatini schools. The diverse range of disciplinary measures, the limited prevalence of PD practices, and the potential implications for learners collectively stress the need for an informed, respectful approach to maintaining order and fostering personal growth. The study points to the necessity of offering school principals proper training, and support to navigate the challenges of learner discipline effectively and align disciplinary practices with modern educational ideals.

Recommendations

Based on the study's findings it is recommended that;

- A comprehensive in-service training and support be offered to school principals on discipline issues. This training should address effective disciplinary strategies that align with modern educational philosophies, promoting both discipline and respect for learners. Such initiatives can contribute to the cultivation of safe and nurturing educational environments, enhancing the overall learning experience for learners. Proper training can empower school leaders with the knowledge, skills, and tools needed to navigate the challenges of learner discipline effectively.
- Advocacy for the adoption of PD principles can significantly contribute to fostering a culture of mutual respect and understanding within Eswatini schools.
- This is a study that used an online open-ended questionnaire form to generate data from the participants. Further studies on prevailing disciplinary measures used in Eswatini schools can be

conducted through the use of other data-generation tools such as interviews, questionnaires, and focus groups.

REFERENCES

- Belle, L.J. (2016). A conceptual learner discipline management model for secondary schools in Mauritius. *Mediterranean Journal of Social Science* 9 (1) 33-46
- Blanford J. (2018). Assessment of the Implementation of Learner Discipline Policies in Four High-Density Secondary Schools in the Graaf Reinet District, Eastern Cape. *Educational Research for Social Change*, 6(1), 87-92.
- Creswell, J.W. (2017). *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). New York. Pearson.
- Dlamini, R.N. (2022). Post-corporal punishment challenges facing Eswatini primary school teachers when disciplining learners and the necessary counseling services. *International Journal of Higher Education* 11(3) 141-147
- Du Plessis, P. (2015). Learner discipline in crisis: Can South African schools overcome the problem? *International Journal of Educational Sciences*, 9(3), 383-384.
- Gershoff, E. T., Lansford, J. E., Sexton, M. J., Miller, N. A., & Valente, E. (2020). Positive discipline is associated with reduced use of corporal punishment and increased academic achievement. *Journal of Developmental and Behavioral Pediatrics*, 31(8), 644-656.
- GroemeHarmon, R. (2019). Prevalence and factors associated with experiences of CP in public schools in South Africa. *PLOS ONE*, 16(8), 1-8.
- Jones, B. L. (2015). The causes and lack of discipline among secondary school learners in Mauritius. *Mediterranean Journal of Social Sciences*, 9(1), 35-46.
- Kudesia, R.S. (2017). Organizational sensemaking. *Oxford Research Encyclopedia of Psychology*, 1(1), 1-47.
- Mabeba, R. and Prinsloo, I. (2020). Turnaround learner discipline practices through epistemic social justice model. *Education as Change*, 24(1), 1-21.
- Maitlis, S., & Christianson, M. (2014). Sensemaking in organizations: Taking stock and moving forward. *Academy of Management Annals*, 8(1), 57-125.
- McMillan, J.H. and Schumacher, S. (2016). (Eds). *Research in Education: Evidence-based Inquiry* (7th ed.). Boston: Pearson.
- Ministry of Education and Training. (1982). *A guide to school regulations and procedures*. Ministry of Education: Mbabane

- Ministry of Education and Training. (2018). Education sector policy. Ministry of Education: Mbabane
- Naong, M. M. (2007). Corporal punishment in schools: A review of the literature. *Journal of Educational and Social Research*, 3(2), 67-76.
- Ncontsa, V. N., & Shumba, A. (2013). The nature, causes and effects of school violence in South African high schools. *South African Journal of Education*, 331(3), 1-15.
- Opere, I. Kamere, A. and V. Wawire, (2019) "School violence as a course of non- peaceful coexistence in public secondary school in Nairobi, Kenya, *Open Journal of Social Sciences*, vol. 7, no. 9, pp. 130-145,
- Otto, K. (2016). "The role of restorative discipline in the school system," *BU Journal of Graduate Studies in Education*, vol. 8, no. 1, pp. 46-49, 2016.
- Roache, B., & Lewis, K. (2017). The impact of teachers' disciplinary practices on student misbehavior. *Educational Psychology*, 31(3), 233-246.
- Oplatka, E. and Atias, A. (2007). Importance of a positive discipline approach in making learners gain multimedia course content. *Educational Research and Reviews*, 10(3), 320-327.
- Pitsoe, V. J. P., & Letseka, M. (2014). Foucault and School Discipline: Reflections on South Africa. *Mediterranean. Journal of Social Sciences*, 5(23), 1525-1532.
- Rampa, S. H. (2014). Discipline in schools: Assessing the Positive alternative invitational disciplinary approach.
- Sikanda, L. and Mpofo, M. (2017). "Positive discipline practices in schools: A case study of Mzilikazi District Secondary schools in Zimbabwe," *Journal of Education and Social Research*, vol. 7, no. 3, pp 117-125.
- Schelbusch, G. Makola, S. Ndlovu, M. (2022). A framework for learner discipline. *International Journal of Innovation, Creativity and Change*. 16(1) 2022
- Somayah, G., Mirshah, J. S., Mostafa, S. S., & Azizollah, A. (2013). Investigating the effects of positive discipline on the learning process and its achieving strategies with focusing on the learners' abilities. *International Journal of Academic Research in Business and Social Sciences*, 3(5), 305-314.
- Thompson, L. and Sharp, C. (2020). Influence of socially disadvantaged environment on aggressiveness of pupils at primary schools. *Acta Educationis Generalis*, 8(1), 104-115.



- Upindi, N. M. (2013). Views of Teachers and Parents Regarding Factors that Contribute to Learners' Indiscipline in Secondary Schools: *Journal of Public Administration Research and Theory*.16(4)76-85
- UNESCO, World Education Forum (2015). Paris: UNESCO. Organization for Economic Co-operation and Development.
- Van Wyk, M. (2014). Leadership's role in effective implementation of school discipline policies. *International Business and Economics Research Journal*, 13(4), 833-840
- Waithaka, T. K. (2017). Indiscipline in Public Secondary Schools: The Case of Nairobi County World *Journal of Education*, 14(4), 20-25.
- Weick, K.E., Sutcliffe, K.M., & Obstfeld, D. (2005). Organizing and the process of sense making. *Organization Science*. *Journal of Public Administration Research and Theory*. 16(4), 409-421.