

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

**Department of Educational Foundations, Management and
Curriculum Studies**

**TOPIC: IMPLEMENTATION OF POSITIVE DISCIPLINE IN GWERU
URBAN DISTRICT SECONDARY SCHOOLS**

BY

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION
DEGREE IN EDUCATIONAL PSYCHOLOGY.**

NOVEMBER, 2016

GWERU

MIDLANDS STATE UNIVERSITY

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DEDICATION

This study is dedicated to my late mother, Susan Timburwa. You were my teacher, mentor and sister. I miss you. May your soul rest in peace mother.

ACKNOWLEDGEMENTS

This research and writing of this thesis was a daunting task which could not have been a success without the assistance of other people. In this regard, I wish to express special tribute to the Almighty and all the people whose co-operation and support made this work possible. My sincere gratitude goes to all the participants in this study.

I would like to express my heartfelt gratitude to my supervisor, Dr. E. Muguwe for her guidance and encouragement throughout the research. A special thank you goes to Ms. Vimbai Benjamin who edited and typed the document with expertise. I would like to thank the Midlands Province Regional Office for granting me permission to carry out my research in Gweru Urban District Secondary Schools.

I would like to thank my husband Ishmael for the moral and financial support, my children Takunda, Tanatswa and Tadiwa for their support and understanding when I had to leave them and attend lectures.

Last but not least, I would like to thank the MED Psychology 2016 group for their love, support and encouragement. They were more than a family.

May God bless you all.

ABSTRACT

The purpose of this study was to investigate the implementation of positive discipline in Gweru Urban District Secondary Schools in the Midlands Province. The study sought to find out if positive discipline was being implemented in schools. A descriptive survey design was adopted as it enables one to carry out a research on a large population which is Gweru District in the Midlands Province. Five schools were selected by the researcher through convenience sampling. The Roger's client centered a psychotherapy guided this study. A sample of five school heads, forty teachers and one hundred students was used. This research involved both qualitative and quantitative approaches as it entailed collecting analyzing and interpreting data. Two research instruments were used and these were the questionnaire and interview. Responses were in narrative and tabular form. School heads' interview data were analysed qualitatively while teachers' and students' data from questionnaires were analysed quantitatively and qualitatively. The major findings of this research revealed that educators and students have superficial knowledge about positive discipline. There are no guidelines on the implementation of positive discipline. Several benefits of positive discipline were presented in the findings, these include good relationship between teachers and students, improved academic achievement and conducive learning environments. The findings also revealed that guidance and counselling, workshops and counselling are the provisions for implementing positive discipline. Several strategies like classroom management parental involvement in service training of teachers' workshops and clubs can be used to implement positive discipline successfully. Therefore there are some existing guidelines to implement positive discipline. These guidelines help students to enjoy the benefits of implementing positive discipline. Teachers can employ several strategies in order to implement positive discipline successfully in schools. This implies that positive discipline is being implemented in schools by teachers through implementing guidance and counseling to students, counselling students at assembly, carrying out workshops for teachers and students and in-service training of teachers. Guidance and counselling should be implemented by trained the teachers and teacher pupil-ratio should be reduced as a strategy to implement positive discipline successfully in schools. Recommendations were made to include the need for a policy and training on positive discipline especially for teachers and parents. The teacher-pupil ratio should be reduced so that the teacher may be able to know the students and accord them more attention.

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CHAPTER 1: THE PROBLEM AND ITS CONTEXT

1.1 Introduction

Chapter one focuses on the background to the study, the statement of problem, sub-questions, significance of study, limitations and the delimitations. The chapter ends with the summary of the chapter.

1.2 Background to the Study

Positive discipline is described by Gomayeh, Mirshah and Mostafa (2013) as a modern form discipline approach which moulds young individuals to be responsible in their societies. Naker and Sekitoleko (2009:p.29) added that, "...positive discipline improves relationships of students, teachers and parents." It also encourages the use of non-violence in the society and encourages mutual respect among students and adults (McVitte, 2007). Therefore positive discipline is not a punitive form of punishment but it is a form of correcting students in ways that help them to learn from their mistakes and to be responsible for their own behaviours. The problem behaviours in schools and how disciplinary issues are handled in schools made the researcher to focus on the implementation on positive discipline in secondary schools as a way of curbing in discipline in schools and creating responsible learners in society.

It is widely acknowledged that discipline is essential for creating a positive school climate that is conducive for good academic performance (Oosthuizen, 2009). Worldwide school discipline is compatible with best learning outcomes in relation to learners' potentials. Mosista (2007) found that numerous schools experience increasing incidents for indiscipline that impact negatively on learners' academic performance, while some of these incidents even have a lifelong threatening

effect. Loock and Shaba (2002) confirm that teaching becomes problematic in the absence of discipline.

Problem behaviors in schools remain an area of concern for teachers (De Voe, Peter, Miller, Noonan, Snyder & Baum, 2005). Schools report that problems behaviors such as bullying, verbal abuse, general classroom disorder and disrespect frequently occur (De Voe et al, 2005). As a result these problem behaviors contribute to disruptive school environments that can lead to an increase in emotional stress for students and ultimately, have a negative impact on student achievement (Payne, Gottfredson & Gottfredson, 2003).

School districts in United States have begun to look for different strategies to address challenging behaviors by students that disrupt the daily routines in their schools. School-wide Positive Behavior Support is a strategy that is currently being implemented in more than 2900 schools in 34 states in the United States of America.

This approach has gained popularity in schools because of its effectiveness in reducing school-wide discipline problems. The public's increased concerns regarding school violence, and the requirement of the Individuals with Disabilities Education Improvement Act for the use of positive behavioral supports to address challenging behaviors (Collins, 2007).

Positive discipline is now being used in schools and homes. In the US studies of the implementation of positive discipline have produced significant results. For example cases of suspensions and vandalism reduced after the implementation of positive discipline and the classroom atmosphere also improved. This is supported by (Nelsen,1997) who highlighted that in Sacramento elementary school suspensions decreased from 64 to 4 annually, vandalism decreased from 24 episodes to 2 and teachers reported improvement in classroom atmosphere,

behaviour, attitudes and academic performance because of implementing positive discipline in schools.

In Australia, teachers' disciplinary strategies were grouped into coercive and relationship based discipline strategies (Maphosa and Mammen, 2011). Coercive disciplinary strategies include aggression and punishment for example yelling in anger, sarcasm and group punishment. Relationship based discipline basically focus on maintaining a positive teacher-pupil relationship by use of techniques like discussion, hints, recognition and parental involvement (Maphosa et al, 2011). It was concluded that students who received more relationship-based discipline were more likely to have a greater sense of responsibility and less discipline behaviours. On the contrary, students who received more coercive discipline were found to be less responsible and were more easily distracted on their tasks (Lewis, 2011).

According to Yudan (2013) in China discipline of learners by educators is guided by clear school and classroom rules at the beginning of each school grade. Learners are informed of the school rules by explaining and demonstrating the right things to do. For good behaviour public verbal rewards, praises and privileges are common and recommended.

In Malaysia UNICEF is encouraging the use of positive discipline since schools are still practicing corporal punishment as a disciplinary action for series of types of disobedience like stealing, smoking, gangsterism, vandalism or bullying (UNICEF, 2008). Research by (UNICEF, 2008) showed that corporal punishment results in emotional, psychological scarring due to humiliation, stigmatization, denigration, fear and ridicule (Naker et al, 2009). On the other hand positive discipline encourages students to develop self-control, confidence and respect for others through ongoing educational process using non-violent approaches (UNICEF, 2008).

In Uganda positive discipline is being promoted. Raising voices (2013) noted that in Uganda most schools using positive discipline are beginning to realize that corporal punishment has no place in their schools given how it undermines and prevents children from learning. Positive discipline equips students with good values and makes students more responsible without harming them (Raising voices, 2013). This is supported by Naker et al (2009:26) who highlighted that “at a global level, more and more countries are introducing legislation to protect children from corporal punishment. Ugandan children are among the 42% of the world’s child population who are legally protected from corporal punishment at school.” This means Ugandan children are protected from corporal punishment in line with the UN Convention on the Rights of the Child (Article, 28). The researcher wanted to find out whether Zimbabwean schools were implementing positive discipline which protects the children’s rights in line with UN Convention on the Rights of the Child (Article, 28).

In Nigeria, the issue of school discipline has been a major concern for both parents and teachers, hence there was need for teachers to apply disciplinary strategies to create a rapport between teachers and students as a systematic way to solve problems (Nakpodia, 2010).

Positive discipline is being promoted internationally. At the World Education Forum (2000) held in Dakar, the goals of education were linked to quality of education and to commit government to invest in creating safe, healthy, inclusive and equitably resourced educational environments (Naker et al, 2009). This shows that the Nigerian government is promoting and funding educational resources that support positive discipline in schools because this creates safe learning environments.

In Zimbabwe while many teachers, administrators and parents believe that corporal punishment is necessary to teach children lesson and discourage them from bad practices in future, other

teachers do not want to use corporal punishment but they have no other way to control large classes (Kimaryo, 1998) cited by Mugabe (2013). However educators and psychologists argue that teachers can praise good behaviour, impose non-physical punishments and involve learners in making the school rules to reduce discipline problems (Kimaryo, 1998). By so doing the teachers would be implementing positive discipline.

In Zimbabwe, Circular P. 35 (1998) provides the procedure to be followed for suspension, exclusion and corporal punishment in schools. The Circular also states that: Every school head should strive to cultivate a school climate where pupils will or can develop internal discipline which is not initiated by fear of punishment. School ethos which promotes self-discipline among pupils supported by positive remedial disciplinary and pro-active measures, where necessary is preferred to situations where pupils should be avoid misdemeanors because the alternative could be infliction of physical pain by the school head (Chipfunyise, 1999:7). It must be noted that Infliction of physical pain was mostly used because it was done instantly although it did not help the learner to learn positively from his or her mistakes. Jones (1993) argues that, physical punishment does not effectively modify bad behaviour in the long term. Positive discipline helps learners to reach higher levels of social behaviour and cooperation (Mugabe, 2013).

Concerns raised are that both parents and teachers do not know what positive discipline is. A preliminary survey carried out by the researcher revealed that both parents and teachers do not know anything about positive discipline.

A study concerning discipline in Zimbabwe carried out by (Mugabe, 2013) entitled methods of curbing learner misconduct in Zimbabwean secondary schools. His main focus was on the methods used for curbing student misconduct including the challenges teachers and school authorities experience in implementing those methods, the relationship between the learner's

misconduct and school effectiveness and the psychological and physical damage that results from inappropriate methods of curbing misconduct. The methods used to curb misconduct comprised code of conduct and rules, the prefect system, parental involvement, counselling and disciplinary committees. Punishments to ward off misconduct included manual work, detention and as a last resort corporal punishment, exclusion and expulsion in accordance with procedures stated in Circular P.35 (1998).

Another research was carried out by Matope and Mugodzwa (2011) on the prevalence of corporal punishment in Zimbabwean schools in the twenty-first century: A case study of Gweru. Their focus is on the perceptions of students, teachers and heads in Gweru Urban Secondary Schools on the continued use of corporal punishment. Effects of deviant behaviour on academic performance in Mutare urban primary schools in Mutare district by Chikwature and Oyedele (2016) is another research carried out on discipline. While these researches focused on disciplinary issues none of them focused on positive discipline. This created a gap for this researcher to carry out a research on the implementation of positive discipline in Gweru Urban Secondary Schools.

1.3 Statement of the Problem

The problem behaviours in schools remain an area of concern. This is characterized by bullying, verbal abuse, disrespect and general classroom disorder. This research focused on the implementation of positive discipline in secondary schools as a way of curbing these forms of misconduct. Positive discipline can be implemented as an alternative to corporal punishment. School districts in the United States have begun to look for different strategies to address these challenging behaviours by students (De Voe, Peter, Miller, Noonan, Snyder and Baum, 2005).

Positive behaviour support is the strategy that is currently being implemented in more than two thousand nine hundred schools in thirty four states. The concerns raised are that both parents and teachers do not know what positive discipline is. A preliminary survey carried out by the researcher revealed that both parents and teachers are not quite clear about what positive discipline is. Therefore the purpose of this study was to find out whether positive discipline is being implemented in secondary schools focusing on the benefits and strategies that are used in positive discipline in Gweru District Secondary Schools.

1.4 Main Research Question

How is positive discipline being implemented in secondary schools in Gweru Urban District?

1.4.1 Sub research questions

1. What guidelines exist for the implementation of positive discipline in secondary schools?
2. What are the benefits of implementing positive discipline in secondary schools?
3. What provisions are available for the implementation of positive discipline in secondary schools?
4. How can positive discipline be implemented successfully in secondary schools?

1.5 Significance of the Study

The study gathered information that can assist stakeholders in education on implementation of positive discipline in secondary schools as an alternative to other punitive forms of punishment like suspension, expulsion suspension and corporal punishment as stated in the Circular P.35 of (1998). This study should help policy makers and educationists in developing policies and strategies for the implementation of positive discipline. The research should benefit the

researcher, fellow teachers as well as parents and other stakeholders like the Ministry of Primary and Secondary Education. Learners should benefit immensely from the research findings following the recommendations which should permit effective strategies to be used by teachers. The study should benefit the learners by creating a good learning environment whereby learners' dignity is respected so that they can learn without fear.

Educators should benefit from this research because there would be good rapport between the teachers and students and educators would not have to control the learners' behaviour since every learner would be responsible for his or her own mistakes. Parents would benefit from this research because their children would be treated fairly and they would be involved in disciplinary issues of their children. Parents can implement positive discipline in their homes instead of being punitive and students would be moulded to become well disciplined individuals both at school and at home through implementation of positive discipline in secondary schools.

The research study should inform policy makers to revisit policies of discipline and include positive discipline as a way of curbing indiscipline in schools. Policy makers can retain strategies and add new but necessary strategies which enhance the implementation of positive discipline. The researcher should grow professionally by learning the benefits and implementing the effective strategies of positive discipline.

1.6 Assumptions of the study

In carrying out this research study the following assumptions are made:

- a. Respondents would proffer genuine responses
- b. The sample is representative of the population under study
- c. Teachers have stopped applying corporal punishment

1.7 Limitations of the study

Lack of adequate resources affected an exhaustive study on the implementation of positive discipline in secondary schools. The researcher wanted to include all secondary schools in the district but due to transport costs, the research was carried out in urban schools only. The other limitation was time, since the researcher is a full time teacher she could not find enough time to include even the education officers at the Ministry of Primary and Secondary Education in the District.

1.8 Delimitation of the Study

The study focused on the implementation of positive discipline in Secondary Schools following the abolition of corporal punishment. The study was carried out in Gweru Urban District of the Midlands Province only. It did not cover all the districts. Although there are many methodologies and designs the study was underpinned by the descriptive survey design because it can be used to collect information on a wide range of cases.

1.9 Definition of Terms

Positive discipline - is a modern form of discipline approach which moulds young individuals to be responsible in their societies (Gomayeh, Mirshah and Mostafa, 2013).

Implementation-is the act of making something that has been officially decided to start to happen or be used (Oxford Advanced Learners' Dictionary (2016).

Discipline- is obedience to rules of some kind (Barker, 1998).

School discipline- is a set of instruction, rules, policies or practices that are used to manage students' behaviour (Bear, 2011).

Secondary school- is an institution (Government or private) that offers instruction to boys and girls from form one to form four.

1.10 Summary

This chapter focused on the background of the study of positive discipline which is an acceptable form of discipline which moulds young individuals to be responsible in their societies. Positive discipline is being implemented in United States, Australia, China, Malaysia, Uganda, Nigeria Kenya and South Africa and it has a lot of benefits if the schools uses different strategies. Other studies on positive discipline were analysed in the background. The chapter included the statement of the problem which is that Zimbabwe schools do not have a policy on positive discipline although schools are implementing it. Time constraints, finances and limited sources of information are some of the limitations that were faced by the researcher. The next chapter focused on the review of related literature.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focused on the review of related literature on the implementation of positive discipline in Gweru Urban District Secondary Schools. This chapter reviewed what authorities in this area say about implementation of positive discipline in secondary schools. The purpose of this literature review was to help the researcher in this study to grasp the concept of positive discipline. In analyzing literature, the researcher compiled evidence from current thinking on the guidelines, benefits and strategies of implementing positive discipline in secondary schools.

2.2 Theoretical Framework

Lack of discipline has been identified as the most serious problem facing education systems (Elam Rose and Gallup, 2007). Historically punitive approaches to discipline were utilized by schools including suspension, expulsion and exclusion of students who would have exhibited serious misbehaviors. Current trends encourage communities and schools implementation of positive discipline which meets diverse educational and behavioural needs of students and teachers in the twenty first century schools (Samayeh, Mirshah and Mostafa, 2007).

This study was informed by the humanistic approach as advanced by Carl Rogers (1947) cited by (Narayana, 1991). His approach is client or person centred. The approach aims to help people live more satisfying and creative lives.

According to Rogers, in Narayana (1991) in any kind of psychotherapy the underlying basic theme is a helping relationship. The relationship could be between mother-child, teacher-pupil, therapist and client. The relationship will facilitate individual growth. This is supported by McVittie (2003:p.114) who says that, “current research demonstrates that quality relationships with adults and peers make a tremendous difference for young people.” Such positive discipline aims to create quality relationships which will develop healthy interpersonal relationships (Royal and Ross, 1997) cited by (McVittie, 2003). Therefore quality relationships help to curb indiscipline in students because there will be mutual respect between the teacher and the students.

Rogers thinking supported by Gladding (2002) who added that with Rogers there was a new emphasis on the importance of a humanistic relationship in counselling between the teachers and learners. He added that if learners have the opportunity to be accepted and listened to they will begin to know themselves better and become more genuine. Therefore Rogerian theory should explain how students develop a capacity for self-direction without active intervention and direction from the teacher (Corey, 2012). So the assumptions of the Rogerian’s theory can be used to explain the benefits of implementing positive discipline in schools. The aim of positive discipline is to help students to create their own goals. The theory places faith in and gives responsibility to the client the learner in dealing with his or her problems or concerns (Corey, 2012) positive discipline emphasizes that the student should learn from his or her on mistakes.

The Rogerian theory is relevant to teachers as it attaches importance to a helping relationship that develops the individual at the same time (Narayana, 1991). Thus it helps teachers to treat students as individuals and help them to realize their potential and responsibility for making good decisions. It helps students to learn self - discipline without fear (Naker et al, 2009). This is

the reason why the present researcher would wanted conduct to carry out a research on the implementation of positive discipline in secondary schools.

2.2 Implementation of Positive Discipline in Gweru Urban District Secondary Schools

Positive discipline can be implemented in many ways. Positive discipline can be implemented using tools and concepts which include mutual respect, identifying the belief behind the behaviour and effective communication and problem solving skills (Nelsen, 1997). The U.N Convention on the Rights of the Child (Article 28) advocates that school discipline must be administered in a manner that is consistent with the child's human dignity and in conformity with the present convention's demands. These tools and concepts are in line with the U.N Convention for they maintain the child's rights and dignity.

In Australia the Department of Education outlined the need for schools to clarify their aims and objectives for discipline, behaviour management and policies that address fundamental aspects of children's behaviour, rights and responsibilities (Rogers, 2007). This policy is the framework within which teachers can legitimately and professionally exercise their responsibilities while respecting the rights of the students (Rogers, 2007). This means the government of Australia encourages the use of positive discipline in schools since it respects the rights of students.

In Malaysia studies have shown that children who have experienced cruel, inhumane treatment are more susceptible to subject others to similar degrading actions (UNICEF, 2008). Hence according to Naker et al (2009) there is need to replace corporal punishment with positive discipline which encourages children to develop self- control confidence and respect for others without using violent approaches (UNICEF, 2008).

In Senegal positive discipline is being implemented in schools instead of corporal punishment. The government's goals are to create a safe, healthy, and inclusive environment which ensure equitable distribution of resources (Naker et al, 2009). This means the Senegalese government aims to use positive discipline in schools that do not harm students emotionally, physically or psychologically.

Relatedly, In Uganda most of schools are using the good school tool kit. The school tool kit makes use of positive discipline tools like writing school rules which will guide the behaviour of students. A peer discipline committee is also elected in order to cultivate a culture of peer respect in the classroom (Raising Voices, 2013). Positive discipline can also be implemented by encouraging students participation in school activities for example clubs and sporting activities. In addition, counselling sessions and assemblies can be held (Raising voices, 2013). It can be noted that, "Ugandan children are amongst the 42% of the world's child population who are legally protected from corporal punishment" (Naker et al, 2009: 26). It is evident that in Uganda children rights are being observed and positive discipline is being implemented in schools.

In South Africa, in the Western Cape education department, positive discipline is implemented by making use of Section 12 of the Bill of Rights of (Act 108 of 1996) which specifies provides that every person has the right to an environment that is not harmful to a person's health or well-being. The Bill of Rights determine that positive discipline be promoted in both primary and secondary schools. It also develops self-discipline and exemplary actions that should be established through the regulation of behaviour.

It is therefore important to find out if students' rights are respected in the same manner in Gweru urban, secondary schools. The students' rights can only be respected if schools implement

positive discipline in line with the U.N Conventions. By carrying out this study the researcher was able to find out if positive discipline was being implemented in secondary schools.

In Zimbabwe Circular P. 35 of (1998) only states the punitive forms of discipline such as exclusive, expulsion and suspension. Although Guidance and Counselling is being implemented in schools it is not included in the circular. The circular is silent about positive discipline thus falling short of the positive discipline which many countries have adopted and which brings significant changes to disciplinary issues in schools.

2.3 Guidelines for the implementation of positive discipline in secondary schools

It is the responsibility of governments to develop guidelines and laws that help in implementing positive discipline in schools. These guidelines could be in form of policies. A policy is a workable and realistic balance between schools defined aims, objectives procedures, practices and plans for meeting them (Rogers, 2007). The Longman Dictionary of Contemporary English (1995) defines a policy as a course of action that has been officially agreed and chosen by an organization. Rogers (2007) also added that policies need to be fine tuned now and again so that they include a concise definitions of the rights and responsibilities of all the members of the school community. Although a policy may not address all the issues raised by human fallibility, willful disobedience and wrong doing there has to be a common framework within which teachers can legitimately and professionally exercise their responsibilities for leading and teaching students to own their own behaviour in ways that respect the rights of others (Rogers, 2007).

In Australia the Department of Education in all the states have outlined the need for schools to clarify their own aims and objectives for discipline and behaviour management (Rogers, 2007).

Each state has to come up with a policy that addresses fundamental and crucial aspects behaviours, rights and responsibilities that outline the school's core rules and consequences.

Malaysia interestingly is working out modalities to look into the preparation of materials as well as training teachers to use alternative models of discipline (UNICEF, 2008). The project aims at equipping teachers with the knowledge and skills necessary to manage and discipline the learners without use of physical and psychological violence. The government is also developing teacher training manuals to guide existing teachers and teacher trainees to implement positive discipline in line with the rights of the learners (UNICEF, 2008).

The Ugandan policy on positive discipline is expressed in three circulars as well as guidelines that have been widely disseminated. The constitution of Uganda protects the dignity and safety of every Ugandan including children. Article (24) of the 1995 constitution protects every person, including children from torturous, cruel inhuman or degrading treatment or punishment (Naker and Sekitoleko, 2009). These provisions ensure that children have a constitutional right to be educated without humiliating and degrading treatment. These as well as other policies are in line with the African charter on the rights and welfare of the Child (Article, 11) and the Universal Declaration on Human Rights and The International Convention on Civil and Political Rights (Naker et al, 2009).

In Uganda, an educator makes use of reflection, letter writing, penalty and reparation to implement positive discipline in schools. Reflection involves solving minor problems like coming to school late punished by time out. Learners who misbehave can be exposed to letter writing expressing details of their behaviour honestly and clearly.

In Kenya an organization named Kidogo is responsible for training teachers and parents on positive discipline (PAN, 2016). This results in learners receiving positive discipline both at

school and at home. PAN (2016) also highlighted that 90% of the teachers trained by Kidogo strongly agree that positive discipline is effective as a strategy to achieve disciplined learners.

In South Africa Section 12 of the Rights, as stated in the Constitution of the Republic of South Africa 1996 (Act 108 of 1996) declares that every person has the right to an environment that is not harmful to a person's health or well being. The Bill of Rights determines that positive discipline should be promoted in both primary and secondary schools, while self discipline is developed and learners benefit from that exemplary action by adults (Wced, school, za/documents/learner, 2007). In South Africa it was also recommended that there should be in-service workshops for all teachers on positive discipline. These workshops should be organized by the Department of Education in South Africa (Zandile, 2013).

In Zimbabwe all schools have school codes conduct and rules of discipline. These are preventative and systematic methods of curbing misconduct in schools as they provide guidelines and standards of behaviour expected of learners (International Journal on New Trends in Education, 2013). This conscientises as to the parents the emphasis on the shared responsibility of parents and teachers in discipline management of students in schools (Rogers, 2007). Such school rules should seek to achieve a quiet smooth and efficient school environment. It is expected that such rules should be clearly understood and fairly enforced to avoid deviance by offenders.

Larson 1998 cited by (Marzano (2003:p.285) also highlighted that a code of discipline specifies what should be considered appropriate school conduct and alleviates the controversy associated with arbitrary rule enforcement. The underplay the authoritarian emphasis on rules and punishment, and emphasise on a modern code of discipline that is developed with collaborative input from students, teachers, support staff and parents and that should be reviewed

frequently for modification. Larson 1998 cited by Marzano (2003) further explained that involving students develops self discipline and responsibility in them which is one of the benefits of positive discipline. Bear (1998:16) cited by Marzano (2003) agrees that self discipline connotes internal motivation for one's behaviour. The internalization of democratic ideals and is most evident when external regulations of behaviour are absent. Schools rules help to govern, control and direct the behaviour of students. These rules will be guidelines for implementing positive discipline in secondary schools since both the parents and the students will be aware of the school expectations the consequences of breaking the regulations. The school rules will not be rigid, strict or punitive.

2.4 Benefits of Positive Discipline in Secondary Schools

Literature confirms the benefits of positive discipline in schools since it emphasize the teaching appropriate behaviour (Chadsey, 2006). Bradshaw, Koth & Torton (2009) contend that behavioral intervention can help to improve the overall school climate. The US Department of Education and Law (2008) argue that positive discipline in schools is associated with increases in academic engagement, academic achievement and reductions in suspensions and school drop outs (American Psychological Association, 2008). Therefore implementing positive discipline in secondary schools increases academic engagement and achievement and reduces misbehavior in school.

The Christian Science Monitor (2011) in its research demonstrated that suspension, expulsion and other punitive consequences are not the solutions to dangerous and disruptive behaviour. But parental involvement, classroom meeting and apologizing have the power to change dangerous and disruptive behaviour. Research by UNICEF, (2008) shows that positive discipline benefits all students because it creates supportive relationships that enable students from different

backgrounds to feel comfortable to bring their personal experiences into the classroom and to respect themselves and others in the community (Chadsey, 2006). This is supported by Nelsen (2000) who adds that positive discipline teaches students to have a sense of connection and belonging. Positive discipline inculcates mutual respect and encourages firm and kind relationships and at the same time, positive discipline teaches effective long term social and life skills.

In Baltimore public schools in New York evidence suggests that the viability of positive discipline over to punitive forms of punishment like exclusion. Schools are now handling discipline problems through mediation, counselling and parent-teacher conferences with the help of mental health professionals in every school (Losen, 2011).

In Uganda (Raising Voices, 2013) found out that the use of positive discipline benefited students' learning because its outcomes improved, students, safety and happiness in the classroom. Learners learn from their mistakes and demonstrate improved behaviour. The school in general benefits because positive discipline creates good learning environments where students participate freely. There is also less conflict among pupils and among teachers and pupils. Both teachers and the community take pride in their schools where there is positive discipline.

Positive discipline benefits teachers to feel satisfied with their work and such teachers do not experience burn out. In Uganda there was improved in the relationships between teachers and students while students' behaviour improved. Positive discipline gives teachers more strategies and tools to help their students to learn with. From the above discussion it seems positive discipline in Uganda brought with it significant changes in schools.

Positive discipline provides learners with opportunities to develop an understanding of their mistakes and appreciate how appropriate behaviour can bring pleasurable experiences and changes to their schools (Dipak and Deborah, 2009). Using positive discipline mimic a child centred approach where the needs of the learners are most likely to be addressed in the best interests of the learner themselves. Dipak et al (2009) adds that learners benefit from positive discipline through possessing and demonstrating self discipline and they will be able to manage and evaluate acceptable and unacceptable behaviour and by so doing the emotional and psychological needs of the students would be met developed in a healthy way.

Positive discipline produces a conducive classroom environment since there will be quality relationships among teachers and learners (Royal and Ross, 1997). Quality relationships would make students to realize that their views and opinions are valued making them free to make meaningful contributions in the classroom. The teachers give value to the effort made by learners and the classroom becomes a better place for students. (Dipak et al, 2009). It may be said that positive discipline creates learner friendly environments with comfortable learning conditions where learners are treated with gloved hands which ensure that high self esteem is promoted.

Positive discipline address the psychological needs of the learners through addressing the reasons behind indiscipline (Dipak, 2009). For example if a learner comes to school late every day, it is the duty of the teacher to find out the reasons of his or her late coming before punishing the learner. It may be that the learner could be walking a long distance to school, so once the teacher is aware of this she or he will treat the learner differently.

Positive discipline creates better schools reputations through enthusiastic students who become great ambassadors of the school and communities (Dipak et al, 2009). The former and current

students would share pride of their schools and portray good pictures of the schools basing on the way students are treated at the school.

Nelsen, Lott & Glenn (1997) cited by Charles (1999) adds that each problem is an opportunity for learning and students learn important life skills through positive discipline. Unlike other punitive forms of discipline which use violence, humiliation and violation of the student's rights and loss of dignity positive discipline affords students best opportunities to learn from their mistakes.

Nelson (1996: p.11) who adds that positive discipline is "a programme designed to teach students to become responsible, respectful and resourceful members of the community". It goes without saying that positive discipline should be used by parents, teachers, childcare providers and youth workers. Since positive discipline is based on understanding that discipline must be taught and that discipline teaches (Nelsen Lott & Glenn, 1997). Nelsen et al (1997) also adds that positive discipline is an approach to discipline that puts faith in student's ability to control themselves, cooperate, assume responsibility and help themselves to behave in a dignified manner. According to UNICEF (2008) positive discipline guides students to understand their misbehavior and it helps them to make better choices in future. Thus modern administrators look at disciplinary situations as teachable moments and seek to help students understand and change their behaviour through positive discipline (Gile et al, 2012).

Research by National Association of School Psychologists (2011) highlights that comprehensive approaches to school discipline should emphasize appropriate behaviour and not resort to just punishment.

Positive discipline considers the effects of one's behaviour and identifies alternative and preferred behaviours, thus individuals are given the opportunity to grow as individuals by understanding how appropriate behaviour can bring to them positive experiences and

opportunities (Chadsey, 2006). From the above discussion it is evident that positive discipline has a lot of benefits to students, schools and teachers.

2.5 Provisions which are available for proper implementation of positive discipline.

For positive discipline to be effective there are provisions which guide its implementation. School guidance and counselling can make important contributions to the social, academic and personality development of school children (Mwamwenda, 1995). This is also supported by Mugabe (2013) who adds that counselling is the most popular method of curbing misconduct in schools without causing physical and psychological harm to the offender. Teachers are more likely to elicit appropriate behaviour if they understand the situation that the learner would be facing (Kimanyo, 1998). This explains why most schools have guidance and counselling committees or teachers who have a pastoral function (Mugabe, 2013). Guidance and counselling PROGRAMMES can be used as provisions which are available for the proper implementation of positive discipline in schools because they help learners with family, social, economic and disciplinary problems (Ozigi, 1977) cited by (Mugabe, 2013).

Counselling is an interactive process between the counsellor and counsellee. The counsellee is the one who needs assistance and the counsellor is trained and educated to give assistance (Narayana, 1991). Therefore in order for one to be a counsellor one should be trained for he or she is the one who intimates, facilitates and maintains the interactive process. This is supported by Gladding (2012) who states that counseling is a profession and like any other profession it requires training and expertise in order to help individuals of all ages not to make bad choices in life but to find meaning, direction and fulfillment in what they do (Gladding, 2012).

Besides being trained, for one to be an effective counsellor the person must have self awareness, that is one should have adequate knowledge about themselves (Mwamwenda, 1995). Corey

(2012) concurs with (Mwamwenda, 1995) when he stated that, one of the most important instruments one has to work with as a counsellor is oneself as a person. This means that counsellor should be someone who knows her or his personality whether he or she is altruistic and noble or not. Thus counselling is a profession that attracts caring, warm, friendly and sensitive people (Myrick, 1997) cited by (Gladding, 2013).

The quality and effectiveness of the counsellor depends on the personality and the background of the counsellor, the formal education of the counsellor and the ability of the counsellor to engage in professional counselling related activities. These include supervision, advocacy and building of the portfolio (Mwamwenda, 1995).

Different scholars outline various qualities of an effective counsellor. An effective counsellor should respect and appreciate themselves. This means he or she should be able to give, receive help and care (Corey, 2012). Gladding (2012) also concurs with Corey (2012) when he mentioned self awareness as a quality of an effective counsellor. A counsellor should have knowledge of themselves, these include attitudes, values, feelings and the ability to recognize how and what factors affect oneself (Hansen, 2009). Counsellors should be likeable, trustworthy, accepted and acceptable, valuing, open, helpful respectable and non threatening (Mwamwenda, 1995). Corey (2012) also added that effective counsellors should be sincere honest and authentic and counsellors should not hide behind rigid roles, but they use even their personal experiences to help counsellees.

Counsellors should appreciate the influence of culture (Corey, 2012) they should not be incapacitated in their own culture, but instead they should be aware of how one's culture affects him or her and they should respect the diversity of other cultures. Gladding (2012) also added that counsellors should be flexible in order to meet client's needs.

Effective counsellors should be supportive. They should have the capacity to encourage counselees in making their own decisions Gladding (2012). This is supported by Corey (2012) who also added that the central function of counselling is to help clients recognize their own strengths and to discover what is preventing them from using their resources and clarify what kind of life they want to live. So it is the role of the counsellor to help counselees to make decisions and support them. In support of this idea Corey (2012) added that counsellors should provide support and warmth and yet they should challenge clients to take necessary actions to bring about significant change.

Since counselling is a process by which clients are invited to be honest and to look honestly at their behaviour and make certain decisions about how they want to modify the quality of their life, it requires the counsellor to bear intellectual competence (Gladding, 2012).

This is the desire and ability to learn as well as to think fast and to be creative. Intellectual competence will help the counsellor to employ different personality theories, psychotherapy and apply different techniques and these will help him or her to discover the dynamics of human behaviour (Corey, 2012).

Counselling is an intimate form of learning therefore it demands a counsellor who is willing to be an authentic person in the therapeutic relationship (Corey, 2012). There must be a helping relationship between the counsellor and the counsellee, this facilitates personality change (Hough, 2012).

However in most Zimbabwean schools there are no professional counsellors. Schools make use of full time teachers who are engaged as counsellors. This interferes with their operations (Zvobgo, 2003). This is also supported by (Mugabe, 2013) who also highlighted that school counselling is affected by lack of time and expertise. Zvobgo (2003) also indicated that guidance

and counselling cannot be effectively implemented because of lack of resources, time, textbooks, furniture, syllabus and counseling information. Special counselling rooms should be availed in schools and these should be well furnished, but in most schools teachers do counselling in the staff room and there will be no confidentiality. Learners will not be willing to come forth with their problems because the ethical concept of confidentiality is violated (Corey, 2012).

Mwamwenda (1995: 356) also concurs with the above scholars by highlighting that “Many African schools lack awareness about the importance of guidance and counselling as well as an acute shortage of personnel with required qualifications and experience.” Although positive discipline is being implemented in schools through guidance and counselling. It is not very effective because of lack of trained personnel, lack of funds and resources.

2.6 Strategies that can be used to implement positive discipline successfully in secondary schools

Having looked at literature concerning implementation of positive discipline and benefits of positive discipline the researcher now looks at the strategies that can be used to implement positive discipline successfully. Positive discipline creates better schools because instead of children coming to school to obey rules and memorise information, they will experience that the school is such a place where they discover and define the kind of person they want to be (UNICEF, 2008). This inspired schools around the world to implement positive discipline because it supports all the aspects of children’s growth rather than just giving children information (Naker et al, 2009). Thus different countries employ different strategies to implement positive discipline in schools. UNICEF (2008) outlined principles which guide the positive discipline disciplinary response. Thus the disciplinary response should be, “relevant to the misbehavior, proportional to the offense, focused on correcting the behaviour not humiliating

the student and should be aimed at rehabilitation and not retribution” (UNICEF, 2008:36). Therefore punishment should be proportional to the offence committed.

Studies of implementation of positive discipline strategies have shown that positive discipline tools produce significant results (Nelsen, 1997). This is supported by the studies carried out in Sacramento elementary schools in US by the American school of psychologists using quantitative methods.

The studies proved that suspensions and vandalism decreased as a result of using positive discipline. Teachers also reported improvement in the atmosphere, behaviour, attitudes and academic performance (Platt, 1979) cited by (Nelson, 1997). Browning (2000) also supported this point by noting that specific positive discipline tools have also shown positive results.

In US different strategies are being used to implement positive discipline. These include good classroom management, teaching about positive discipline in schools to parents and parent educators by trained facilitators (Nelsen, 2000). Community members are also encouraged to be trained facilitators in order for information to be shared in different groups (McVittie, 2003). Classroom meetings is another strategy that is being used in US. Many schools use classroom meetings to enhance whole – schools commitment to problem-solving, clarification of values and sharing concerns. Both the school and the parents will work together to solve problems together (Nelsen et al, 1997). Naker et al (2009) called these classroom meetings a group time or group think or circle time.

Thus class meetings emphasize participation by everyone, that is students’ teachers and parents to solve problems and to come up with solutions (Lott et al, 1997). Nelsen et al (1997) also added that class meetings also teaches students social skills, for example listening, taking turns to speak hearing different views from other people, communication skills, attentiveness, decision

making and problem solving all these enhance academic performance. Class meetings also helps students to respect their teachers and adults. Glenn et al (1997) also added that class meetings create conducive climate for respect between teachers and students as conflicts usually seen in the classroom fades away. Thus class meetings promote accepting, encouraging and supportive traits in students (Nelsen et al, 1997).

Parent involvement is another strategy that is being used as a technique to implement positive discipline. This is whereby the school notifies the parents whenever a student misbehaves. Both the school the parents will help each other to find solution to the problem. This can also improve behaviour because Naker et al (2009) suggest that senior students would prefer to work on their behaviour without their parents being involved. The Christian Monitor (2011) also added that schools can use troubling incidents to teach values especially respect for others while also dealing with the student's behaviour.

Therefore parental involvement is very important when implementing positive discipline because both the parent and the school will help each other to find solutions to indiscipline in schools.

Developing positive relationships is another strategy that can be used to implement positive discipline in secondary schools (Browning, 2002). To this effect Bayton and Bayton (2016) highlighted that all people want to feel cared and valued for by significant people in their lives. These people include teachers, peers and parents. Thus when students feel that they are valued and cared for as individuals they will be more willing to comply with the teachers' wishes.

Research by UNICEF (2008) showed that authors have a lot to say about positive relationships with students, for example Thompson (1998:6) cited by Bayton et al (2016) says "the most powerful weapon available to secondary school teachers who want to foster a favourable learning climate is a positive relationship with your students." Kohn (1996:111) cited by Bayton

et al (2016) added that “children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared for.” Marzano (2003) also highlighted that students will resist rules and procedures and disciplinary action when there is no good relationship with the concerned teachers. It is evident that strategies to develop teacher-student relations should be the largest portion of one’s discipline plan (Bayton, 2016). In US most schools have adopted the System–Wide Positive Behaviour Interventions and Supports (SWPBS). This is a systematic approach in improving school environments. The (SWPBS)’s emphasis is changing attitudes and policies concerning how behaviour is addressed.

In Senegal and Uganda several strategies are being used to implement positive discipline. Naker et al (2009) noted that in implementing positive discipline one should consider the effects of one’s behaviour, identify alternative and preferred behaviours, making amends for harm done to others or the environment (for example apologizing). Thus the techniques may include writing essays, making apologies or performing chores in the classroom or any activity that help students to behave differently in the future (Naker et al, 2009). This will help learners to learn from their mistakes.

Use of proper language and tone is another strategy that can be used. Teachers should plan language of correction, they must use corrective language together with the right tone, gestures, words, spatial proximity and overall body language (Naker et al, 2009). Thus corrective language should give directions, reminders appropriate questions and choices (UNICEF, 2008).

Naker et al (2009) also added that the language of correction should be balanced with encouragement. This is also supported by Nelsen et al (1997:167) who also added that language use should be coupled with teacher's behaviour. "Certain teachers' behaviours act as barriers to developing caring relationships with students while other behaviours help build such relationships." Hence teachers should be role models who listen to students, use supportive language, appreciate that individuals are unique and develop an appropriate attitude. Teachers should also show a sense of humour (Nelsen et al, 1997). This will enable learners to feel free to open up their problems because the teacher will be approachable.

Marzano (2003) also highlighted that schools should establish a system that allows for early detection of students who have high potential of extreme behaviours. For example a student's behaviour may be detected at form one, the cases should be referred to administrators. "This will allow educators and parents to intervene with positive behaviour support plan likely to change the predicted trajectory of continual anti-social behaviours" (Marzano, 2003: 206). From the above discussion it is evident that several strategies can be used to implement positive discipline in secondary schools. If positive discipline is implemented at home and at school children are motivated from within due to inner feelings of self-worth rather than fear and shame (Raising voices, 2013). The above mentioned strategies can be used in Gweru urban schools when implementing discipline.

2.7 Summary

This chapter focused on review of related literature on the implementation of positive discipline. Rogerian's client centred approach which emphasizes on working relationships was the theoretical framework for this study. The benefits of implementing positive discipline include reduction in suspension and vandalism increased academic engagement and achievement. UN

Conventions which guide the implementation of positive discipline were outlined in this chapter. Guidance and counselling is one of the provision that is available for the implementation of positive discipline. Several strategies including good classroom management, teaching about positive discipline in schools, parental involvement and classroom meetings can be used for successful implementation of positive discipline in secondary schools.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The main focus of this chapter is on research methodology. The chapter specifically gives a description of a research design, the target population, the sample and sampling procedures. The chapter will then proceed to explain data collection and presentation procedures. The reliability and validity of the instruments and data analysis techniques to also be discussed.

3.2 Research Design

A research design is the overall plan for collecting data in order to answer the research question. In this study of implementation of positive discipline the researcher used a descriptive survey design. Leedy (1985) states that, the research design is the plan for the study providing the framework for collecting data. This includes all procedures selected by the researcher in which the necessary data for solution to the particular problem of the researcher is indicated. In this study the researcher used descriptive survey research design which is a qualitative method. In this study on the implementation of positive discipline a descriptive survey was used. It is a study design that depict the participants in an accurate way and it is all about describing people who take part in the study (study.com/academy/lesson). Woofle and Dryden (1998) defined it as a qualitative research design which aims to illuminate and clarify the meaning of social actions and situations. It seeks to obtain information that disclose existing phenomenon by asking participants about their perception and attitudes. Observation, case study or survey can be used in descriptive research. In this study on implementation of positive discipline a descriptive survey

was used. A survey is a method of collecting information by asking participants questions in order to find out information about a population (Frankel and Wallen, 1993). The researcher used questionnaires and face to face interview in conducting this research (study.com/academy/lesson).

The researcher used descriptive survey because it is not time consuming as compared to observation survey design. The researcher collects original data for purposes of describing a population (Chikoko and Mhloyi, 1995). Borg and Gall (1996) also added that a large population can be covered at a comparatively low cost and as a result they are widely used in educational research (Abagi, 1995).

A survey enables to carry out a research on a large population so that data which is gathered possesses a better description of the relative characteristics of the general population involved in the study (<https://explorable.com>). However it is time consuming especially when conducting face to face interviews. In order to curb against this the researcher made appointments with the interviewees. It may also produce a non-representative sample if the questions are vague or ambiguous. In this research on implementation of positive discipline the researcher made use of sub-research questions which were simple and straight forward. Descriptive survey may also fail to produce an adequate understanding of complex social realities. Information is also collected from respondents who are accessible and co-operative. A major disadvantage of the descriptive research design is that the researcher describes the situation and this makes it difficult to draw conclusions about relationships between factors. To mitigate this, the researcher presented data collected from open-ended questions and interviews verbatim and some of the responses from the questionnaires were presented in themes.

3.3 Population and sample

Population is the group to which the research would like the results of a study to be generalisable. It includes all individuals with certain specified characteristics. In this study on implementation of positive discipline the target population was the Gweru District in the Midlands Province, while the accessible population was Gweru Urban District Secondary Schools. A sample is a group on which information is obtained (Frankel and Wallen, 1993). In this study on implementation on positive discipline the sample consists of five secondary schools, 40 teachers, five school heads and 100 'O' level students. The location of Gweru Urban Secondary Schools made it less expensive in terms of time taken to travel and money used when conducting the research.

To come up with the sample on the implementation of positive discipline the researcher used probability sampling method in selecting teachers and 'O' level students. According to McMillan and Schumer, (1993) probability sampling ensures that participants are drawn from a larger population in such a way that the probability of selecting each member of the population is known. The random sampling technique which is probability method of sampling was employed in selecting the actual sample of teachers and students who become respondents. The researcher used the staff list and student list of each school. From the sampling frame, the researcher generated odd and even numbers equal to the number of teachers and 'O' level students in each school. The number of pieces of paper equal to the number of teachers and 'O' level students were then placed in a hat from where teachers and students picked and after being briefed that only even numbers were the subject of the research, thus the selection without replacement method was applied.

The researcher selected eight teachers from each school and twenty students from each school as the participants of the research. The technique ensured that biases in selecting subjects were avoided by the researcher thus Govard (2001) says random sampling is free of the systematic biases that might stem from choices made by the researcher.

Lastly, convenience or purposive sampling technique was employed in selecting the school heads for the Gweru Urban Secondary Schools. Five school heads were positively selected. The researcher's choice was in line with Kalton, (1983) cited in Coolicon, (2004) who says that the selection choice is made by the researcher on the basis of those who are most representative for the issues involved in the research or who are likely to have appropriate expertise in the matter. The school heads are the gate keepers of the schools and they have final say in disciplinary issues in school thus positive discipline is of paramount importance in schools.

It is the researcher's submission on that the sample for teachers, students and school heads formed sample sizes which produce a confidence interval which make the research more realistic. Thus Govard, (2000) says that the confidence interval gives an indication of the accuracy of the findings as estimates for the population.

3.4 Research Instruments

These are instruments used by the researcher to obtain the kind of data or information which the researcher can draw valid conclusions (Chiromo, 2006). In this research the researcher used face to face interviews and questionnaires. A pilot study is a small scale model of the major study conducted for the purpose of gaining additional information which helps the researcher to identify the suitability of the questionnaires, (Johnson, 1996). The researcher conducted the pilot study using five course mates who were students in Master of Education Degree in Educational

Psychology. After the pilot study, omissions, corrections spelling errors were corrected. Lastly the researcher rephrased the questionnaires and the time taken to answer the questions.

3.4.1 Face to face interviews

In this study of implementation of positive discipline in secondary schools the researcher used face to face interviews to collect data. In a face to face interview there is direct verbal interaction between the interviewee and the interviewer (McMillan and Schumacher, 1993). Face to face interview captures verbal and non verbal cues and the interviewer has control of the interview and as a result the interviewer keeps the interview focused. But the sample size is limited and in this research it was only administered to school heads since they were only five. The researcher used closed questions in the face to face interviews in order to allow unique responses from each subject. The face to face interview is an instrument of gathering data that was used in Gweru District School Heads who are the gate keepers of the schools and have the final say on disciplinary issues. The responses from face to face interviews were recorded verbatim under each theme. A thematic approach was used since coding the information could not bring out exactly the thoughts of the interviewee.

3.4.2 Questionnaires

In this study of implementation of positive discipline in secondary schools the researcher used questionnaires to collect data. Tuckman (1978) defines a questionnaire as a document containing questions designed to solicit information and make appropriate analysis. Chiromo, (2006:24) also says, “it is that form of inquiry which contains a systematically compiled and organized series of questions that are sent to the sample”. The researcher chose the questionnaire as one of

the instruments for gathering data because they are easier and faster to tabulate and they are popular with respondents (Fraenkel & Wallen, 2003). However readers should be reminded that the questionnaire has some disadvantages in terms of time, cost of materials and follow ups and it also work with literate respondents. In this study questionnaires did not handicap the study since the respondents were 'O' level students, teachers and school heads. In order to minimize the disadvantages the researcher made appointments with the likely respondents and explain the objectives of the study.

From the target population the researcher intended to solicit information pertaining to implementation of positive discipline in secondary schools. A period of one week was given for the respondents to simply tick where appropriate or write brief answers to some questions. Figures were later expressed as percentages and analysed.

The steps which were taken to ensure that the instrument is valid and reliable are triangulation of research paradigms. The researcher used mixed research methods. Triangulation of research instrument was used whereby questionnaires and interviews were used to validate data. Triangulation is defined by Denzin (2006) as a term used to determine various ways of assessing the validity and reliability of research methods and data. Triangulation assured the validity and reliability of findings.

3.5 Data Collection Procedures

This is a step by step walk through data collection. The researcher observed the research ethics which are moral principles of research. The researcher first sought permission to carry out the research from relevant authorities. So the researcher sought approval from the University ethics

committee to conduct research in ways that are acceptable. Permission was sought to carry out research in the Midlands Province. Seeking permission to carry out research is an important ethical consideration. Permission was sought from the school heads and informed consent was also sought from the participants. According to Halse & Honey (2005:2141) “The concept of informed consent assumes the transparency of a reality that enables researchers to provide full and accurate information about the research to autonomous subjects including demands, risks, inconveniences, discomforts and benefits that might be involved.”

Therefore it is of paramount importance that the researcher explains to the participants all that was involved in the research so that the participant is fully aware of the whole research demands and risks. The researcher administered the questionnaires to teachers and students in order to reduce loss of documents by leaving them behind. School heads were interviewed by the researcher after making appointments with them in order to save time.

The researcher prepared the questionnaire using the matrix question model and sent them to respondents physically at their school work place during working hours. When using interview as a means of collecting data, the researcher made appointment with the interviewees and visit them on agreed times.

3.6 Data Presentation and Analysis

The data collected was presented in the form of tables, bar charts, pie charts and themes. The tables, charts and graphs were the ideal way of summarizing the data collected from open ended questionnaires while thematic approach was used to analyse the data collected from closed ended

questionnaires. The pie charts, bars and tables were interpreted in a descriptive manner this enabled the researcher to bring out salient points from the data collected.

Quantitative data was analysed numerically using tables and graphs. The data presented on the tables and graphs was described using descriptive statistics. Qualitative data from interviews was analysed using themes. The themes were identified after going carefully through descriptive responses to each question in order to come up with broad themes (Kumar, 2011). In this research the researcher assigned codes to the main themes. Kumar (2011) claims that assigning codes to the main themes depends on whether or not one wants to count the number of times a theme has occurred in an interview. So the researcher wrote the themes and assigned them codes using numbers.

3.7 Data Management

The data obtained was prescribed in three forms. The data was stored on the desk top. In the event of the desktop crashing the data recovery system would be employed to retrieve the stored data. Some of the data was stored in the memory stick. The information can be downloaded on the computer from the memory stick. Lastly the data has been stored on as a hard copy. In the event of information technologies loosing the data, it can be retyped from the hard copy.

3.8 Summary

Research methodology is the main focus of this chapter. The study used a descriptive survey design in which forty teachers, hundred students and five school heads were the sample. Questionnaires and interviews were used to collect data from the sample and the data was analysed using mixed methods research. The next chapter will look at research findings and discuss the findings to address the overall research objectives.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, interprets, analyses and discusses the findings of this research study on the implementation of positive discipline in Gweru Urban District Secondary Schools. Data is presented and discussed quantitatively and qualitatively under the following themes: guidelines that exist for the implementation of positive discipline, benefits of implementing positive discipline, available provisions for the implementation of positive discipline and strategies which can be used to implement positive discipline in secondary schools. After presenting demographic data the researcher then presented presents research data which addressed research questions thematically.

4.2 Demographic Data

The researcher felt it was necessary to provide demographic details revealed by the research. This information is important as it shows ages of participants as well as their gender for the purposes of gender balance in research.

Table 1: Gender of the teachers, students and school heads respondents

Gender	Percentage
Teachers	(N=40)
Male	37,5%
Female	62,5%
Total	100%
Students	(N=100)
Male	45%
Female	55%
Total	100%
School heads	(N=05)
Male	40%
Female	60%
Total	100%

Table 1 show that forty teachers participated in this research. Separating the findings according to sex was justified as the researcher wanted to capture the fact that men and women are different and hence may have different views on positive discipline. Women are generally motherly and accommodating than their male counterparts and this may influence teachers' perception on the implementation of positive discipline in secondary schools. (62, 5%) represented female respondents while (37, 5%) of the respondents were male teachers. (55%) represented female students respondents while (45%) represented male students. (60%) represented female school heads while (40%) represented male school heads. The differences in these percentages might be an indication that there are more female secondary school teachers than males in Gweru Urban District Secondary Schools. From the research it is evident from table 1 that there is gender imbalance in secondary schools. They are more female teachers in secondary schools.

They are also more female students in Gweru Urban District Secondary School. However there are more female school heads in the schools may be because the Ministry is trying to empower women by appointing them as school heads.

Table 2: Teachers respondents' age ranges (N=40)

Age range	Percentage
20-30	20%
31-40	25%
41-49	37,5%
50 years and above	17,5%
Total	100%

Table 2 shows that forty teachers participated in this research study. The teachers' ages were of significance to the study as the researcher wanted to find out if age had any bearing on how one views the implementation of positive discipline in secondary schools. (37, 5%) were in the age range forty one to forty nine while, (25%) were fifty years and above. (20%) of the respondents were in the age range twenty to thirty years, (17, 5%) in the age range thirty one to forty years. The results indicate that most of the teachers in secondary schools are in the age range of forty one to forty nine while a few are either below thirty and above fifty years. In urban schools teachers on age range 20 to 30 years are less because they could not get vacancies in urban schools. 50 years above is also less maybe due to retirement. The table below shows the teachers highest professional qualifications.

Finding out teachers' professional qualifications would help in establishing the number of teachers with degrees and diplomas in education as their professional qualifications enhances in implementation of positive discipline since it is related to some theories of educational psychology.

Table 3: Teachers highest professional qualification (N=40)

Qualification	Percentage
Diploma in education	47,5%
Degree and diploma in education	52,5%
Total	100%

Table 3 illustrates the highest level of qualifications that the teachers hold (52, 5%) hold Bachelors of education degrees while, (47, 5%) of the participants hold diplomas in education. From the results, one can notice that (47, 5%) of the teachers still hold Diploma in education leaving a narrow gap with the degreed teachers. This shows that most teachers hold diplomas and degrees in education. This implies that most teachers are upgrading themselves academically in Gweru Urban District. Having presented demographic data the researcher now presents analysis and discuss data and findings thematically.

4.3 Theme 1: Guidelines that exist for the implementation of positive discipline in secondary schools

Under this theme the researcher wanted to find the guidelines which were being used in schools to implement positive discipline this is shown in table 4.

Table 4: Teachers' responses on guidelines for the implementation of positive discipline
(N= 40)

Response	Percentage
Guidance and counselling	40%
Assembly	22,5%
Ministry Policy and circulars	10%
Not sure	2,5%
Workshops for teachers and students	20%
Staff development meetings	5%
Total	100%

Forty percentage show that guidance and counselling is the existing guideline for the implementation of positive discipline in schools, 22% show assembly as guideline, 20% show that workshops for teachers and students as guideline, 10% show ministry policy circulars as guidelines, 5% show staff development meetings as a guideline whilst 2, 5% was not sure of the existing guidelines for the implementation of positive discipline in secondary schools.

The following guidelines were from the students:-

- *Guidance and counselling*
- *Assembly*
- *Ministry policy*
- *Staff meetings*

- *Workshops for teachers and students*

The above responses show that the majority of teachers and students cited guidance and counselling and assembly as the existing guidelines for the implementation of positive discipline in secondary schools. Having looked at student's responses the researcher now presents school heads responses on theme 1 on existing guidelines on implementing positive discipline in schools.

Head 1

Guidance and counselling is the guideline for the implementation of positive discipline in schools. Guidance and counselling teachers and administrators under the ministry of education and non-governmental organizations attend workshops on discipline.

Head 2

Workshops on discipline are being carried out to teach teachers on positive discipline.

Head 3

Workshops on guidance and counselling which teaches moral and disciplinary issues are being carried out. Staff development on discipline is also another guideline for implementing positive discipline.

Head 4

There are no guidelines for the implementation of positive discipline in secondary schools. Teachers are just intimidated not practice corporal punishment, but there is no policy or circular which replaces the Circular p. 35 of (1998) and some schools are still making use of it.

Head 5

There is no circular or policy in schools which talks about positive discipline. Teachers refer disciplinary issues to the administration who deal with disciplinary issues.

From the above responses it is evident that teachers, students and three school heads agreed on workshops as a guideline for implementing positive discipline in secondary schools whilst two school heads also agreed that there is no policy or guidelines an implementation of positive discipline.

The research sought to find out the implementation of positive discipline in Gweru Urban Secondary Schools. The main thrust of the discussions were the teachers, students and school heads views on the existing guidelines for the implementation of positive discipline in schools. Findings of the study were based on Rogerian theory of client or person centred humanistic psychotherapy approach with the underlying basic theme of a helping relationship.

Results from most of the teachers, students and school heads on guidelines for the implementation of positive discipline showed that guidance and counseling is an existing guideline for implementation of positive disciplines. This is supported by Mugabe (2013) who indicated that counselling is the most popular method of curbing misconduct in schools without causing physical and psychological harm to the offender.

Teachers, students and school heads also showed that policies and circulars provide guidelines for the implementation of positive discipline. Policies address fundamental aspects of behaviour, rights and responsibilities. This is further expanded by (Rogers, 2007) who explained that the policies will provide teachers with framework within which teachers legitimately and professionally exercise their responsibilities, taking students rights into consideration. Hence policies and circulars must be distributed in schools.

Teachers, students and school heads also agreed that workshops are guidelines for implementing positive discipline. Zandile (2013) also supported workshops as a guideline for implementing positive discipline in schools since teachers will be trained on how to implement positive discipline.

However students also showed that assembly counselling sessions is a guideline for implementing positive discipline. This is supported by (Raising voices, 2013) by highlighting that positive discipline can be done at assembly whereby school heads and teachers give counselling to students. While the researcher presented the existing guidelines on the implementation now the researcher presents the benefits of implementing positive discipline in secondary schools.

4.4 Theme 2: Benefits of implementing positive discipline in secondary school?

Under this theme the researcher wanted to find out benefits of implementing positive discipline in secondary schools. The benefits gathered are shown in table 3 below:

Table 5: Teachers' responses on benefits of implementing positive discipline in schools

(N=40)

Item	Important	Percentage	Not Important	Percentage
Maintaining learners self-esteem		10%	-	-
Improve teachers pupils relationship		37,5%	-	-
Improve academic achievement		25%	-	-
Creates good learning environment		27,5%	-	-
Total		100%	-	-

Data in table 3 above indicated that (37, 5%) positive discipline is important for it improve teacher-pupil relationships, (27, 5%) also showed that it creates good learning environment, (25%) showed that positive discipline is important because it improves academic achievement, while (10%) showed that it helps students to maintain self-esteem. The results shows that most teachers agreed that positive discipline improve teacher-pupil relationship. It also shows that positive discipline creates good learning environment. Positive discipline improves academic achievement and maintain learners' self-esteem. It also implies that all the benefits were important since no respondent indicated an item which is not important.

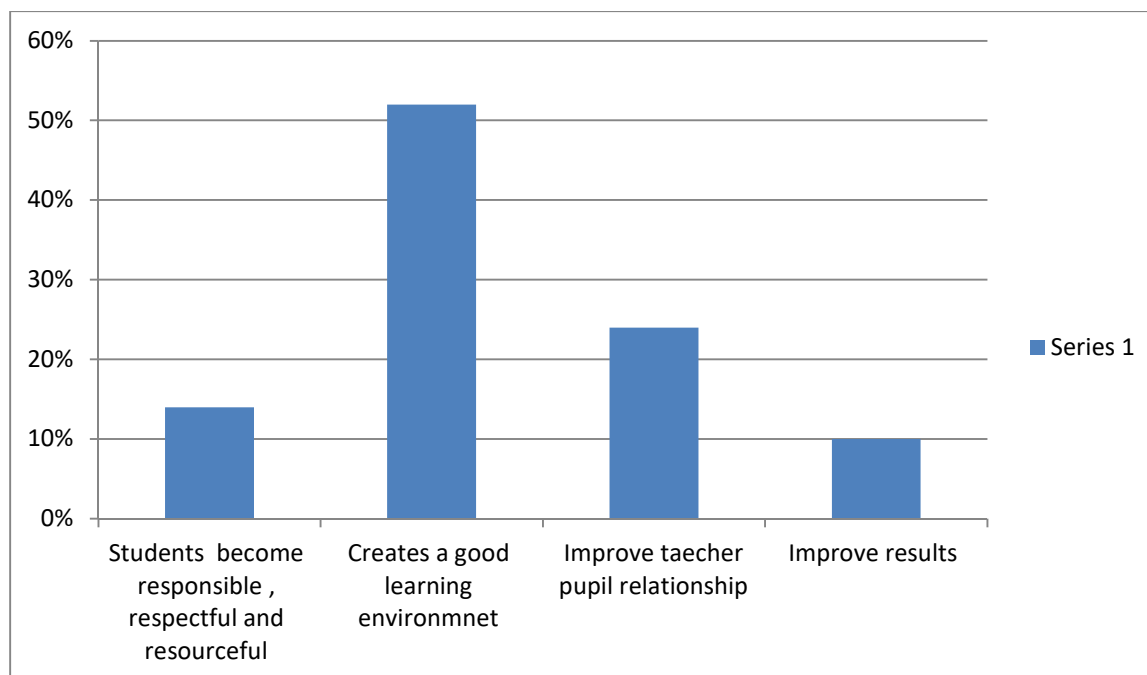


Figure 1: Students responses on the benefits of implementing positive discipline

Data in figure 1 indicates that (52%) strongly agree that positive discipline create a good learning environment, (24%) agreed that positive discipline improve teacher-pupil relationship, (14%) showed that students became responsible, respectful and resourceful while (10%) showed that it improve results or pass rate. Most students showed that positive discipline creates a good environment and it improves teachers-pupil relationships. It implies that positive discipline is not punitive and creates a conducive learning environment which can also improve academic achievement.

School heads also responded to a face to face interview on the benefits of implementing positive discipline in secondary schools.

Head 1

Positive discipline has long lasting benefits because it creates a bond between teachers, parents and students. It gives the child confidence and it also makes students trust people and they can easily confide in others confidently.

Head 2

Students become responsible for their actions and learns from his mistakes. Students will do introspection that is examining where they are wrong.

Head 3

Positive discipline removes stigma it brings positive reinforcement. It improves teacher –pupil relationship as teachers and students discuss disciplinary issues together.

Head 4

Learners will learn to tell the truth because of improvement in the teacher-pupil relationship.

Head 5

It encourages personal relationship between teachers and pupils and students can easily confide in teachers without fear of being victimized or stigmatized.

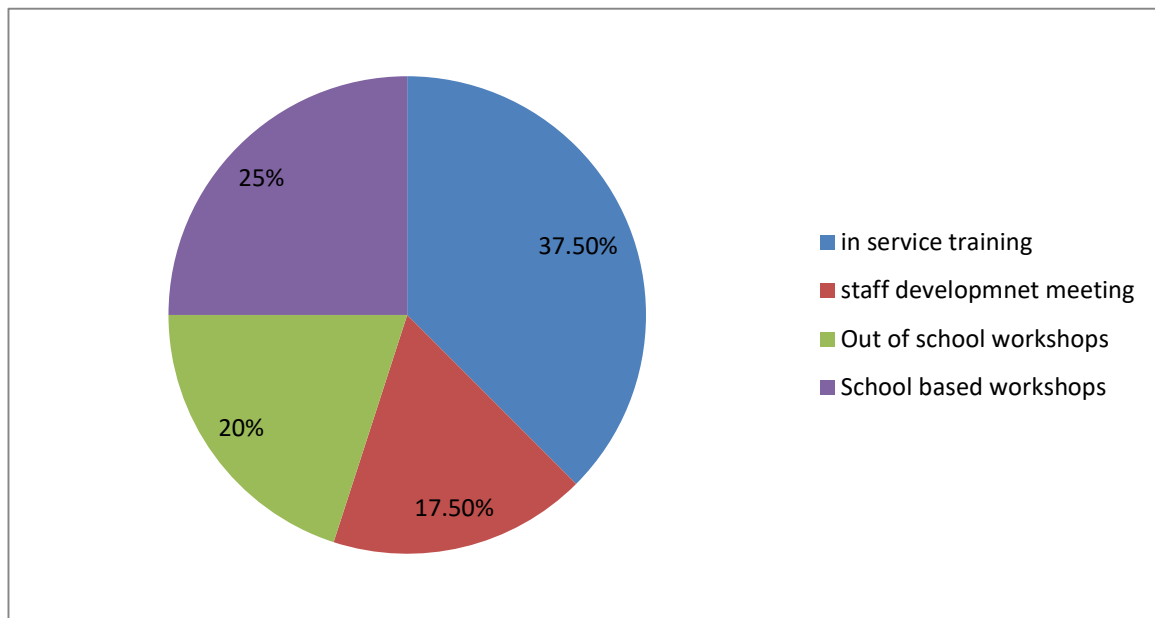
It showed that teachers, students and school heads agreed that positive discipline improves teacher-pupil relationship. This is also evident on the school heads interview responses which also showed that positive discipline improves teacher-pupil relationship. This is supported by the report of (UNICEF, 2008) which showed that positive discipline benefits all students because it creates supportive relationships. Naker and Sekitoleko (2009:29) also concurs with UNICEF

(2008) by highlighting that “... positive discipline improves relationships of students, teachers and parents.

The findings of teachers, students and school heads indicated that positive discipline creates a good learning environment and at improve academic achievement. This is supported by Oosthuizen (2009) who acknowledged that positive discipline creates a positive school climate that is conducive for good academic performance.

4.5 Theme: 3 Provisions which available for the implementation of positive discipline in secondary schools

Under this theme the researcher wanted to find the provisions which are available for the implementation of positive discipline in secondary schools.



Pie-charts 1: Teachers’ responses on provisions for implementing positive discipline

Data from the pie-chart above shows that (37, 5%) showed that in-service training is the provision that is available for implementing positive discipline, (25%) indicated that school

based workshops are the available provisions, (20%) showed that out of school workshops is the available provision while (17.5%) indicated that staff development meeting is the available provision for the implementation of positive discipline in secondary schools. Other provisions which should be made available besides the ones on the pie-chart will be presented below:

Teacher's responses on other provisions for implementing positive discipline in secondary schools. These are the other provisions which teachers made as other provisions for implementation of positive discipline.

- *Laid down policies*
- *Counselling*
- *Guidance and counselling*
- *Inviting key people from other*
- *Organizations to speak to students*
- *Clubs*
- *Workshops*
- *Discussions*
- *Peer education*
- *Seminars on positive discipline*

The above responses show that teachers had different suggestions on the provisions for implementing positive discipline. Laid down policies, counselling guidance and counselling were the popular responses. This shows that the majority were of the opinion that there should be laid down policies, counselling and guidance and counselling.

Students' responses on provisions for implementing positive discipline. Having shown the teachers' responses the researcher now presents students responses on available provisions for implementation of positive discipline. The responses are listed below:

- *Clubs*
- *Punishment*
- *Consultation*
- *Workshops*
- *Guidance and counselling*
- *Inviting motivational speakers*
- *Policy and circulars*

School heads also responded to the theme of provisions that promote implementation of positive discipline in the face to face interviews they had with the researcher. The following were their responses:

Head 1

In the morning before lessons begin, teachers are given thirty minutes registration time where they mark their registers and talk to their students so that they can get to know them better. The school also make use of parental involvement on disciplinary issues. The school also make recommendations for example recommending a child to learn at a nearby school if he or she comes to school late.

Head 2

Guidance and counselling is being taught by class teachers. Guidance and counselling head of department also carry out counselling sessions with students who have disciplinary problems.

Head 3

The school makes use of disciplinary committee and also makes use of parental involvement in issues of discipline and guidance and counselling is taught in all the classes.

Head 4

Guidance and counselling is taught to every student in the school. The school makes use of clubs like Youth Alive, Leons and Red Cross. Students are also encouraged to participate in sporting activities which encourages good sportsmanship rules.

Head 5

The school encourages every student to affiliate to a club for example interact, Leons and Youth Alive Clubs these encourage good behaviour. The school also makes use structure of bureaucracy that is the school head, deputy head and seniors' teachers which can be used by students if they have any grievances.

Whilst most teachers and students indicated that positive discipline creates a good learning environment most school heads emphasized improvement in teacher pupil relationship. Royal and Ross (1997) concur with teachers, students and the school heads by highlighting that positive discipline produce a conducive classroom environment since there will be quality relationships between teachers and students. The above discussion was on benefits of implementing positive

discipline the researcher now presents provisions which are available for the implementation of positive discipline.

Responses gathered from the teachers, and students showed that workshops are the available provisions for the implementation of positive discipline but (UNICEF, 2008) differs from the information gathered in this research. UNICEF (2008) considers the provision of developing teacher training manuals to guide existing teachers and teacher trainees on the implementation of positive discipline. This is also supported by PAN (2016) which considers teacher and parent training as a provision for implementing positive discipline in schools. Most teachers also indicated in-service training as another provision that should be made available. This is supported by (Weed, school, za/ documents/learner 2007) which showed that in South Africa the department of education is carrying out in-service workshops for teachers on implementing positive discipline.

Teachers and students also agreed on the use of clubs as a provision for the implementation of positive discipline as these encourage connection and belonging. This is supported by Raising Voices (2013) which noted that encouraging students to participate in school activities for example clubs and sporting activities helps to cultivate a culture of peer respect in students.

However teachers responses on other provisions which should be made available showed that there must be clearly laid down policies as a provision on the implementation of positive discipline in schools. This is in line with Rogers (2007) who highlighted that it is the responsibility of governments to develop guideline and laws that helps in implementing positive discipline in schools. He also added that these policies should be fine tuned now and again so that children's rights and responsibility are observed all the times by the members of the community.

However school heads responses differed with teachers and students' responses. Each school head had unique provisions. Head 1 mentioned registration period as the provision for implementing positive discipline head 2 and head 4 agreed on guidance and counselling being taught in schools as provision for implementing guidance and counselling. Mugabe (2013) concurs with school heads 2 and 4, he mentioned that counselling is the most popular method of curbing misconduct in schools without causing physical and psychological harm to the offender. Having looked at the provisions for implementing positive discipline the researcher now presents strategies that can be used to implement positive discipline successfully. The strategies which can be used are shown in figure 3.

4.6 Theme 4: Strategies which can be used to implement positive discipline successfully in secondary schools (N=40)

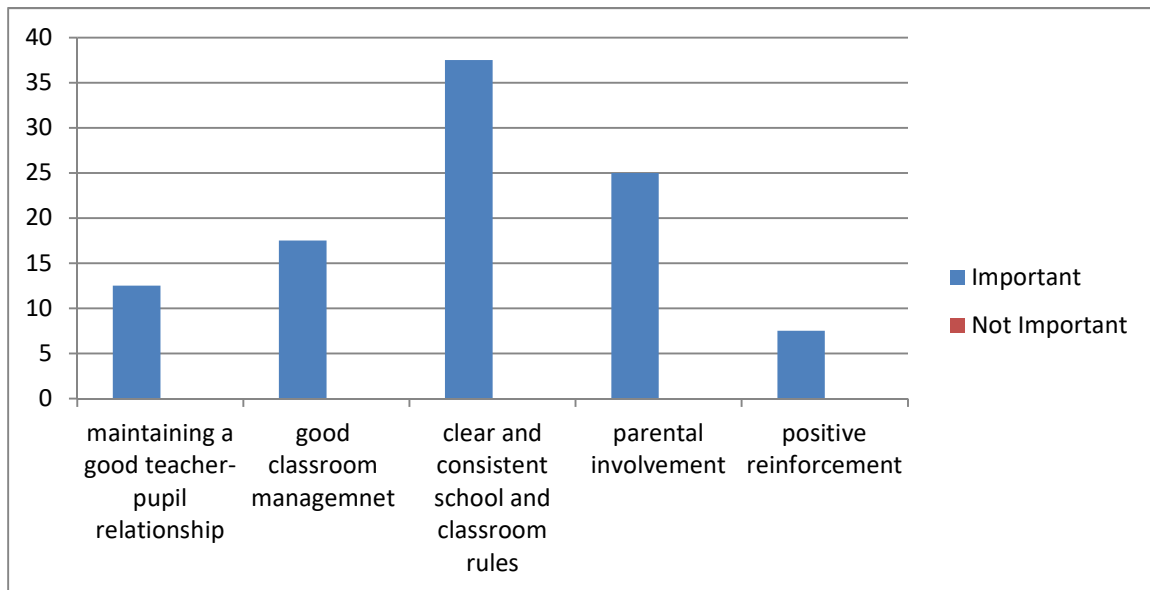


Figure 2: Teachers' responses on strategies for implementing positive discipline

Data presented in figure 3 reveals that (37, 5%) teachers showed that clear and consistent school and classroom rules is a strategy that can be used to implement positive discipline successfully, (25%) showed that parental involvement can be used as a strategy to implement positive

discipline successfully in schools, (17, 5%) maintained that good classroom management is a strategy that can be used to implement positive discipline successfully, (12,5%) teachers showed that maintaining a positive teacher pupil relationship is another strategy that can be used to implement positive discipline successfully, while (7, 5%) showed that positive reinforcement is the strategy that can be used to implement positive discipline successfully secondary schools. This shows that all the responses were important because no one indicated the strategy that is not important. Figure 4 shows the students' responses on strategies that can be used to implement positive discipline successfully in schools.

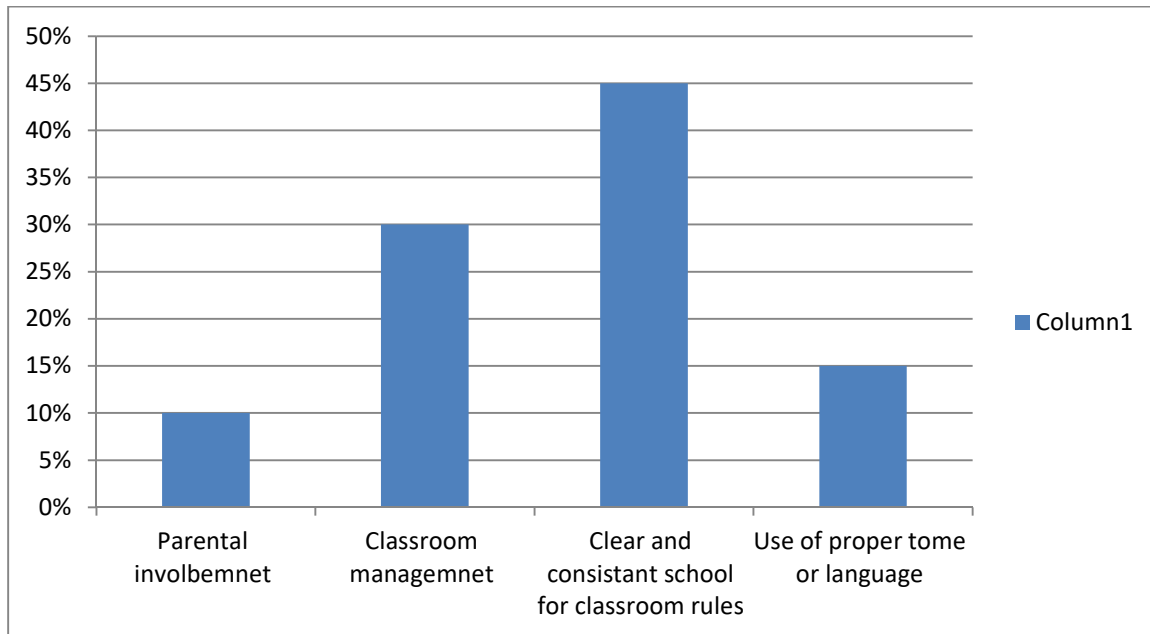


Figure 3: Students' responses on strategies that can be used to implement positive discipline in schools.

The graph shows that (45%) students showed that clear and consistent school and classroom rules is a strategy that can be used to implement positive discipline, (30%) showed that classroom management is a strategy to implement positive discipline successfully, (15%) indicates that use of proper tone or language is another strategy while (10%) showed parental

involvement as a strategy that can be used to implement positive discipline successfully in secondary schools. Schools heads also responded to the theme on strategies that can be used to implement positive discipline successfully in schools. The following are their responses from face to face interviews.

Head 1

Teacher –pupil ratio should be revisited so that teachers will have enough time to know their students. School curriculum should not be imposed on students by the system. There should be consultation with the students to come up with a policy.

Head 2

Teachers should be trained on positive discipline.

Head 3

School should involve students in making school rules schools should also make use of strategies like apologizing if a student does something wrong. Lastly schools should invite motivational speakers on drug abuse, discipline and physical abuse.

Head 4

Positive discipline should be implemented at home first and the teachers should be trained on how to implement positive discipline.

Head 5

Students, teachers and parents should be trained on positive discipline.

The findings on the strategies that can be used to implement positive discipline shows that teachers and students agreed in clear and consistent school and classroom rules this is supported by the high percentage of responses from both teachers and students. They are in agreement with Yudan (2013) who mentioned that discipline of learners is guided by clear school and classroom rules at the beginning of each school grade. This differed with the school heads' responses whereby head 2 and head 5 agreed that there should be training of teachers on positive discipline. This is in line with PAN (2016) who strongly agrees that teacher training on positive discipline is an effective strategy to achieve disciplined learners.

The findings on this item showed that both teachers and students strongly agreed (45%) that clear and consistent school and classroom rules is a strategy that can be used to implement positive discipline successfully. This is supported by Yudan (2013) who highlighted that in China discipline of learners is guided by clear school and classroom rules at the beginning of each school grade.

Both teachers and students agreed on classroom management as a strategy to implement positive discipline successful. Nelsen (2000) also agrees that classroom management is a strategy that can be used to implement positive discipline successfully.

Teachers, students and school heads also showed that parental involvement is another strategy that can be used to implement positive discipline successfully. This idea is supported by (Naker et al, 2009) who adds that school should notify parents whenever a student misbehave so that both the school and the parents should help each other to find solutions to the problems. But school heads responses differed, school head 1 and 3 mentioned that policies should be made in consultation with the students. This is supported by (Larson, 1998) cited by (Marzano, 2003) who highlighted that a modern code of discipline showed be developed with collaborative input

from students for this develops self discipline and responsibility in students which is one of the benefits of positive discipline.

4.7 Summary

This chapter revealed findings that the research study made on students, teachers and school heads on the implementation of positive discipline in Gweru Urban District Secondary Schools. It analysed the data which was collected from teachers and students through the use of questionnaires and the data which was collected from school heads through interviews results showed that positive discipline was being implemented in schools through guidance and counselling although they are no policies and circulars to guide on the proper implementation of positive discipline. The findings from school heads, teachers and students revealed that positive discipline has lifelong benefits like self discipline, good learning environment and improved academic performance. However some school heads and teachers cited lack of policies and circulars as the main draw back on the implementation of positive discipline secondary schools.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this final chapter, it is necessary to provide an overview of the study which includes chapters one to four. Conclusions on findings will be made. Finally recommendations, suggestions by participants and by the researcher will be made on implementation of positive discipline in secondary schools.

5.2 Summary of chapters

The main thrust of the study was finding out on implementation of positive discipline in Gweru Urban District Secondary Schools in the Midlands Province. This was investigated on the premises of Roger's client psychotherapy centred approach. Chapter one was concerned with the background information to the study where the researcher used the funnel approach on the implementation of positive discipline in schools. The background showed that positive discipline is being implemented internationally for example in the US, Australia, Malaysia, China, Uganda, Nigeria and South Africa. All these countries are benefiting from implementing positive discipline. Several strategies are being used to implement it successfully with the different provisions of implementing it. The chapter also looked at the statement of problem. It focused on implementation of positive discipline in secondary schools as way of curbing students misconducts which include bullying, verbal abuse, disrespect and general disorder. Positive discipline can also be implemented as an alternative to corporal punishment.

The main research question is, "How positive discipline is being implemented in Gweru Urban District Secondary Schools". The sub-research questions were also looked at. These were guidelines that exist for the implementation of positive discipline in secondary schools, benefits

of implementing positive discipline in secondary schools, provisions which are available for the implementation of positive discipline in secondary schools and how positive discipline can be implemented successfully.

Chapter one also looked at the significance of the study to the researcher, fellow teachers, parents and other stakeholders like the Ministry of Primary and Secondary Education. Positive discipline is an alternative to other punitive forms of punishment like suspension, expulsion suspension and corporal punishment hence the study is significant because students will benefit immensely from this research following the recommendations which permit effective strategies to be used by teachers. The ministry can be recommended to revisit policies on discipline.

The study was carried out in Gweru Urban District Secondary Schools in the Midlands Province only using descriptive survey design. Lack of adequate resources and time made it impossible for the researcher to carry out the research in all the Gweru Urban District Secondary Schools. Terms like positive discipline, discipline and implementation were also defined in this chapter.

Chapter two focused on the review of related literature on the implementation of positive discipline in secondary schools. The literature review was in connection to the sub-research questions. The first sub-research question focused on the guidelines for implementing positive discipline. The guidelines included policy and circulars, workshops, staff development and in-service training. Benefits of implementing positive discipline were also looked into. Related literature showed that positive discipline benefit the school, parents, students and teachers since students become responsible citizens in society. Conducive learning environment is created and this improves academic achievement of students. The third sub-research question looked at provisions for implementing positive discipline. Guidance and counselling is the available provision for the implementation of positive discipline in secondary schools.

The fourth sub-research looked at the strategies that can be used to implement positive discipline successful in secondary schools. These include classroom meetings, clear and consistent school rules, parental involvement and laid down policies.

Chapter three focused on research methodology and research design was described as basic plan to collect data. In this study descriptive survey research design was used to collect information from teachers, students and school heads on the implementation of positive discipline in schools. A sample was selected from the population which is defined as referring to all individuals, objectives, units or events that will be considered as any group on which information was obtained. Two research instruments were used that is the questionnaire for teachers and students, and face to face interview school heads. Quantitative data was presented in tables, graphs and pie-charts. Qualitative data from face to face interviews was analysed thematically. Triangulation was used in order to validate the data.

In chapter four the collected data was presented and analysed in descriptive form. The findings were presented under sub-headings which were linked to sub- research questions. Most respondents showed that schools are implementing positive discipline using guidance and counseling as a guideline. Positive discipline has several benefits for the school, students and the teachers. Workshops are the existing provisions for implementing positive discipline in schools. Different strategies can be used to implement positive discipline successfully in schools. This implies that educators and students have superficial knowledge about positive discipline. Therefore, it can be concluded that positive discipline is being implemented without Ministry policy and circulars thus it can be recommended that the Ministry of Primary and Secondary Education should come up of a policy document on positive discipline.

5.3 Conclusions

The following conclusions were drawn from the findings of the research study. These conclusions were guided by research questions.

5.3.1 What guidelines exist for the implementation of positive discipline in secondary schools?

The research study revealed that most teachers and school heads highlighted that guidance and counselling is the guideline that exist for the implementation of positive discipline in secondary schools. Students and teachers also revealed that guidance and counselling, assembly, Ministry policy, staff meetings and workshops for teachers and students are the guidelines for the guidelines for the implementation of positive discipline.

The research study revealed that in the absence of a policy document on positive discipline schools are implementing positive discipline because it is taught to all students at all levels. This information was authenticated by information from questionnaires and school heads interviews. Hence the research concluded that educators and students are informed about positive discipline in Gweru Urban District Secondary Schools and positive discipline is being implemented in secondary schools. Guidance and counselling, assembly, Ministry policy, workshops and staff development meetings are the guidelines for the positive discipline.

5.3.2 What are the benefits of implementing positive discipline in secondary schools?

Findings from the research study revealed that positive discipline had several benefits to the school, teacher and to the students. These include improvement in teacher-pupil relationship, improved academic achievement, self discipline and creation good or conducive learning

environment. The school also benefit because positive discipline creates a better learning environment where students can participate freely without fear and stigma. As a result the students will take pride in their schools. Once the learning environment is conducive for learning, learning outcomes also improve because students will become responsible and they would feel safe.

Teachers will also benefit from positive discipline because there no less disruption in class, students become responsible for their mistakes and they also learn from their mistakes. Hence there is reduction in expulsion, suspension and exclusion of students from school. This makes teachers to feel satisfied with their work and there is no teacher burn out.

5.3.3 What provisions are available for the implementation of positive discipline in secondary schools?

From the findings it can be concluded that in-service training and workshops for teachers are the available provisions for implementation of positive discipline in schools. Students indicated that clubs are the available provision for implementing positive discipline in secondary school for these clubs help learners to develop socially, morally and academically. School based workshops, clubs and out of school workshops are other provisions for the implementation of positive discipline secondary schools. These help to train teachers and students about positive discipline.

5.3.4 How can positive discipline be implemented successfully in secondary schools?

The research study showed that several strategies can be used in order to implement positive discipline successfully in secondary schools. Parental involvement and workshops on positive discipline are the other strategies that can be used.

However the results also showed that teachers feel there is need for a policy document on positive discipline in order for these strategies to be implemented successfully. The policy will have clearly laid down guidelines which can be followed when implementing positive discipline. Students also revealed that counselling at assembly can also be used to implement positive discipline successfully. Teachers also revealed that good classroom management is another important strategy that can be used to implement positive discipline and school heads concluded that teachers, parents and students must be trained about positive discipline in order for it to be implemented successfully. School heads also concluded that students must be involved in policy making in order to implement positive discipline successfully.

5.4 Recommendations

It is important that after collecting, analyzing and discussing data in relation to the stated problems, some recommendations must be made to improve or correct the phenomenon under study. In this research study the researcher had come up with a number of recommendations based on the findings of the research.

- The Ministry of primary and secondary education should come up with a policy document on positive discipline. This will advocate that school discipline must be

administered in a manner consistent with the child's human dignity and in conformity with the U.N Convention on the Rights of the Child (Article 28).

- The Ministry must ensure that all secondary schools implement positive discipline as an alternative to corporal punishment in order to create safe learning environments and increase academic achievement in schools.
- Guidance and counselling should be taught by trained personnel who can handle students' emotional, physical and psychological needs without harming them. The department must be provided with proper infrastructure in order for the teachers to carry out their duties professionally.
- Teacher-pupil ratio should be reduced in order to enable the teacher to know the learners more and develop a positive relationship and accord students more time. Teachers are overburdened by large classes which makes it impossible for the teachers to know the students personally and develop positive relationship with the students.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

I am a student at the Midlands State University doing Masters Degree in Educational Psychology. I am conducting a research on students, teachers and school heads on implementation of positive discipline in Gweru Urban Secondary Schools in the Midlands Province. You are kindly asked to respond to the questionnaire items below. The information you will provide will be used for academic purposes and will remain confidential. Your cooperation is kindly appreciated.

Please tick (✓) the relevant answer or fill in.

1. Workshops help as guidelines in implementing positive discipline in your school.

True

Not True

Not sure

2. Guidance and counselling misconduct in secondary schools.

Agree

Disagree

Strongly agree

Not sure

3. Ministry policy on positive discipline create a safe school environment.

True

Not True

4. Positive discipline is a form of correcting students in ways that will help them to learn from their mistakes and to be responsible for their own behaviours.

Important

Not important

5. Positive discipline teaches students to become responsible, respectful and resourceful members of the community.

Agree

Strongly agree

Disagree

Strongly disagree

Not sure

6. Suggest any other benefits of implementing positive discipline in secondary schools.

.....
.....

7. School guidance and counselling makes important contribution to the social, academic and personality development of school children.

Important

Not important

8. Besides guidance and counselling suggest any provisions available for the implementation of positive discipline in your school.

.....

9. Indicate the most important strategy your school can use in order to implement positive discipline successfully. Tick where appropriate.

Strategy	Important	Not important
Classroom management		
Class meeting		
Parental involvement		
Use of proper language		
Teaching about positive discipline to parents		
Clear and consistent school and classroom rules		
Positive reinforcement		
Counselling		
Proximity control		

10. Suggest any other strategies that can be used to implement positive discipline in secondary schools.

.....

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

I am a student at the Midlands State University doing Masters Degree in Educational Psychology. I am conducting a research on students, teachers and school heads on implementation of positive discipline in Gweru Urban Secondary Schools in the Midlands Province. You are kindly asked to respond to the questionnaire items below. The information you will provide will be used for academic purposes and will remain confidential. Your cooperation is kindly appreciated.

Please tick (✓) the relevant answer or fill in.

1. Sex Male Female

2. Age

20-30 years

31-40 years

41-49years

50 years and above

3. Indicate your professional qualifications

Diploma in Education

Degree and Post Graduate Diploma in Education

Certificate in Education

4. What forms of positive disciplinary measures have been proposed to replace corporal punishment in secondary schools?

.....

.....

5. Is there any circular to guide teachers on the implementation of new discipline measures?

Tick where appropriate.

Staff development on positive discipline	
Workshops	
In service training	

6. In your opinion positive discipline means:

Definitions	True	Not true
A modern form of discipline which moulds young individuals to be responsible in their societies		
A form of correcting of students that will help them to learn from their mistakes and to be responsible for their behaviours		

7. The implementation of positive discipline in your school is important in the following ways.

Tick where appropriate.

Benefits	Not important	Important
Maintaining learner's self-esteem		
Improve teacher- pupil relationship		
Development of self discipline in learners		
Creates conducive classroom		
Learning environment		
Improved academic achievement		
Reduction in suspension and expulsion of learners		

8. Suggest any other benefits of implementation of positive discipline in secondary schools.

.....

9. Identify provisions to promote the implementation of positive discipline in secondary schools?

Provision	Important	Not important
In service training		
School based workshops		
Out of school workshops		
Staff development meetings		

10. Suggest any other provisions which should be made available in secondary schools for proper implementation of positive discipline.

.....

11. Which of the following strategies do you consider to be relevant in implementing positive discipline in secondary schools?

Strategy	Relevant	Not relevant
Maintaining a positive teacher pupil relationship		
Good classroom management		
Clear and consistent school and classroom rules		
Developing self discipline in learners		
Use of proper language when communicating with learners like appropriate voice		
Positive reinforcement		
Counselling		
Parental involvement		
Proximity control		

12. Suggest any other strategies that can be used to implement positive discipline in secondary schools.

.....

APPENDIX C

INTERVIEW GUIDE FOR SCHOOL HEADS

1. What guidelines exist for the implementation of positive discipline in secondary schools?
2. What are the benefits of implementing positive discipline in secondary schools?
3. What provisions are available for the implementation of positive discipline in secondary schools?
4. How can positive discipline be implemented successfully in secondary schools?

Chaplin High School
P. O. Box 140
Gweru

13/09/2016

The Secretary
Ministry of Primary and Secondary Education
P.O. Box 8022
Harare

REF: APPLICATION FOR PERMISSION / CLEARANCE TO CONDUCT RESEARCH

I am seeking permission to conduct research in your schools. I am studying for a Master of Education Degree in Educational Psychology in the Midlands State University.

I would like to carry out the research in Gweru District of Midlands Province. My study topic is **Implementation of positive discipline in Gweru Secondary Schools**. I would like to carry out the study at the following secondary schools:

Chaplin High School
Nashville High school
Mkoba 1 High School
Mkoba 3 High School

Yours faithfully

.....
Timburwa Mercy

