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**AN INVESTIGATION INTO THE TEACHERS' VIEWS ON
POSITIVE DISCIPLINE IN CLUSTER 2, HARARE
NORTHERN CENTRAL DISTRICT.**

A research project

By

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Abstract

Positive discipline has become a global initiative in the educational sectors, particularly in early childhood education and primary and secondary education. In Zimbabwe, there has been a call by the Ministry of Education, imploring teachers to use positive discipline practices in the teaching and learning process. Teachers are expected and required to manage student behavior through the implementation of a well-designed classroom management plan. However, learners' disruptions through undesirable and negative behavior require constant alteration of teachers' management plan, reducing instructional time, and leaving teachers with frustration and stress. This study seeks to find out the Teacher's views on positive discipline at Primary school level in cluster 2 Harare Northern District. The general purpose of the study is to find and bring out teachers general views, beliefs, values, practices and understanding on the use of positive discipline in primary school, and their overall knowledge of the use of positive discipline at primary school level. The study also aims to bring out the challenges faced by teachers in implementing positive discipline within the selected schools, highlighting solutions and strategies for implementing positive discipline at primary school level in order to make the use of positive discipline a success in the primary schools.

The study will use the Qualitative - Case Study as a research design. Interviews will be used to collect data from teachers. The interviewer will be able to get face to face, first-hand information from the interviewees. The research participants will consist of 48 teachers who will be randomly selected from each of the 3 selected schools from cluster 2 Harare Northern Central District. A breakdown of 30 teachers for structured Interviews and 18 teachers for focus group discussion

The study will help policy makers to craft a policy that is based on empirical evidence collected from the teachers who have first-hand experience and information on the use of positive discipline at primary school level. Teachers will receive the general support they need in order to be able to implement positive discipline practices with the correct amount of knowledge and the right techniques required to make the implementation of positive discipline a success. Learners will benefit from this study if teachers are able to use positive discipline practices in the classrooms, nurturing learners who are self-disciplined and free to develop in areas of their

strengths. The study will also assist the University community in carrying out further studies in the related field with provision of literature.

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CHAPTER 1

THE RESEARCH PROBLEM: TEACHERS VIEWS ON POSITIVE DISCIPLINE

1.0 INTRODUCTION

The school as a secondary agent of socialization is expected by society to provide an efficient and effective learning environment where there is control of unacceptable and untoward behaviour. All over the world, administrators and teachers have a critical role to find ways in which they may enforce and maintain discipline within schools. This is because, the aim of school discipline is to create a safe and conducive learning environment in order for learning to take place. School administrators and teachers strive to instill discipline in learners from an early age in order to help them to develop attitudes and behavior that is acceptable in society. In this paper emphasis is given on the use of positive discipline in the classroom. Therefore, it is the job of teachers and school administrators to find ways in which they can instill discipline in a positive way that does not disrupt the overall growth of the learner. In recent years there has been an outcry from human rights groups on the methods of discipline that have been used in schools. Hence the worldwide campaign for schools and teachers to adopt positive discipline practices in disciplining learners. The major aim of this paper is to find out the teachers' views on the use of positive discipline. This chapter focused on the background of the study, statement of the problem, research questions, the significance of the study, delimitation of the study limitations of the study giving a summary of the whole chapter one at the end.

1.1 BACKGROUND OF THE STUDY

In previous years corporal punishment was the means of discipline known and used in many schools all over the world. Discipline involved the use of canning, manual labour, pinching ,slapping , name calling ,and other such disciplinary measures which left children humiliated and emotionally unstable. Some teachers reached extreme levels in disciplining learners by using anything they could lay their hands on to hit children and intentionally cause bodily harm. Children were physically abused and emotionally scarred under the care of some teachers. As more and more cases arose of children being injured and abused in schools, there was an outcry from concerned parents and children's rights groups in various countries, for some teachers and

some school administrators to stop using harsh forms of discipline on children and resort to positive discipline methods that were child friendly.

A major breakthrough came with the United Nations Convention on the rights of the child held in (1989) which saw many countries becoming signatories to the convention. These countries to date are striving to comply with the requirements of the convention which puts the child's rights at the center of the learning process. The Convention on the rights of the child prohibits the use of physical punishment on children in schools and in the homes and advocates instead for the use of positive discipline practices. Article 19:1 of the treaty calls for State Parties to protect the child from all forms of physical or mental abuse, neglect and maltreatment under the care of parents or guardians. In support, Article 28 no 2 (1989) of the treaty reads "State Parties shall take appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the convention. Many countries which are signatories to the convention are required to comply with the treaty and their compliance is strictly monitored by the United Nations.

In their study Mpofu and Sibanda (2017) highlighted that Zimbabwe as a signatory to the United Nations Convention on Children's rights, has through the Ministry of Primary and Secondary Education, advocated for positive discipline practices in schools for disciplining learners. The Government also tasked the ministry to adopt reasonable policies and measures to ensure that children were protected from maltreatment and any other forms of abuse including neglect.

Other efforts made by the Zimbabwe government were the abolishment of corporal punishment in a High Court ruling in (2017) which prohibited the use of corporal punishment in the home and in schools. Obera (2017) reporting for Africa News, pointed out that the Zimbabwe Court ruling read "children should not be subjected to any form of violence and as such corporal punishment breached their rights under Zimbabwe's Constitution". The ruling further emphasized that "if a child misbehaves, it is the duty of the parent or teacher to deny the child certain privileges such as access to television, or pocket money". (Africa News 2017)

The decision by the Zimbabwe Ministry of Primary and Secondary Education reflected on the Ministry's acknowledgement of need to move to away from harsh methods of disciplining children to better, less harmful and more efficient methods aimed at developing the whole child in conformity with the convention. A report by the Global Initiative (2014) reveals that in

2013, Chigwamba, who was the Permanent Secretary in the Ministry of Primary and Secondary Education suggested that teachers should find other ways of disciplining children as inflicting pain may have an adverse effect on the child. This reflected on the attitude and position of education officials towards corporal punishment and the stance they would take in cases where teachers broke the rules. Teachers were therefore supposed to pay attention to such a call. Chigwamba (2013) pointed out that some children were a challenge and such problem children could be excluded only after all other means of discipline have been exhausted. However, despite the adoption of the policies many teachers in Zimbabwe have found it difficult to make the transition from using corporal punishment to using positive discipline practices. Where teachers therefore listening and employing measures to stop corporal punishment after it had been frowned upon by officials in government? Obera (2017) highlights that corporal punishment remains a reality in many African schools as it is a colonial legacy used to discipline the African child.

It is not just in Zimbabwe where corporal punishment is a problem. In the region, Zambia has been advocating for the use of positive discipline practices in its schools. Maninga (2017) indicates that before corporal punishment was banned in Zambia, school children were chastised by the stroke of the cane and sometimes humiliated and dehumanized with slaps and fists from teachers. Maninga (2017) further stated that after strong activism against the practice worldwide, Zambia abolished corporal punishment in its schools in 2003 in line with the United Nations Convention on the Rights of the child which prohibits any form of violations against children, including corporal punishment in schools. It is important to determine how other teachers in other regions in response to corporal punishment. Maninga (2017) notes that many teachers in Zambian schools felt that the ban on corporal punishment led to a lot of ill-discipline from learners. As a result researchers carried out studies in Zambian schools to find out why learners were misbehaving. Maninga (2017) posits that findings revealed that the ban had been implemented without the provision of alternative punishments, and this automatically encouraged unruly behavior amongst learners.

After the findings, recommendations were made to the Ministry of Education of Zambia to engage all stake holders to come up with alternative positive discipline practices for learners and the Zambian government responded swiftly. To date there has been a widespread support on the

ban of corporal punishment in Zambian schools by some parents, students and teachers although, some parents and teachers still view corporal punishment as an effective method of instilling discipline in learners. Support programmes have been put in place to train teachers on how to use positive discipline practices in their classes. In (2015) Save the Children International in Zambia embarked on a project to train parents and care givers on the importance of adopting positive discipline methods. Members of Save the Children indicated that teachers in Zambia have urged them to consider adding more teachers on the positive discipline training so that the idea of positive discipline may be inculcated in many teachers.

Other governments and education sectors have put in place measures to eradicate corporal punishments. In South Africa teachers were encouraged to devise strategies that are in line with the rights of the learners and their protection. The South African schools Act 84 of 1996 prohibits the use of corporal punishment against the learners and any offender is liable to a sentence. The South African Constitution of 1996 guarantees and enshrines children's rights therefore safeguarding children against harsh discipline in schools. There was nationwide call for the use of positive discipline practices in schools in South Africa. However, Mstweni in Maposa and Shumba (2010) observes that after the banning of corporal punishment in schools, most teachers felt powerless in dealing with learners' misbehavior in schools. Masitsa in Maphosa and Shumba (2010) alludes that learners are said to have developed such bad behaviour to the extent that they openly challenged the teachers' authority as they are aware of the law that protects them. How then can discipline be administered in schools in a way that effectively incorporates all the important stake holders including parents and teachers without making them feel disempowered?

Makwinja (2018) highlights that traditionally in Botswana the disciplining of children was through canning and reprimanding in schools and in homes. This was done for the purpose of developing respect for elders and developing responsible citizenship. However, Botswana as a signatory to the United Nations Convention on the rights of the child is striving to do away with the use of corporal punishments in its schools, although, Nkomazana in Ngwenya (2013) pointed out that corporal punishment is sanctioned by the Botswana education act of 1968 which stipulates how corporal punishment should be administered. Ngwenya (2013) indicated that there are many cases of teachers in Botswana who are brought before the court for overdoing corporal

punishment. Human rights groups such as Child Line are advocating for the total ban on corporal punishment and pushing for positive discipline practices in Botswana schools. Makwinja (2018) in a study revealed that Botswana has embraced and emulated cultures that do not embrace their way of life and this has led to problems of misbehavior at home and in schools. Many other countries in Africa are making the shift from the use of corporal punishments in schools and homes to positive discipline methods.

Globally, The Global Initiative has made in-roads around the world in its effort to end corporal punishment against children, succeeding in most countries. Many schools in America and in Europe have embraced positive discipline practices in schools and training programmes on positive discipline are being carried out in various countries in line with the Policy on the Rights of the Child. The National Association of School Psychologists in Sibanda and Mpofu (2017) advises that research in United States has indicated that dangerous and disruptive learner behaviour cannot be solved by use of suspension, expulsion and other punitive measures.

However, the Global Initiative is still struggling to succeed in the implementation of Positive discipline and a worldwide ban on corporal punishment in certain countries which strongly believe that positive discipline practices only lead to indiscipline in learners. An example is the Philippines, where according to The Global Initiative (2019). The positive discipline bill was first introduced in (2008) and was debated in congress every year since 2012 until February 2019 when the Philippines president issued a statement in which he objected to the signing of the bill. This was because he disagreed with the condemnation of corporal punishment in schools and in the homes. Some African leaders resist the policy implementations because many of these policies are coming from the west, as a result leaders fear being controlled and have notions of about neoliberalism that imply meddling in African affairs, an argument that is often made by African leaders. This notion hinders the progress in the implementation of progressive to stop corporal punishment.

Zimbabwe as a signatory to the United Nations committee has a mandate to follow the Committee's rules and regulations. As such there has been a need for the Zimbabwean government to push forward for a shift from negative to positive discipline methods. As highlighted in one of the paragraphs, in Zambia, save the children made efforts to train teachers on how to use positive discipline. However, the government of Zimbabwe has been calling for

teachers to implement positive discipline practices in schools, despite the fact that there is little evidence to show that teachers in Zimbabwe have been concertized about positive discipline and the use of positive discipline in their classrooms. It is not known how much teachers know about positive discipline in Zimbabwe and what their sentiments on positive discipline are, therefore there was need to carry out this research in order to find out teachers' views on positive discipline, in Cluster 2 Harare Northern Central district. There is no known record of such a research having been conducted in that particular area and in any other area in Zimbabwe.

1.2 STATEMENT OF THE PROBLEM

Many teachers in schools are faced with the initiative to create conducive learning environments. This is expected to be done through instilling discipline in children and maintaining that discipline, however, most teachers in Zimbabwean schools have to learn to implement and maintain discipline in schools without the use of harsh methods such as, corporal, reprimanding, and expulsion, physical and manual labour which they have done for many years. Teachers in Zimbabwe are being asked to use positive or alternative ways of disciplining (Chigwamba 2013) even though these methods are foreign to Zimbabweans. The question that remains to be answered is, Are teachers aware of these positive discipline methods or alternative practices? In recent years many teachers have complained of an increase in learner misbehavior in schools blaming the discipline methods being used. Whether teachers have or have not received training pertaining to the use of positive discipline in Zimbabwean schools remains to be uncovered during the course of the study. However, teachers are expected to use these methods to maintain order and discipline in their classrooms. Therefore, this study intends to bring out the teacher's views on positive discipline.

1.3 RESEARCH OBJECTIVES

1.3.1 To find out the teachers' views on positive discipline.

1.3.2 To identify the challenges faced by teachers in the implementation of positive discipline.

1.3.3 To find out the effects of positive discipline on the learners.

1.3.4 To bring out strategies that can be used to enhance the use of positive discipline in schools.

1.4 RESEARCH QUESTION

What were the teachers' views on positive discipline in primary schools of Cluster 2, Harare Northern Central district?

1.5 SUB-QUESTIONS

1.5.1 What are the challenges faced by teachers in implementing positive discipline?

1.5.2 To what extent is the effectiveness of positive discipline in the classroom?

1.5.3 Which strategies can be used to enhance positive discipline practices within schools?

1.6 SIGNIFICANCE OF THE STUDY

This study is aimed at developing and improving the education system in Zimbabwe through, the ministry of education, the teachers, the learners and the community at large

1.6.1 Significance of the study to the ministry.

The Ministry of education will benefit from this study as it will gain an insight into the views of the teachers and come up with intervention strategies to mitigate problems that may be revealed through this study.

The Ministry through the government can initiate training programmes to educate parents on the importance of positive discipline to avoid conflicts between parents and the school.

Policy makers will gather knowledge from the study that will be used for the drafting new policies or to rectify the existing discipline policies based on reality.

1.6.2 Significance of the study to the teachers.

The study will give teachers a platform to air their views on positive discipline and highlight some of the challenges that they are facing in the implementation of positive discipline in their schools.

Teachers will receive the necessary intervention strategies that will help them to acquire the skills necessary for the implementation of positive discipline. When challenges are mitigated this will allow teachers to implement positive discipline practices appropriately and effectively.

Teachers will benefit from this study through recommendations from the study which may be helpful in their classrooms in order to enhance the practice of positive discipline.

1.6.3 Significance of the study to the learners.

Learners will benefit from the study if teachers receive the necessary intervention programmes for them to effectively implement positive discipline practices which according to research helps learners to yield better academic results.

Findings and recommendations from the study will allow the formation of good teacher pupil relationships which are conducive for learning to take place. Learners will receive discipline which is aimed at developing their self- esteem and developing good social relationships.

1.6.4 Significance of the study to the community.

Findings from the study will benefit the community as they will learn to use positive discipline practices in disciplining their own children, therefore the schools and the communities will work in harmony towards the same goal.

1.6.5 Significance of the study to research.

Last but not least the study serves as a springboard for further research in the area of positive discipline in education at primary school level.

1.7 DELIMITATION OF THE STUDY

According to Simon (2011) delimitations are those characteristics that limit the scope and define the boundaries of your study. He further suggests that delimiting factors involves a choice of the research questions, objectives, theoretical perspectives and the population chosen for study. The study focused on 3 schools which consist of a private school, a government school in a low density area and a government school in a high density area which all fall under cluster 2 Harare Northern Central District. The researcher chose these schools because of their locations and the catchment areas they serve, in order to compare variables. The study focused on the 3 primary school with teachers selected randomly from grade one to grade seven.

1.8 LIMITATION OF THE STUDY

Orodho in Wanja (2017) suggests that limitation is the part of research that the researcher is aware may affect the outcomes or generalization of the study results but over which she or he has no direct control. In this study the researcher encountered some difficulties in securing interviews with the selected participants as they were caught up with work commitments, the researcher failed to interview 3 participants scheduled for interviews and in some cases interviews had to be hurried through in order to allow participants to return to their duties. The researcher had limited time to conduct the focus group discussions as some school heads requested for quick discussions with the participants in order for them to resume their duties. The researcher chose to select participants from 3 selected schools in cluster 2 and did not focus on other schools in the cluster due to lack of resources and time to carry out an extensive research .All these factors had a direct bearing to the results of the study as the researcher was not able to interview some participants whose contributions might have been benefit to the study.

1.9 DEFINITION OF TERMS

In order to have a clear understanding of the study the following terms were defined:

Discipline, Punishment, Positive discipline, Corporal punishment.

1.9.1 Discipline

The Macmillan English Dictionary for advanced learners (2007) defined discipline as the practice of making people obey rules of behavior and punishing them if they do not. Melgosa and Posse (2006) simply put forward that discipline is education towards self-control. Therefore in this study discipline was referred to as a way of modifying the behaviour of an individual in order to develop behaviour which may be deemed as appropriate.

1.9.2 Punishment

Clarke, Allot, Thomas, Bernard and Edge (2018) define punishment as the infliction of some kind of pain or loss upon a person for a misdeed. According to Cathcart, Reece, Peterson and Palmon (2015) Punishment is an effort to be “restorative” which is focused on changing behavior, but also restoring the environment and relationships damaged by the behavior. Therefore in this study punishment can be identified as unpleasant action taken to discourage misbehavior. Vakalisa, Jacobs and Gawe (2000) posit that many theorists advise that punishment should be the last resort after trying all efforts to change unwanted learner behavior.

1.9.3 Corporal punishment

Donnelly and Strauss in Kudenga (2017) postulate that corporal punishment is the use of physical force with the intention of causing pain and injury for the purpose of controlling and correcting child behavior. According to Grooves in Ngwenya (2013) corporal punishment is the deliberate infliction of pain as retribution for an offence for the purpose of reforming a perpetrator. In that view corporal punishment in this study was referred to as intentional infliction of physical pain in order to correct behaviour of wrong-doers.

1.8.4 Positive discipline

A positive discipline advocate, Nelsen (2006) defines positive discipline as a way of teaching and guiding children by letting them know what behavior is acceptable in a way that is firm, yet

kind. Durrant (2012) posits that positive discipline is about long term solutions that develop students' own self-discipline and their life-long learning, further suggesting that positive discipline is about teaching respect for , empathy, nonviolence , respect for one's self and human rights. Therefore in this study positive discipline can be defined as gentle and yet firm methods of instilling discipline in learners in order for them to be able to fit in society. In support Stevens (2018) suggests that in order to help students some teachers use rewards and incentives which may be intrinsic or extrinsic.

1.10 SUMMARY OF THE CHAPTER

This chapter focused on the introduction to the study and highlighted the background of the study, giving a brief statement of what is happening in the region pertaining to the move towards positive discipline practices. A brief statement of the problem was given and the significance of the study to the various stakeholders in the education sector was highlighted. The delimitations and limitations of the study were revealed. The next chapter focused on Literature Review.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

The Royal Literacy Fund (2018) defined literature review as a search and evaluation of the available literature in your given region subject or chosen topic area, which documents the state of art with respect to the subject or topic you are writing about. This chapter identified some theories that support positive discipline. A review of literature for each sub question was given with a critical analysis, interpretation and evaluation of scholarly studies in relation to the area of study highlighted. The reviewed literature was organized and linked to the research question.

2.1 THEORETICAL VIEWS ON POSITIVE DISCIPLINE

All over the world the use of corporal punishment is being looked down upon by most members within the societies. Countries were pushing for schools to shift from harsh discipline methods to more child friendly positive discipline methods. Sibanda and Mpofu (2017) observed that, a growing worldwide movement against corporal punishment has seen more and more countries adopting positive discipline practices within their schools, following The Convention on the rights of the child (1989) which prohibits the use of corporal punishment. As a measure for moving away from use of punishments many educationists have reverted back to the theories of school discipline to find better and more suitable ways to instill discipline in learners. This study primarily draws its works on Dreikurs and Alder (1930) who developed the Social discipline Model. This model helped form the basis for positive discipline in many countries. To date positive discipline is a program developed by Dr. Jane Nelsen, based on the work of Alfred Adler and Rudolf Dreikurs. The programme is designed to teach young learners to become responsible, respectful and resourceful members of their communities.

The Encyclopedia (2015) reveals that the Social Discipline model is based on four basic principles which are that, humans are social beings and that their basic motivation is to belong, all behavior has a purpose, humans are decision making organisms and human beings only perceive reality and this perception may be mistaken or biased. This is evident when a child who is ignored is motivated to misbehave in order to get attention and when that child gets punished for misbehavior, he may choose to accept the consequence for bad behavior or chose to retaliate as he or she may feel justified for their misbehavior. In this case Semali and Vumilia (2016) point out that in the Social Discipline Model, all behavior including misbehavior, is orderly, purposeful and directed toward achieving social approval. Rogers (2017) agrees with this notion, quoting Dreikurs (1930) who stated... “a behaviour is a result of individual’s purpose that we do not simply react to forces that confront us from the outside world, but our behavior is the result of our own biased interpretations of the world”. To that effect classroom practitioners should strive to find the cause of misbehavior in learners before making a decision on the discipline to be mated out, as there may be positive or negative consequences in relation to how the learner will perceive the discipline given.

Rogers (2017) points out that Dreikurs in his Social Discipline Model, identified four types of mistaken goals that lead children to misbehavior and these goals are attention getting, power control, revenge, and helplessness. Adler and Dreikurs (1982) suggested that the family dynamic is a significant factor in how such feelings of inferiority develop and are dealt with constructively by an individual in relation to others. This suggests that, misbehaviours in school may be a result of what would have happened at home, therefore, in the event of continuous misbehavior it is important for teachers to work hand in hand with the families of offenders in the implementation of discipline in order to get to the bottom of the cause of bad behavior. This may yield more positive results. Dreikurs (1982) reveals that schools can enable learners to be more behaviourally aware of their mistaken goals and with support, understanding and guidance they can learn to challenge their mistaken goals. When schools do this they would have fulfilled their roles as secondary agents of socialization, working to develop a state of equilibrium in the learner.

Rogers (2017) alludes that Dreikurs did not believe in the use of punishment, reinforcement or praise. Rather he believed that natural and logical consequences and the encouragement are the

most useful techniques for preventing discipline problems. Evidently, Dreikurs and Adler (1982) believed that encouragement was crucial to improvement of human relationships and behaviour. Morin (2018) similarly points out that positive discipline focuses on encouragement over praise. Therefore in place of praising children for a job well done, it focuses on a child's efforts even if the outcome isn't successful. Encouragement can help children recognize their full potential teaching them to be more independent when they realize what they are capable of achieving on their own. Morin (2018). In support of this statement, encouragement pushes the learner to try harder when they fail as this boosts their self – confidence. This is similar to a baby who is learning to walk, as they are constantly cheered on and encouraged they keep on wanting to walk no matter how many times they fall.

A Supporting theorist of positive discipline is Dewey. J. According to Williams and Slaughter (2017) Dewey (1996) proposed the Theory of Experience through Social Learning. The theory suggests that children are capable of learning, behaving cooperatively, sharing with others and caring for one another with the teacher as a facilitator. Dewey (1996) in Williams and Slaughter (2017) puts forward that instructional management involved a natural approach including direction and guidance and behavior management involved sequential behavior development of students. Some of Dewey's ideas are being used today by teachers as a central component of classroom management which endures discipline within schools. In a class room situation clear instructions with clear rules that can be clearly followed by the learners will form the basis for good classroom management and positive relationships between the teachers and the learners.

A classroom which follows Dewey's ideas is typically known as a Responsive Classroom. Brady, Forton and Porter in Williams (2017) suggests that discipline in a Responsive Classroom is handled differently than in most traditional classroom settings. The responsive class aims to help learners to develop some self- control and begin to understand the meaning of socially responsible behavior. Children can come to value such behaviours. Williams (2017) observed that students in a Responsive Classroom are taught about how their choices have positive and negative consequences, therefore when children misbehave, teachers use strategies that are respectful for stopping the misbehavior and redirecting for the return of positive behavior. Therefore the theory of Experience through social learning like the Social discipline Model

theory bear a likeness in its use of positive Discipline within the school and classroom environment. These models can be adopted and be useful in a positive discipline in classroom

The use of positive discipline practices is also evident in The Behavioural Modification theory which was advocated by Skinner B.F. Mcleod (2018) explained that Skinner based his work on Thorndike's Principle of Law of Effect of (1898) which states that behavior that is rewarded is likely to be repeated. This type of discipline advocates for the use of rewards in order to influence the repetition of good behavior. Skinner (1954) suggested the use of rewards in order to modify the environment and he did not approve of the use of punishments in school as a behavioural modification technique. Some scholars however, disagreed with the idea of rewards pointing out that they had negative consequences on children's behavior in the long term. Kohn (1957) found that rewards destroy a student's inherent motivation and reduces their natural interest in learning.

In Nelsen and Gfroerer (2018) Kohn warns that there is risk to rewards as rewards do not help students to develop internal motivation, self-reliance, or responsibility. Administrators and teachers have to be careful with the methods of positive discipline they employ as they may have adverse effects. A child is most likely to get disappointed if they are used to getting rewards and then one day they do not, to them, the need to carry on with the activity is not necessary if they are not being rewarded for it. Therefore rewards are an extrinsic form of motivation. In addition, Nelsen and Gfroerer (2018) explained that research has shown that rewards are not effective in the long run and can in fact be harmful to learners, as the rewards will become more important than the inner satisfaction of learning and contribution.

Many schools in Zimbabwe and all over the world are using various methods of discipline as they move away from harsh methods previously used in schools. However, Bear (2016) observed that too often, schools fail to understand that the maintenance of safety and correction of behavior lead to the development of self-discipline but it is not enough. He points out that schools may be effective in establishing and maintaining order and safety but not necessarily effective in developing self-discipline or preventing future behavior problems. In other words when rewards, rules, expectations, punishments are the main methods used to manage behavior, when they are later removed children may not be able to function independently without them. Therefore while positive discipline may be favourable, there is a need for enforcers to select

their methods of discipline wisely and to choose those methods which develop intrinsic motivation in learners or to employ both extrinsic and extrinsic motivation methods for balance.

2.2. FACTORS AFFECTING THE IMPLEMENTATION OF POSITIVE DISCIPLINE IN SCHOOLS.

Luiselli, Putman, Handler and Feinberg in Sugai (2000) states the society expects that educational institutions should provide socially tolerable measures to guarantee safe environments where there is minimization of unacceptable behavior and promotion of pro-social behaviour. To ensure such prolific environments and academic success, it is essential for schools to establish effective discipline methods. Collins (2007) supports this statement by adding that teachers are expected and required to manage student behavior through the implementation of a well-designed classroom management programmes. However, student disruptions through negative behaviour requires for the teachers to constantly alter their management plan, taking up instructional time and leaving teachers stressed. Collins (2007) points out that as student behaviour improves teachers are able to provide more instructional time which positively impacts on high learner achievements and self-image. However UNESCO (2006) revealed that teachers are often not taught about children's misbehaviors and why they misbehave, teachers are also not taught how to discipline the learners positively. UNESCO points out that there are various reasons why children misbehave and attention seeking is one of them, lack of skill to handle such a child and frustration will lead to teachers striking out and using corporal punishment or humiliating forms of punishment. This is one of the stumbling blocks in the implementation of positive discipline.

The implementation of positive discipline in schools is affected by the various parenting styles which have a major drawback on discipline of children within a school. According to Seigler, Deloache and Eisenberg in Morgan (2018) parenting styles are parenting behaviours and attitudes that set the emotional climate of parent child interactions. Morgan (2018) noted that parenting styles and conflicts with the family may have negative effects on the development of a child's self-esteem as they are growing up. This will include their development in the school setting. A study conducted by Baumrind (1991) found that children who were raised by authoritarian parents tended to be unhappy, unfriendly, have low self-confidence, and were lower

in social and academic competence. As a result of these parenting styles the child develops certain traits. Shaffers (1985) in Wanja (2008) categorized parents into three main groups which are authoritative, permissive, authoritarian, each of which has an effect on the behavior in the child.

Wanja (2014) states that the child could be obedient and conforming or selfish and rebellious or socially competent in and out of school. She further states that the same behavior could translate to what a person would become in the larger society, this is in line with Alder and Dreucker in Williams (2017) who reveal that human misbehavior is the result of not having one's basic need of belonging to and contributing to a social group. This leads to the child resorting to one of or more of the four mistaken goals, attention, power, revenge and avoidance of failure. Therefore as teachers often battle with the discipline of such children, they should aim to understand the various reasons that could have led to child misbehaviour so as to find solutions that may help the child without causing further damage.

Semali, Wolhuter and Steyn, (2003) in Vumilia (2016) state that teachers everywhere seem to be at a loss as to how to address the complex issue of discipline, particularly in those countries where physical or corporal punishment has been restricted or outlawed, however if more countries or parents could be authoritative in disciplining their children this could be of great assistance to the teachers as they try to instill positive discipline at school. Morin (2018) supports this notion, stating that positive discipline uses an authoritative approach by considering a child's feelings. Children are encouraged to share their feelings as well as discuss their mistakes, ideas and problems openly therefore creating an environment that is open to positive discipline practices within a school setting.

Often teachers complain that parents are not involved in the disciplining of their child. Ireland (2007) highlights that parental involvement refers to the amount of participation a parent has when it comes to schooling and the child's life. Kabiru (2006) in Wanja (2008) observed that parents contributed a lot to their children's indiscipline by being bad role models and by avoiding parental responsibility. When parents are involved in their child's schooling it becomes easier for the school to handle discipline issues as the school, parents and teachers will be operating at the same level. If parents are aware that positive discipline practices are used to discipline the children within the school they can reinforce these methods in their homes.

Hendrick and Weissman (2011) in Malamed (2015) point out that parents are responsible for helping their children acquire the competency to survive away from home and feel comfortable at school thus allowing the child to be open to positive discipline within the school setting.

A study conducted by Khumalo (2006) revealed that parents lack knowledge about the importance of their involvement in the classroom life and that thoughtful and coordinated planning of such involvement could benefit all concerned at school, enhance learner achievement and ensure learner cooperation. Van Wyk and Lemmer (2009) in Manamela (2015) state that many studies have shown that there is a positive link between parent involvement and learner's behavior at school as well as their school attendance. Maposa and Mugabe (2013) in their study point out that participants identified occasional lack of parental support during implementation of methods to curb misconduct in schools. Some parents relinquished their responsibility to the school under the pretext that school discipline was none of their business. When a learner misbehaved, some parents took their child's rather than the school's side. As such, it is important for parents to be educated about the positive discipline methods being used in a school setting so that pro-violent parents can learn about better ways of disciplining other than violent ones. The disciplining of a child within a school setting should involve parents to avoid conflict in disciplining styles and for reinforcement from the parents.

2.3 THE EFFECTS OF USING POSITIVE DISCIPLINE WITHIN A SCHOOL.

The department of Basic Education South Africa School Safety Framework (2012) highlights that positive discipline focuses on discipline rather than punishment. It aims to teach children to understand and follow social rules, both within the classroom and outside it, without using physical or emotional violence. It emphasizes on teaching children to do things rather than punishing them for doing wrong. The aim of positive discipline is to encourage self-discipline and mutual respect within a non-violent and caring environment. The school framework (2012) further acknowledges that the positive discipline approach is rooted in a respect for human rights. Its starting point is that children have the right to a safe school environment, free from violence and aims to build a culture of human rights where learners and educators alike are protected from harm and are treated with dignity and respect.

In support Stevens (2018) states that positive discipline aims to work with children and not against them. The emphasis is on building learners strengths rather than criticizing their weaknesses and uses positive reinforcement to promote good behavior. Stevens (2018) adds that positive discipline involves giving children clear guidelines for what behavior is acceptable and then supporting them as they learn to abide by these guidelines. Therefore the approach allows child participation and problem solving, while at the same time encouraging teachers to become positive role models the learners in their care. Similarly, Aken (2016) suggests that using positive discipline techniques can help teachers overcome the many challenges in the classroom and help learners to make the correct decisions in the future.

The benefits of positive discipline extend beyond the classroom, into home life, sports and social life of the learner from being more respectful to everyone and understanding the social norms in different situations .Aken (2016). Therefore, it is important for teachers to shift from using punishments to more child friendly practices which promote the wholesome development of the learner, who will be able to fit comfortably in society. Mounir Abou Assali (2015) adds that positive discipline is not just about avoiding corporal punishment and respecting the basic right of the child but also provides a pedagogical toolkit aimed at supporting children’s growth, giving them knowledge and allowing them to develop to their full potential and preparing them for a balanced life. Clearly, the use of positive discipline allows for a positive relationship to develop between learner and teacher, thus creating a bond which is important for teacher-learner interaction and it creates a conducive environment for learning to take place.

2.4 STRATEGIES IN IMPLEMENTING POSITIVE DISCIPLINE

The American Academy of Pediatrics (2016) alludes that there are many types of positive discipline and whatever technique used to prevent or reduce misbehavior will only be effective if both the teacher and the learner understand what the problem behavior is and what is the expected consequence is for the misbehavior. The appropriate consequence is consistently applied every time the misbehavior occurs. Aken (2016) further elaborates that the manner in which one delivers the technique matters. This suggests that a one should rather be calm instead of being aggressive. This gives the learner a specific consequence to help them learn. Sibanda and Mpofu (2017) attests that in Zimbabwe, in an effort to maintain positive discipline, the

schools have adopted various strategies such as communication, modelling positive behavior, training of staff and parents, positive reinforcement and many others. Sibanda and Mpofu point out that the Ministry of Primary and Secondary Education in Zimbabwe has initiated supervision visits , and staff development programmes as a way of imparting knowledge and skills to teachers on how to employ positive discipline practices for positive behavior. Therefore the Zimbabwean government is making efforts in putting measures to ensure that teachers have knowledge and understanding of how to use positive discipline practices in their classrooms.

Abou Assali (2015) advises that for effective implementation of positive discipline, a code of conduct should be designed, in order to provide a clear, fair, and consistent procedures and policies relevant to all sorts of conduct, respectful of individuals and their integrity and committed to promoting peace and justice. Adding on, Abou Assali (2015) suggests that the code of conduct should be addressed to the partners and these partners include, learners, teachers, principals and parents, He advocated for a national communication strategy to develop and promote awareness and involve the parents and the community. Such a strategy would be very useful in Zimbabwe as at the moment there is no clear policy or code of conduct on positive discipline.

A research carried out by the Ugandan Ministry of Education and sport (2017) revealed that focusing on positive techniques has been found to be more effective. The results from the study point out that while focusing on positive techniques, participants move towards their own positive, creative state of mind and hence the tendency to justify physical punishments begins to fade. Therefore such an attitude automatically displaces punishments and allows teachers and learners to grow in their positive attitudes. The Ugandan Ministry (2017) further states that findings from the study reflected that after the ban of corporal punishment in Ugandan schools, there was a general view that in order to eradicate harmful punishments in schools, it was vital to equip and support teachers with knowledge and skills to promote a positive environment in the classroom that encourages good behavior and promotes teaching and learning which is inclusive, child centered and activity based.

Wubbels (2011) in Stevens (2018) examined research on classroom management and found that successful classroom manager focuses attention more on the learner's learning and less on creating a noiseless atmosphere. However, Sibanda and Mpofu (2017) observe that schools

provide limited opportunities for their staff members to develop professionally, therefore, teachers often find it difficult to cope with the various social, emotional, and behavioural needs of the learners. Bechuke and Debeila (2012) suggest that members of the school community who deal with behavior modification procedures should be allowed to do so only after they have received adequate training. In support of this statement, knowledge on how to use positive discipline is required before trying to implement it, in order to avoid frustrations and failures for both the teachers and the learners.

2.5 SUMMARY OF THE CHAPTER

This chapter highlighted some theorists who advocated for positive discipline and support its use in disciplining children. These theorists are Dreikurs and Alder, Dewey, Skinner and Kohn. Although they differ in their approaches, they share the same sentiments in that positive discipline yields better results than the use of harsh punishments. The literature review for the challenges in implementation of discipline effectiveness of positive discipline and strategies for implementing positive discipline was discussed in this chapter. The next chapter focused on Research Methodol

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter outlined the procedures and strategies used to carry out this study. The methods that were used in the collection and analysis of data to answer the primary and secondary questions of the study were discussed. The researcher outlined the Research Design, Population, Sample, Instrumentation, Data collection procedures, Data analysis plan. A Summary of the whole chapter was given. Interviews and focus group discussions were used to collect qualitative data in this study.

3.1 RESEARCH DESIGN

Yin in Taole 2008, defines research design as a plan that guides the investigator in the process of collecting, analyzing and interpreting observations. He adds that it is a logical model of proof that allows the researcher to draw inferences concerning casual relations among variables under investigation. In this research the researcher is going to use the qualitative –case study design. Taole (2008) offers that qualitative methods focus on the experiences of people involved, and attempt to understand the reasons behind certain behavior description. According to Shuttleworth

(2008) A case study is an in- depth study of a particular research problem rather than a sweeping statistical survey or comprehensive comparative inquiry. In this case the Case-Study approach will allow the researcher to narrow down a very broad field of research into one attainable goal, for example, the view of teachers on positive discipline in cluster 2 Harare Northern Central District.

Shuttleworth (2008) further states that a researcher using a case study design can apply a variety of methodologies and rely on a variety of sources to investigate a research problem. Therefore, a researcher can use a variety of instrumentation to obtain the necessary information. This design was favoured because it agrees with small sample sizes in this case a selection of some schools in cluster 2 Harare Northern Central District.

3.2 POPULATION

Surbhi (2016) points out that population means the aggregate of all elements under study having one or more common characteristics, Surbhi further states that population can be of any size, and the number of elements or members in a population is known as population size. Large sizes in population make it difficult for researchers to test all individuals in the population because it can be costly and takes time. As a result researchers tend to narrow down the research population to come up with a manageable population size. Cluster 2 Harare Northern Central district has at least 10 schools which include private and government schools with an estimate of 340 teachers for all the 10 schools. The population for this research will be focused on 3 schools selected from the cluster. For the protection and anonymity of the schools the following names will be used, HP, HHP and GP. The schools are located in Harare northern central district and serve children from different backgrounds. HHP is a school located in a high density area, GP is a government school in the suburbs and HP is a private school.

3.3 SAMPLE SIZE

Surbi (2016) states that, sample, means a part of population picked or chosen randomly for participation in the study. Surbhi adds that a sample randomly selected should be such that it

represents the population in all its characteristics. It should not be biased, in order to produce a miniature cross-section as generalizations about the population are drawn from the sample observations. In this study the cluster sampling technique was used. Every teacher in the chosen cluster had the same opportunity to be a participant therefore 30 teachers who volunteered took part in the structured interviews, with a breakdown of 10 teachers from each school, 5 males and 5 females per school for each of the 3 schools were interviewed. In the unstructured focus group discussion, 18 teachers volunteered, with a breakdown of 6 teachers from each of the selected schools, 3 males and 3 female volunteers from each of the 3 schools, in order to obtain feedback from both female and male perspectives. The researcher chose 3 schools from the cluster of schools, one private school in the low density area of Borrowdale, one government school in the Borrowdale area and one School in Hatcliff which is a high density area. This has been done in order for the researcher to bring out a clear understanding of how the teachers view positive discipline in their respective areas for comparison and for more conclusive results.

3.4 INSTRUMENTATION.

The researcher used Structured Interview questions to collect data as they allowed the researcher and respondents to look at statements and evaluate them, Immediate corrections were made and this gave more value to the research. Langos (2014) suggests interviews allow the researcher to identify participant's emotions, feelings and opinions regarding a particular research subject.

The use of structured interviews was chosen over unstructured interviews to avoid deviating from the research objectives. Gill and Johnson, (2014) state that when it comes to unstructured interviews there is the risk that the interview may deviate from the pre-specified research aims and objectives. Gill and Johnson point out that the main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees as well as eliminate non response rates.

The researcher also used Unstructured -Focus group interviews in order to understand how the teachers view positive discipline at Primary school level. Cohen and Crabtree (2006) define Focus groups as a data collection method whereby data is collected through a group interview process. The group leader in this case the researcher moderated the focus group in order to

collect data on a specific topic. According to Devault (2018) a focus group is a gathering of deliberately selected people who participate in a planned discussion intended to elicit participants' perceptions about a particular topic or area of interest in an environment that is not threatening and is receptive. Nagle and Williams (2018) found that focus groups provide insights into how people think and provide a deeper understanding of the problem or issue being discussed.

The researcher chose unstructured focus group discussions as the questions are not predetermined. One broad question was posed to start the interview and the discussion unfolded naturally. In this research data collected from the interview questions will be analyzed to gather and compare responses. The data will be presented in a form of themes and a few tables to give a general overview of the problem under study. Making it easy to draw conclusions and make recommendations of the study.

3.5 DATA COLLECTION PROCEDURES.

After the preparation of the research instruments the researcher sought for permission from the heads of the school under study to conduct the research within the schools. Participants chosen were briefed about the nature of the study. The researcher interviewed 30 teachers, 10 from each of the selected Primary schools 5 males and 5 females for the structured interviews and a separate group of 6 teachers from each of the selected schools, 3 males and 3 females for the unstructured focus group discussion. The sampling population was assured of anonymity before being interviewed. For the protection and privacy the participants no names were given. Participants were given 8-10 minutes of interview time per individual. During the interview notes of the were recorded on sheets in the spaces given on under the structured questions to enable further analysis and interpretation. Participants were allowed to discuss on positive discipline and gave their views about the use of positive discipline. Notes from the unstructured focus group discussion were taken and the data was used for analysis and interpretation.

3.6 DATA ANALYSIS PLAN

Jablonski and Guagliardo (2016) defined data analysis as a detailed document outlining procedure for conducting an analysis on data. The plan describes the purpose of the analysis, outlining the product and the decision made about the analysis. The data analysis plan guides the researcher and gives the reader an understanding of why the researcher chose the method of analysis and how data collected will be analysed using the chosen plan. In this research a thematic Analysis plan was used for the analysis of structured interviews and unstructured focus group discussions. Braun and Clark in Macguire and Delahunt (2017) characterized thematic analysis as the process of identifying patterns or themes within qualitative data. Braun and Clark add that it is a method for identifying, analyzing, organizing, describing and reporting themes found within a data set. Komori (2018) suggests that by using thematic analysis to distill data, researchers determine broad patterns that allow them to conduct more granular research and analysis. The themes in data analysis are derived from data gathered and are not predetermined or imposed by the researcher therefore, thematic analysis is highly inductive.

3.7 ETHICS

Resnik (2015) defines ethics as norms for conduct that distinguish between acceptable and unacceptable behavior. The U.S National Institute of Environmental Health Sciences (2018), states that research ethics provide a guideline for the responsible conduct of research. Some of these guidelines include which, non-discrimination, obtaining of consent, providing the right to withdraw, respect of privacy and confidentiality , informed knowledge and safety to name a few. The participants used in the study were volunteers and they were given the complete information about the nature of the study and their roles in the study were explained to them before they consented to be part of the study. The researcher ensured the participants of their confidentiality and the records of the study did not include names for anonymity. Participants were not forced to answer questions they were not comfortable with and those who wished to withdraw from the research were allowed to do so. No one was harmed during the course of the study.

3.8 SUMMARY OF THE CHAPTER

This chapter focused on outlining the research design, it highlighted the population and sample, and the instrumentation used in gathering information for the research and also highlighted the

procedures to be followed through in the Data Collection. A thematic data analysis plan was chosen for this study. Ethics considered in this study were highlighted. The next chapter will focus on Data Presentation, Analysis and Discussion.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

4.0 INTRODUCTION

In the previous chapter the researcher highlighted the population and sample, the instrumentation used in gathering information for the research and also highlighted the procedures to be followed through in the data collection and data analysis plan. The thematic analysis plan was chosen. In this chapter the researcher presented and analyzed the data obtained from fieldwork conducted at the case study schools. The main purpose of the research was to investigate the views of teachers on Positive discipline in the primary schools under study. During the data collection process, the researcher utilized structured interviews and unstructured focus group interviews to obtain the required information. Firstly, data was collected by means of face to face interviews, which was administered to 10 teachers per school for the 3 schools in the study which brought the figure to 30 teachers from the three schools. Secondly, data was collected by means of unstructured focus group interviews. The researcher interviewed 6 teachers from each of the schools under study, therefore 3 focus group discussions of 6 participants each were conducted. The age range of the interviewees and focus group discussion was between 29 - 51 years of age. A total of 24 males and 24 females was expected for the interviews and discussions respectively, however a total of

21 males and 22 females were interviewed and used in the focus group discussions respectively as the other participants scheduled for the interviews had work commitments in their respective schools.

The findings from the study based on chosen themes were presented as follows. Validity of research participants, teacher’s understanding of positive discipline, teachers training on positive discipline, current discipline methods being used in the schools, effectiveness of the methods being used in the schools, challenges and strategies for discipline in the schools, choices of discipline for the teachers, teachers sentiments on using positive discipline.. Participants were coded for anonymity as follows for the structured interviews H1- H10 = Primary School 1, G1- G7 = Primary School 2, HP1-HP8 = Primary School 3

4.1 PRESENTATION AND ANALYSIS OF FINDINGS FROM STRUCTURED INTERVIEWS

Participants were asked to give their age, qualifications and their working experience in the teaching field in order to ensure that they were qualified to respond to the questions and therefore to determine the validity of their contributions see table 4.1.1

Table 4.1.1: Theme: Validity of participants

Category 1				Category 2				Category 3			
Code	Age	Qualification	Years in Field	Code	Age	Qualification	Years in field	Code	Age	Qualification	Years in field
H1	34	BED Educational Management	9	G1	34	Degree In Primary Education	5	HP1	47	Diploma in education	9
H2	57	Certificate In Education	34	G2	51	Diploma in Education	23	HP2	45	Diploma in Education	20
H3	37	Diploma In Education	14	G3	51	Certificate in Education	17	HP3	36	Diploma in Education	12
H4	45	Bachelor of Education	17	G4	59	BSCH Special Education	23	HP4	46	Bachelor of Education; Environmental Science	20

H5	43	Bachelor of Education	19	G5	58	Bachelor of Education	32	HP5	45	Education Management Degree	19
H6	40	Certificate In ECD	20	G6	39	BSCH Special Education	5	HP6	40	Diploma in Education	12
H7	33	Bachelor of Education	11	G7	29	Diploma In Education	7	HP7	36	BED honors	13
H8	49	Diploma In Education	16					HP8	38	Diploma in Education	9
H9	48	CELTA - Certificate in Teaching English to	10								
H10	45	Degree in Primary Education.	23								

As indicated in table 4.1.1 the majority of the teachers interviewed are qualified in the teaching field and they are knowledgeable in the teaching area. This reflects on their expertise and it also shows that most of the teachers interviewed have been in the teaching field for a very long time, with most teachers having worked in the teaching field for over 10 years, therefore the participants are skilled in their field, and as a result they have experienced various discipline methods through time. The age group of the participants ranges from 29 - 59. This also shows that the participants are mature and can make informed decisions.

Responding to the question on their understanding of positive discipline the participants responses were presented in a table. See table 4.2.

Table 4.2 Theme: Teachers Comprehension of the term ‘Positive discipline’

Category 1: H1-H10	Category: G1-G7	Category 3: HP 1- HP10
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<p>-Discipline resulting in positive behavioural change.</p> <ul style="list-style-type: none"> -Not using corporal punishment -Focusing on positive acts of behavior. -Use of Positive Reinforcement -Highlights on praising positive behavior and suppressing the negative by ignoring it. -Changing behavior in children by letting them know what is unacceptable and why -Pointing out the positive points of behavior. -Disciplining children using ways which do not belittle them -Discipline which relays certain core values. -Correcting children without reprimanding them -Correcting the child without taking away their self-esteem. -Use of encouraging comments. 	<p>-Encouraging and motivating methods of discipline.</p> <ul style="list-style-type: none"> - Rewarding for good behavior, and not using corporal punishment or discouraging comments. -Instilling discipline without enforcing corporal punishment. -Making children feel a sense of connection. - No corporal punishment, use of good language and rewards. - Use of encouraging comments -Avoiding corporal punishment and verbal abuse. -Encouraging positive behavior. -Praise and rewards for good behavior. -disciplining with love and understanding 	<ul style="list-style-type: none"> - It is a form of discipline where the offender does not experience physical pain. - Disciplinary measures which inculcate some learning benefits. - The kind of discipline where whereby the one being disciplined will benefit without any harmful pain inflicted. - Discipline measures which benefit a child or offender. - A result one wants to achieve after dealing with the learners - Attitudes and outcomes that the discipliner intends to achieve after working with the learner - The achievement of the intended goal. - Not using corporal punishment.
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As shown in table 4.2 most of the participants had a general understanding of what is entailed in positive discipline, the participants have indicated that positive discipline does not involve the use of verbal, or physical abuse and that it also does away with methods that take away children's self-esteem, However more responses in Category 3 reflect a possible lack of

understanding on the term positive discipline. The next question focused on trying to find out if the participants had received any training in the use of Positive Discipline in the classrooms.

4.3 Theme: Teachers' training on positive discipline

Responding to the question on whether they had received any training on positive discipline, most of the teachers highlighted that they had not received any training through the school or the Ministry. Only four of the participants highlighted that they had received some form of training on the use of Positive Discipline their remarks are presented below:

H5: I received training on Positive Discipline during the teachers Diploma at Seke Teachers' College.

G5: Yes, I receive my training in Teacher Training College.

H7: Yes, we had a small workshop at the school.

H4: Not really, but there are suggestions that are often said in staff meetings.

3.0 Other participants felt that the Ministry had let them down and had thrown into the deep end by pushing for Positive discipline and not giving them the proper training needed for them to be able to use positive discipline methods within the school, pointing out that it is also up to the school heads to develop their staff by giving them the necessary training in such courses as Positive discipline. Their responses are presented below.

H6: We have had to read about positive discipline in order for us to try to implement it, however there hasn't been any training workshops on positive discipline from the school and the Ministry.

G 10: I would like some training on how to use positive discipline in the classroom as I am finding myself shouting at the children very often.

H9: Some training will do us good as we have an idea, but don't know the various methods to use.

HP 1: Not yet, looking forward to the day we receive some training.

HP2: It is very hard to move away from the methods of discipline that we were used to, but perhaps if we were given the knowledge and training on how to implement Positive Discipline that would help us.

HP1: The Ministry does not have the finances to engage the right people for in- service training on using Positive Discipline therefore the school heads should consider training us at school level.

G10: Since the Ministry might not have the financial resources , it would be good for the school heads to arrange some form of training on how to use positive discipline methods effectively because we don't have the proper knowledge to use Positive Discipline.

The views point out that teachers have tried to read and gather information on positive discipline and would like to gain more knowledge on using positive discipline practices in order to gain more understanding on how to use these methods effectively through some workshops and in-service courses. The next question sought to find out the methods of discipline being used within the school.

4.4 Theme: Current discipline methods being used in the schools

With regards to the methods that are being currently used within the schools under study, some of the interviewees highlighted that there has been some effort to use Positive Discipline despite their minimum knowledge in that area. This shows that the teachers have embraced and are willing to try positive discipline practices. The results showed that most teachers were moving away from using harsh methods of discipline. Some of the responses given are as follows:

H5: Merit Cards and Awards for good behavior

H6: Counselling to help the learner understand their behavior and communicating to find the cause of the bad behavior.

H2: Giving Rewards for good behavior

G2: Avoiding negative reinforcement

G6: Involving learners in setting up the class rules and the discipline action to be taken against any offenders.

G5: Appointing Prefects and Monitors so that learners will correct each other at the same level

G4: Making class rules as a class

H8: Warnings and Detention for bad behaviour

H10: Use of demerits for bad behaviour

G7: Referring to the head for disciplining.

HP5: Withdrawal of some privileges and detention

Other teachers highlighted that they were using, punishment methods such as manual labour, giving extra work, physical discomfort, running around the grounds, picking litter and these methods are the discipline measures used within the school. Some of the participants responded as follows;

HP1: Making pupils stand still in class if they behave badly

HP2: Sweeping the classroom

HP3: Watering the school garden and picking up litter.

HP4: Loading the learner with a lot of written work for example the learner may write “I will not be naughty “over and over again filling up the required number of pages.

HP5: Cleaning up of school grounds

HP6: Running laps around the sports field.

These responses show that one of the schools under study practices the use of punishment within the school, using various forms of punishment to instill discipline. These results show that some schools are still using punishments to instil discipline. In the next question the researcher wanted to find out how the participants viewed the effectiveness of the methods of discipline they were using in their schools.

4.5 Theme: Effectiveness of methods being currently used

In response to the effectiveness of the methods they are using within the school, the participants expressed mixed feelings. Some of the participants felt that the methods they were using are not very effective and only worked for a certain length of time then children misbehave again. Such responses were as follows:

G3: Not very effective since most of the learners always break the rules.

G4: They are not so effective because they are too relaxed and learners do not see the seriousness of the discipline methods.

G2: Not very effective as children do not take these methods seriously and may resort to misbehavior just to get attention.

H4: They somehow work in short term but in the long run, we find these learners repeating the same behavior they have been discouraged.

G6: The methods are good to use but learners may be difficult to discipline as some may not take the discipline seriously if it's used too often.

Some responses pertaining to effectiveness of the positive discipline methods being used, pointed out that the teacher pupil relationship plays a major role on the effectiveness of positive discipline methods. These participants responded as follows;

H3: The methods are effective depending on the teacher and pupil's relationship.

H6: If the teacher communicates well with the learners this creates a positive ground for effectiveness of positive discipline.

G5: Children need to be shown love in order for them to accept discipline from their teachers.

Therefore the responses suggest that good relationships amongst teachers and pupils is an underlying factor which influences the outcome of the use of positive discipline.

Some participants from one of the schools under study which mainly uses punishment highlighted that they found the use of punishments as a very effective way of handling discipline in their classrooms. They suggested that these methods were more effective than the use of “relaxed methods”.

HP7: Punishment enhances learning as pupils are afraid to face discipline for misbehavior

HP1: They are very effective in the sense that the school is always clean. There is improvement in academic performance as we started employing the method of extra work.

HP8: Children are more behaved if they are punished for bad behavior.

HP6: Pupils do not want to be punished so they try to behave.

HP2: the discipline around the school is generally good because the children fear punishments.

Other participants at the same school felt that there was need to employ other methods of discipline like the use of Positive Discipline, they felt that the children were most likely to misbehave when there was no teacher around and only behaved in the presence of teachers out of fear of punishment. They also felt that learners might end up enjoying punishments and not being in the classroom. They responded to the question on the effectiveness of the discipline as follows.

HP3: Loading learners with a lot of work is not effective because learners will only write for the sake of writing out of fear but not actually reform and in the long run they will learn to behave when the teachers or adults are in sight and misbehave when they are not around.

HP5: Not very effective as some learners enjoy spending time outdoors, so they may misbehave in order to be send outside to pick papers or water the school garden.

HP4: outdoor punishments are not very effective as some stubborn learners prefer outdoor punishments as a way of absconding lessons.

4.6 Theme: Challenges and strategies for discipline in the schools

In response to the challenges faced in discipline and strategies to curb these challenges various responses were highlighted and these ranged from learner resistance, background of learners, parental resistance and in -experience of the teachers , some of the responses from the participants pointed out that children become resistant to the discipline methods after a certain period of time. The responses are presented as follows:

4.6.1 Learner resistance

H3: Children are now too familiar with the methods and are therefore not responding well to discipline, therefore new discipline, methods need to be employed on a regular basis.

G2: Leaners believe that they have special rights and so cannot be controlled or guided as expected. Too much power and authority should not be granted to them

HP5: Some learners are developing undesirable characters such as rudeness, lack of respect for their teachers therefore, some form of corporal punishment is needed to instill good behavior.

Other responses to challenges to do with discipline and the strategies to curb these challenges touched on the various backgrounds of the learners, highlighting that where the learners resided had a lot of bearing on their response to Discipline therefore there suggestions to enroll *children within a certain zone* was seen as a strategy to curb the challenges, the responses were as follow:

4.6.2 Background of learners

Participants highlighted that, where the learners came from and reside had a lot of bearing on their response to Discipline therefore there were suggestions to enroll children within a certain zone was seen as a strategy to curb the challenges, the responses were as follow:

G6: Resistance from the learners as they are coming from various backgrounds therefore teachers need to be firm and agree with learners on discipline strategies.

H2: Different types of backgrounds affects the way the way children behave, especially spoilt children. Teachers need to know the various backgrounds of learners so that they know how to handle certain behavior.

G5: Learners coming from different catchment areas for example high and low density areas, therefore, schools need to stick to zoning at enrolment

G3: The school has learners from out of the zone area and the environment where they come from contributes to their behavior, discipline should start from home.

4.6.3 Theme: Parental resistance

Some of the responses from the participants showed that the participants felt that parents are a hindrance when it comes to the implementation of discipline with some interviewees highlighting that some parents do not discipline their children and do not want them disciplined in the school. Their responses were as follows:

.HP7: Some pupil's parents do not want their children to be disciplined by someone else, parents need to be concertized about the purpose of maintaining discipline within the school and in learners. Discipline

H10: If you discipline a child the parents may not take it lightly and the school head does not support the teacher when the child is disciplined therefore there should be a good teacher – pupil ,parent- teacher relationship and teacher -head relationship for the benefit of the child.

H7: Parental involvement – parents are not always honest about the behavior of the child and always take the child's side. Parents need to be taught and made aware of the long term effects of leaving a child and not disciplining them.

H4: Parents spoil their children at home and expect the school to do the same, strict school rules need to be put in place.

H6: There is no reinforcement from home, parental involvement is important for consistency parents need to be educated on their role in the child's school life so that they become active participants.

4.6.4 Theme: Teacher pupil ratio

Some participants felt that the teacher pupil ratio contributed to the challenges on discipline within the school suggesting that high numbers of pupils in the class made it really difficult to use positive discipline practices as these require a lot of time and patience which the teachers do not have due to other work commitments. They pointed out that:

G3: The teacher pupil ratio is too high and should be reduced to a reasonable number e.g 1:30 for better discipline in the classroom

G5: Over enrolment in classes make use of positive discipline difficult

HP4: It is difficult to implement positive discipline in the classroom as there are too many children to work with. There is need to reduce numbers of children in the classes.

HP2: There are too many children in the class to use Positive discipline as it requires a lot of patience and time. No learning will take place.

4.6.5 Theme: Teacher in-experience

The participants felt that they and other teachers lacked the expertise on how to use positive discipline and lacked the firmness that needs to come with positive discipline. Their responses were as follows:

G1: Teachers are not firm and they need to be firm when enforcing discipline.

H5: Different teachers using different methods can affect the use of Positive discipline, teachers need proper training on firmness and positive discipline.

G4: there are no firm measures after indiscipline hence the discipline is not maintained. Teachers should instill firmer measures to instil discipline

4.7 Theme: Choices of discipline for the teachers

The participants were asked what methods of discipline they would use if they were given the choice and the majority of the respondents have similar responses highlighting their interest in using Positive Discipline methods, with some pinpointing that this was the best way to ensure that a child remains disciplined for life, Some of responses were as follows;

H3: I would use Positive Reinforcement

G6: allowing children to draft their own punishment.

H7; Set rules as children need structure.

H2: Involve them in various tasks and rotate roles.

G5: Parental involvement to reinforce positive behaviors

G1: Create a sense of belonging in children by giving duties and responsibilities.

HP3: Promoting learners interests and helping them in areas of their strengths.

H6: Preventive methods- giving rules of behavior to the learners.

Other participants felt that the use of both positive and negative reinforcement were best because they help to strike a balance in behavior modification. They responded as follows:

G2: Praise and rewards for good behavior and sanctions for bad behavior as this gives balance for good behavior.

G7; Giving rewards and sanctions to enhance positive behavior and suppress negative behavior.

HP5: I would recommend the use of both punishments i.e positive discipline and corporal punishment

HP4: the marrying of method is good so that each can be used where appropriate and necessary.

Other respondents chose to use more tougher methods that include, exclusion, expulsion, corporal punishment and other methods that involve manual labor this is because they believe that these methods are more effective in instilling discipline I the learners. Their responses are as follows.

H1: I would use Detention to curb bad behavior as children do not like the idea of being separated from their friends.

H10: Children need to do manual labor as well.

HP7: Manual work would be best form of discipline to use.

H4: I would use manual work as a discipline measure.

Some respondents highlighted their keen interest in the use of corporal punishment noting that it is the most effective, others suggested riveting to the old methods of disciplining. They responded as follows:

H10: Corporal punishment is good, it made us who we are today, this generation we are teaching has bad discipline because they know nothing really painful will be done.

G3: old methods of disciplining were very effective, we used to be punished and we turned out just fine.

G4: The learners need a bit of spanking here and there because in the bible it says “spare the rod and spoil the child”.

G8: Most children’s grades improve when they are beaten for laziness.

4.8 Theme: Teachers sentiments on using Positive Discipline.

The last interview question required the participants to give their views and recommendations on the use of Positive Discipline in the Primary school. Teachers pointed out that positive discipline is a process which takes time to administer and needed the right attitude as well as time. The responses are as follows.

HP5: It benefits the learner to a very limited extent and may in some cases fail to bring behavior change.

G7: Using Positive discipline may take some time however the result is a child who is intrinsically motivated.

HP2: It takes a long time for it to yield results.

HP3: The process may take a while to bring out positive results

HP4: Using Positive Discipline is a lot of work especially with a high teacher pupil ratio which is a hindrance to this approach as the teacher is left with little time to learn and understand each child.

H1: it is a noble idea, however, children nowadays do not take correction positively.

G4: Positive discipline should be well implemented with uniformity within the school.

G3: It is not effective at all.

In their response to their views on positive discipline the results show that the majority of participants were in support of the use of positive discipline and held this method of discipline in high esteem, pointing out that although they have not much experience they felt it was a right move. They responded as follows:

H1: Positive Discipline should be implemented because children change their behavior out of appreciation and not out of fear. The children are molded permanently.

H8: It helps the child to develop positive behavior.

H6: Positive Discipline is important in young children because it motivates them to change their behavior so that they can be socially acceptable.

H2: Positive Discipline is key as it prepares children for life, develops confidence, personalities and attitudes, it helps them to respect other people and develop trust.

G5: All schools should use positive discipline methods for the benefit of the child and it puts the child at the center of learning.

HP1: This method should be fully employed, therefore teachers need proper training on using this method.

H5: It is the best method since it appeals to the intrinsic being as opposed to extrinsic punishment.

G1; positive discipline is better to use since it helps the learner to see the connection between their behavior and the outcomes therefore the impact of their actions .However it is only effective if the teacher is a good role model to the learners.

7H: Positive discipline works if used correctly, children understand their doings and easily correct them.

A few participants were of the view that Positive Discipline should be used in conjunction with other disciplinary methods especially punishment in order for effective discipline to take place. They responded as follows:

H4: Positive discipline is good, however it needs to be married with negative reinforcement.

G2: Positive Discipline should not be wholly utilized as poor results would be achieved, a combination of the methods would be very helpful.

G4: Learners need a bit of spanking here and there as the bible says “spare the rod and spoil the child.

The participants' views above indicate that there are some teachers who feel that positive discipline alone may not produce the desired results.

4.9 PRESENTATION AND ANALYSIS OF FOCUS GROUP DISCUSSION

For the unstructured focus group discussions, participants chosen were qualified teachers with a long background in the teaching field see table 4.1.1 In the Unstructured focus Group Interviews, participants were coded as follows FGH 1- FGH 6 = Focus Group Discussion Primary School 1, FGG1- FGG6 = Focus Group Discussion Primary School 2, FGHP 1-FGHP6 = Focus Group Discussion Primary School 3. The researcher posed a broad question on how the participants viewed positive discipline. As the discussion progressed more questions arose and themes were identified from the responses given by the participants. Themes were identified as follows: Validity of Participants, Lack of knowledge by the teachers, Adoption of Foreign cultures, Over rating of Children’s rights, Challenges in implementing positive discipline.

As they answered the broad question the participants were required to first state their qualification and years of teaching experience to give the researcher a clear understanding of their level of qualification and their experience in the field. Their responses were presented in table. See table 4.9.1.

Table 4.9.1 Theme: Validity of participants.

FGH1-FGH6			FGG1-FGG6			FGHP1-FGHP6		
	Qualification	Years in field		Qualification	Years in field		Qualification	Years in field
1	Diploma in Edu	15	1	Diploma in Edu	6	1	Diploma in Edu	10
2	Diploma in Edu	10	2	BED in Edu	12	2	Diploma in Edu	14

3	Certificate in Edu	13	3	BED in Edu	5	3	Diploma in Edu	4
4	Diploma in Edu	7	4	Diploma in Edu	9	4	BED in Edu	11
5	Diploma in Edu	10	5	Diploma in Edu	14	5	Diploma in Edu	13
6	BED in Edu	5	6	Diploma in EDu	12	6	Certifcate in Edu	8

Table 4.9.1 shows that the participants are qualified in the teaching field and have had long experience with teaching. Most participants have been in the field for more than 7 years. The results show that the participants are valid for the research study.

In response to the question on their views on Positive Discipline the participants particularly emphasized their lack of knowledge in the use of positive discipline. Their responses are presented in the theme below

4.9.2 Theme: Lack of Knowledge by the teachers

FGG1: We have heard about the issue of positive discipline from Radio and T. V News and teachers are being encouraged to use positive discipline practices in the schools, but how can we introduce positive discipline practices when we have no idea where to start.

FGH1: I feel like I am just watching the children doing what they want, because I just don't know how to discipline them without doing the wrong thing.

FGHP4: I'm not really sure how to use positive discipline, I feel as if I am just like letting children have their way.

FGG5: I fear sending the child out of class even if they are disruptive because I will be isolating them, im not sure if that is allowed in positive discipline.

FGG3: As for me, I am not sure what I am really doing, besides letting children do what they want.

FGH 6: I need to really know what methods fall under positive discipline. All I know is that now children are doing as they please and if you are too harsh with them they complain to their parents who in turn make a lot of noise about the disciplining of their children.

FGHP2: I am so used to the old methods like corporal punishments and manual labour. I need to really learn about positive discipline.

FGG2: The Ministry should consider carrying out workshops and In-service courses on positive discipline so that we know how to carry it out correctly.

The responses from the participants show that most of the participants have not received any training on how to use positive discipline within their classrooms. Results show that most of the participants feel that they are letting the children do as they please as a result of their lack of knowledge.

One of the themes that came up through the responses given by participants was the issue of adoption of foreign cultures. Most of the participants expressed their feelings towards the use of positive discipline as a foreign culture being introduced to Zimbabwean schools, therefore participants felt that the use of positive discipline should be married with old and tried methods. Their remarks are presented under the theme below.

4.9.3 Theme: Adoption Foreign Cultures.

FGHP3: Copying discipline methods from other cultures is going to give us problems, growing up we were caned in schools and we turned out just fine , since we are moving with time, why don't we just add positive discipline to the existing methods that we were always using and use them as and where necessary.

FGH2: African children need proper disciplining, even in the bible its encouraged to hit in order not to spoil the children.

FGG5: These methods are likely to backfire in the long run as children might take that kind of discipline as a sign of weakness. Culture allows us to discipline by beating. That's how we were raised.

FGHP1: Adopting foreign methods of disciplining might result in us regretting, there are many incidences of school violence and killings in schools in the U. K and in America where positive discipline is being faithfully practiced. This just shows it does not work.

FGG2: It's a well-known fact that children in Europe and America have no respect for their teachers and the teachers are afraid to discipline them for fear of getting in trouble with the law for abuse, if we are not careful we will end up in the same situation with our own children.

FGH1: These days children feel that they can do what they want and get away with it because even parents have adopted this culture of not disciplining their children by beating. It then becomes a problem for the teacher who has to deal with 60 children from various backgrounds.

FGHP: Positive discipline is for those foreign schools that have a very low a teacher pupil ratio not for us here in Zimbabwe with a teacher pupil ratio of 1 teacher to 60 children how do you use positive discipline methods in that situation. Instead of getting rid of punishments the two can be used together.

The results show that participants feel that positive discipline practices are more of a foreign culture which should be used with some caution so as not to end up the unruly children. The results also show that participants are of the notion that in countries where positive discipline is practiced children are known to be disrespectful of their teachers and this is where there are rampant cases of bullying as well as school violence. The results also show that participants feel that positive discipline should be married with corporal punishment as well as other methods of punishment that have been always used in schools in Zimbabwe in previous years.

The next theme was over rating of children's rights, this was because during the discussion a number of participants expressed that, the need to up hold children's rights was over emphasized. The participant's responses are listed below:

4.9.4Theme: Over rating of children's rights.

FGH2: Positive discipline is being brought about as a result of the UN convention on children's rights and as Africans some of these rights seem farfetched.

FGHP:1 I feel like the United Nation, children's rights are over rated because as it is, in countries that are loyal to the rights of children like America there are many cases of children who are a nuisance in schools because they know the law is protecting them.

FGG3: In our culture, a misbehaving child is beaten and you will find that that child can change their ways if they see that its unacceptable, now with the human rights issues our children feel they can do anything and get away with it.

FGH4: It is clear that soon we shall have children who do what they want in the classrooms because, they are going to take this kind of discipline as a weakness. Yes, children should have rights but they must not be over rated for the sake of maintain a culture with respected norms and value.

FGH6: Discipline should be handled carefully as seen fit, however, it should not be seen to be too weak, but firm enough to produce the desired outcome, the UN children's rights prohibits corporal punishment, but the African Charter states that a child under school discipline should be treated with humanity and dignity so maybe a child can be disciplined privately if they are to be beaten, because the bible states that if "you spare the rod you spoil the child"

The results show that participants feel that there is an over emphasis on the rights of the children and they reflect a fear of ending up with children who are uncontrollable in behavior if positive discipline is to be used on its own without alternative punishments. The responses given above by the participants also illustrate that participants strongly feel that Positive discipline has the potential to yield negative effects in the long run and that participants are of the view that Positive discipline has not been entirely successful in the countries where Positive discipline is being widely used.

The last theme that arose from the focus group discussions was the theme on Challenges faced by teachers in the implementation of Positive discipline. The responses from participants were as follows:

FGH5: we would like to use positive methods, but how do we do it in our big classes.

FGG2: there are just too many children in the class and to worry about counselling a naughty child is just going to take away a much needed time to cover school work like marking.

FGHP4: Our classrooms are over-crowded and using positive discipline might not work as it requires a lot of patience which most of the teachers do not have.

FGH1: I would recommend that parents should cooperate and work hand in hand with the teachers, when it comes to the disciplining of their child within the school.

FGG6: Some parents will not turn up when they are called into school about their child's behavior it becomes hard to discipline that child.

FGH1: Parents often lie about their children's bad behavior so it becomes difficult to discipline that particular child as they know they have support from their parents.

FGH6: Positive discipline requires a lot of patience and with large groups of children it is hard not to lose one's composure.

The results show that the participants are finding the huge classes to be an obstacle in the implementation of positive discipline practice, the results also show that participants are not getting enough support from parents in order to make the implementation of positive discipline a success.

4.10 Summary of the major findings.

The major findings from this study are that most of the teachers lack knowledge and training in the use of positive discipline practices, as a result at least 1\4 of the participants failed to highlight positive discipline methods showing that they had no knowledge on these methods. The results also show that most teachers felt that the use of positive discipline methods should be married with older methods that have been used in the past as some teachers are of the view that the use of positive discipline is a foreign culture. Another major finding from the study is that the use of corporal punishment is still a reality in some schools and participants believed that because of over emphasis on children's rights by the United Nations there is chaos in schools in Europe and America where positive discipline is being practiced. Major findings from this study also show that teachers are facing various challenges in the implementation of positive discipline that include parental resistance, the background of the learners as well as high teacher pupil ratios.

4.11 Discussion of the major findings.

The results from the study show that the majority of teachers had not received any kind of training through workshops or in-service courses on positive discipline. The teachers expressed their worry at not being able to implement the Positive discipline practices effectively as they have not received the necessary support from the government for them to be able to use positive discipline practices in their classrooms and around the school. The study revealed that teachers blamed their lack of training on the lack of funding by the government for them to receive the proper training courses they needed. The findings from this study are similar to the findings of the study conducted by Sibanda and Mpofu (2017) which revealed that lack of financial assistance limited the number of workshops to train teachers. The findings from this study are also concurrent with the findings of Mckevitt (2012) who pointed out the lack of financial resources were a hindrance to the successful implementation of important school programmes.

The findings from the study revealed that the lack of knowledge by teachers about positive discipline led them to believe that positive discipline is about being permissive and allowing children to do as they please, Durrant (2018) disagrees with this notion and points out that positive discipline is not about having no rules, limits and expectations, it is not about permissiveness and letting learners do as they please, furthermore, the study revealed that because of their lack of knowledge and training about positive discipline, a number of teachers did not know the difference between positive discipline and punishment with at least $\frac{1}{4}$ of the teachers pointing out that as long as they are not using corporal punishment on a learner they are using positive discipline. The study established that most of the teachers felt that there was need for the use of both punishments and positive discipline methods in the classroom or within the school in order to strike a balance in discipline as some children only understood this language. The study results are in line with observations by Demuth (2011) who reflects that despite efforts by schools to use positive discipline there are continued encounters with children who have challenging attitudes and behaviours.

The findings reveal that most teachers viewed the issue of positive discipline as a foreign culture which when used alone may result in learners being unruly. This notion is supported in a study by Makwinja (2018) who found that embracing and emulating different cultures that do not respect our norms and values has led to problems of misbehavior in the homes and in schools.

Furthermore the study revealed that some teachers are still using corporal punishment as a means to enforce discipline such teachers felt that in America and Europe where positive discipline is advocated and where the rights of the children are being enforced, children in the schools and in the homes are known to behave badly and have no respect for their elders and worse still their teachers. A study by Hapanyengwi and Chemhuri (2015) revealed that countries like America that advocated for the abolishment of corporal punishment have chaos in their schools. It came out from the study that teachers felt that there was over emphasis on the rights of the children and this will turn make children believe that they can do as they please since they are protected by these rights. Supporting this statement, Makwanya, Moyo and Njenya (2012) point out that in other studies parents have been found to suggest that students need to know their rights so that they may protect themselves from abusive teachers.

The results of the study established that teachers were facing various challenges to implement positive discipline in their classroom and these challenges included parental resistance, some parents did not want their children to be disciplined within the school setting. A study by Sibanda and Mpofu (2017) revealed that some parents resisted coming to school if they were called about the discipline of their child. In their study Mugabe and Maposa discovered that some parents left the disciplining of their children to the school, relinquishing their responsibility. The study revealed that participants are facing challenges of some parents who are over protective of their children. These findings correspond with results from Kindiki (2009) who found that the meddling of parents who are overprotective would lead to learners thinking they have been given leeway to misbehave in school. The study also revealed that participants were pushed into a corner by parents who came to them asking them to use corporal punishment if their children misbehaved in school. These findings concur with the findings of Kudenga (2017) who states that, in Zimbabwe and particularly in black families parents view corporal punishment as an effective and appropriate method of instilling positive behavior.

The findings from the study further revealed that participants were finding it difficult to use positive discipline in their classrooms due to the high teacher pupil ratios in the classrooms which did not allow the teachers to develop special bonds with their learners which are the basis for positive discipline. This is supported by a study by Marais (2016) who reveals that large numbers of learners in a classroom are a hindrance to the management and discipline of the class

as the larger classes are noisier and chaotic. This impacts negatively on discipline. This is similar to the research findings of Stevens (2016) who points out that teachers' relationships with their students have the biggest impact on the success of the student.

4.12 Summary

In this chapter, the researcher collected data with the use of structured interview questions and unstructured focus group discussion. Findings from the data collected were thematically analyzed and the results were presented in the major findings from the study. A discussion of the major findings was done and supported with evidence from similar researches carried out. The next chapter will focus on the summary of the whole research project, conclusions, recommendations for policy and recommendations for further study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE RESEARCH

5.1 Introduction

In this chapter the researcher will summarize the whole project from chapter 1. The researcher will make conclusions based on the findings from the data collected. Recommendations will be made for policy and further studies.

5.2 Summary of the research.

The research focused on the views of teachers on positive discipline in cluster 2 Harare Northern Central District. 30 teachers were chosen for structured interviews and 27 teachers took part in the interviews. 18 teachers were chosen for the unstructured focus group discussion and all 18 teachers participated in the discussion. The researcher managed to obtain the necessary information that contributed to the success of the research.

Chapter 1 introduced and reported the background of the research, the main research problem and the statement of the problem was given and research questions were put in place. The significance of the study was highlighted and the limitations and delimitations of the study were pointed out in this chapter. Definition of the main terms were given and a summary of the whole chapter was done leading into Chapter 2 of Literature review. In chapter 2 the identification of relevant literature was done using relevant topics to guide the literature, a summary of the whole chapter was given at the end. Chapter 3 of the research focused on research methodology, and to the chapter was given and the qualitative research design was chosen for this research. The population for the research was chosen from Harare Northern Central district and a sample was selected from schools in cluster 2 in the Harare northern central district. The structured interviews and unstructured focus group discussions were the selected instrumentations.

For the data collection procedures the researcher recorded the responses of participants during the interviews on sheets for further analysis. The researcher used thematic analysis to analyze data collected during the interviews and focus group discussions. This chapter concluded with a summary and introduced the next chapter. Chapter 4 focused on the data presentation, analysis and discussion. Findings from the interviews and focus group discussions were analyzed, summarized and discussed in this chapter.

5.3 Conclusions

From the results of the study several conclusions were made, the most important conclusion which stood out above the others was that, Teachers are not trained and well equipped to

effectively implement positive discipline in their classrooms and schools as some do not know the difference between positive discipline and punishment , See table 4.2. The other conclusions made from the study are as follows:

- There is evidence that there are financial constraints that are inhibiting the training of teachers in the use of positive discipline and that this is a challenge in the implementation of positive discipline.
- It is evident that the teachers are overwhelmed by the high teacher pupil ratios in their classrooms and therefore they are finding it difficult to implement positive discipline.
- Teachers reflected in their views that parents play a major role in the success or downfall of positive discipline within schools as their support can develop the use of positive discipline and lack of their support can lead to the downfall of positive discipline.
- The study results in this research indicate that the government had not yet carried out its obligation to train and supervise teachers on positive discipline in the schools under study, Sibanda and Mpofu (2017) in their study revealed that the Ministry of Primary and Secondary Education in Zimbabwe had initiated supervision visits, and staff development programmes as a way of imparting knowledge and skills to teachers on how to employ positive discipline practices for positive behavior
- This study revealed that there were no supervision visits carried out and this has resulted in teachers resorting to the old discipline practices as they lack training in positive discipline as well as the supervision.
- The study reflected that teachers are of the view that both positive discipline and punishments should be used as and when necessary in schools as the children themselves come from different home backgrounds where they are exposed to varied methods of discipline.
- The researcher also concludes that schools are using corporal punishments despite calls from the Ministry to use positive discipline methods and despite the fact that a policy which prohibits the use of corporal punishment in schools in Zimbabwe was put in place. Therefore some teachers are not adhering to the ban on corporal punishment.
- Teachers fear that the over emphasis of children's rights will mislead children into thinking that they have permission to do as they please.

- This study revealed that some teachers have the back up of parents to beat up the children for misbehavior.

5.4 RECOMMENDATIONS - Opening Statement

Recommendations given in this study are derived from conclusions on responses given by the participants who are on the ground and who are faced with the various issues on discipline in their schools in their everyday working experiences. It is therefore necessary to make these recommendations for stake holders based on the findings from the study so that the necessary additions and adjustments are made by the stake holders based on circumstantial evidence collected from the study. This will in turn improve the educational system of Zimbabwe to be par with international standards.

5.5 Recommendations for schools and teachers and parents

- Teachers should be supportive of new methods introduced within the education system so that the Zimbabwean education system will be in line with worldwide modern trends. Teachers should not be rigid for the benefit of progress.
- As the government does not have the financial capacity to initiate training programs, schools should mobilize the necessary finances to train the teachers and parents on positive discipline so that teachers and parents can work in harmony for the benefit of the children.
- Parents need to be made aware of the new discipline policies, there is need for teachers and parents to be taught on how to use positive discipline practices so that there is harmony between schools and parents for the benefit of the child who is the center of education and the future of the nation. This can be done through various forms of media and through school development meetings.
- Teachers should be aware of the children's rights and strive to adhere to those rights. They should use positive discipline methods in disciplining the children in accordance with the law in order to avoid conflicts with the law.

5.6 Recommendations for Government and Policy

- The government should also consider engaging Non-Governmental Organizations like UNICEF to fund awareness programmes on positive discipline for teachers and parents and school administrations.
- The government should make clear cut policies on the use of positive discipline and take into consideration some of the views brought up by teachers in their policy making and policy revision, so that they come up with policies that address the needs and views of the teachers and the learners.
- The government should include teachers in the making of the policies so that they come up with policies that address the needs and views of the teachers and the learners.
- From the research findings, the government should not entirely rule out punishments but should consider including them in the drafting of policies as negative reinforcement so that children learn that there consequences for bad behaviors. This will help mold citizens who are socially and morally acceptable in the African culture.
- The overcrowded classrooms are an obstruction in the implementation of positive discipline therefore there is need to find ways to revert back to the initial policy statement of the ratio of 1 teacher to 30 children per class. Government can consider the use of teaching assistants in classrooms and make this a policy.
- Teacher training colleges should be given the mandate to carry out extensive training programmes on positive discipline as new teacher recruits are undergoing their teacher training course so that as they go into the field, they start off with the use positive discipline in the classrooms and with time the use of corporal punishment will phase out.

The research was focused on the views of teachers on positive discipline in Cluster 2 Harare Northern Central Northern District. It did not focus on the other schools within the cluster and this could lead to generalization therefore the results from this research should be used with caution as they may not apply to all teachers and schools in Zimbabwe. A recommendation for

further studies in this area is suggested as the findings of this study are not conclusive but serve as a springboard for further research.

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