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Challenges of Managing Ill-discipline in the 21st Century Classroom: Teachers' Frustrations

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ABSTRACT Managing ill-discipline in the twenty-first century classroom has become a difficult and frustrating practice for teachers. Schools are vulnerable to increased incidents involving various sorts of ill-discipline. This paper seeks to investigate the degree to which ill-discipline in twenty-first-century classrooms affects teachers' emotional well-being. A qualitative approach and a case study design were adopted. Nine teachers were chosen from three primary schools in the Mopani East district through the purposive sampling technique. Data collected through interviews were transcribed and analysed thematically. The overall finding is that teachers were frustrated by handling unruly learners in their classes. The paper recommends that the Department of Education should recognise teachers' frustrations, create explicit policies, and provide strengthened support through regular seminars. The study concludes that teachers should not only possess the ability to manage ill-disciplined behaviour in the classroom but also resilience and support networks necessary to handle growing frustrations that occur.