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IMPLEMENTATION OF STRATEGIES USED TO MAINTAIN POSITIVE DISCIPLINE IN SECONDARY SCHOOLS IN BULAWAYO METROPOLITAN PROVINCE, ZIMBABWE: TOWARDS A HOLISTIC POSITIVE DISCIPLINE MANAGEMENT MODEL

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A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION FACULTY OF EDUCATION AT THE UNIVERSITY OF FORT HARE

PROMOTER

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ABSTRACT

The use of positive discipline management strategies in Zimbabwean schools has sparked debate among education practitioners, members of the civil society and other stakeholders. The arguments for and against the use of positive discipline management strategies has been triggered by the concerns over the use of negative discipline strategies in most schools in Zimbabwe. In the recent past, many stories have appeared on media showing the abuse of power by some education practitioners leading to this outcry. In response to this on-going debate, this study explored strategies used by educationists to maintain discipline in Bulawayo Metropolitan Province secondary schools in Zimbabwe, paying particular attention to the implementation of positive discipline management strategies. The study was located in the interpretive paradigm and it used the qualitative approach, and case study design to examine the issues under review. Purposive sampling technique was used to select participants who were rich informants and these included Education Officers, school heads, school counsellors, members of the disciplinary committees, prefects and School Development Committee chairpersons. Data was solicited through face to face interviews, focus groups and document analysis. The study established that positive discipline management strategies which comprised the code of conduct, guidance and counselling, teaching social skills, school-wide positive behaviour support, communication, positive reinforcement, modelling positive behaviour and training were implemented in the selected secondary schools but in varied ways. In contrast, the study revealed that selected schools faced challenges as some teachers still used traditional methods of disciplining learners which were unlawfully administered, there was also lack of qualified counsellors, insufficient financial resources which hindered the training of members of staff and parents, and limited transport services which impeded the monitoring of implementation of positive discipline management strategies in secondary schools by the Education Officers. Despite the hindrances experienced, this study found that there were pockets of good practices in implementing positive discipline management strategies. For example, during the implementation of the code of conduct strategy, the learners' input was included in crafting the codes of conduct, discipline issues were also included in the parents' meeting agenda, and learners who breached the code of conduct were counselled. In implementing the guidance and counselling strategy learners actively participated in clubs, peer counselling, accessed counselling services anytime regardless of the counsellors' tight schedules, counselling facilities were improvised, and the school counsellors used multiple counselling methods to respond to the needs of individual learners. It was further revealed that in the implementation of the teaching social skills strategy learners were involved in community service. As for monitoring and support, the study found that the Education Officers organised workshops and facilitated in training of school heads and teachers regardless of the transport challenges they were facing. The study concluded that selected secondary schools used several strategies to maintain positive discipline and these included rewarding learners who have shown good conduct throughout the year, inviting parents to school if their children have shown unbecoming behaviour and use of prefects and members of staff as role models. Additionally, the members of school community were involved in

the implementation process in different capacities and roles. For effective implementation of positive discipline strategies, the study recommended that, there should be interactive participation of all members of the school community and integration of all positive discipline management strategies during the implementation process. Furthermore, based on the findings of the study and extensive literature search, the researcher proposed an alternative model for implementing positive discipline management strategies that may result in good practices in secondary schools.

DECLARATION

I hereby solemnly declare that, to the best of my knowledge and belief, this thesis entitled **"Implementation of strategies used to maintain positive discipline in secondary schools in Bulawayo Metropolitan Province, Zimbabwe: Towards a holistic positive discipline management model"** is my original work. It has not been submitted to any other institution of higher learning for the award of any degree or qualification. Where I have used information from the published or unpublished work of other scholars, I have acknowledged such sources both in the text and in the list of references.

Lwazi Mlalazi May 2015

Signed ……. Date…….

DECLARATION ON PLAGIARISM

I, **Lwazi Mlalazi**, student number **201315384** hereby declare that I am fully aware of the University of Fort Hare's policy on plagiarism and I have taken every precaution to comply with the regulations.

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DECLARATION ON RESEARCH ETHICS CLEARANCE

I, **Lwazi Mlalazi,** student number **201315384** hereby declare that I am fully aware of the University of Fort Hare's policy on research ethics and I have taken every precaution to comply with the regulations. I have obtained an ethical clearance certificate from the University of Fort Hare's Research Ethics Committee and my reference number is: **REM021SMLA01.**

Signature……

DEDICATION

I dedicate this work to my late parents Mr. Mnyanga Josiah Mlalazi and Mrs. Ennie Qopheni Maphosa-Mlalazi who passed on before seeing this greatest achievement, my beloved husband Obed, our daughters Nompilo and Zithelo, and our son Njabulo.

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ACRONYMS

'A' Level: Advanced Level

AERA: American Educational Research Association

AIDS: Acquired Immune Deficiency Syndrome

BEM: Boy Empowerment Movement

BEST: Building Effective Schools Together

EOs: Education Officers

GDI: Girl Development Initiative

GEM: Girl Empowerment Movement

HIV: Human Immune Virus

JCT: Justice for Children Trust

MOPSE: Ministry of Primary and Secondary Education

NAC: National AIDS Council

NGOs: Non-Governmental Organisations

PBS: Positive Behaviour Support

PEDs: Provincial Education Directors

RCCP: Resolving Conflict Creatively Programme

SDC: School Development Committee

SU: Scripture Union

SWPBS: School-wide positive behaviour support

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNICEF: United Nations Children's Education Fund

USA: United States of America

YMCA: Young Men Christian Association

ZRP: Zimbabwe Republic Police

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

Globally, for effective instruction delivery to take place in any educational institution, discipline should prevail. Discipline is a prerequisite to almost everything a school has to offer learners (Seifert & Vornberg, 2002). Hence, it is necessary to absolutely direct learners to exhibit acceptable attitude and behaviour within and outside the school (Nakpodia, 2010). Society expects schools to provide learners with a safe environment where they can be academically and socially successful (Levin & Nolan, as cited in Ward, 2007). Accordingly, schools should endeavour to create a safe environment for all members of the school community, an environment that is conducive to learning. This chapter, therefore, contextualises the study which examined the implementation of strategies used to maintain positive discipline in Bulawayo Metropolitan Province secondary schools. The background of the study, statement of the problem, research questions, purpose of the study, significance of the study, delimitations of the study, limitations of the study, operational definition of key terms, and chapter outlines are presented in this chapter.

1.2 Conceptualising discipline

School discipline relates to the functioning of the school community through a system of relationships, rules, rewards and sanctions designed to progressively develop self-discipline within learners (Mathe, 2008). School discipline can also be viewed as the system of rules, punishments and behavioural strategies appropriate to the regulation of learners and maintenance of order in schools (Richard, 2003). Discipline implies a measure of control, without which there would be anarchy and chaos, and learning would be ineffective (Mwamwenda, 2004). Thus, effective teaching and learning in schools is only possible in an orderly environment (Richard,

2003). Indiscipline on other hand refers to learner behaviour that deviates from school expectations (Koutselini, 2002). Indiscipline can also be viewed as disruptive behaviour that significantly affects the rights of other learners and teachers to feel safe, to be treated with respect and to learn (Mabeba & Prinsloo, 2000). Cases of learner indiscipline have impacted negatively on teaching and learning in schools (Zulu, Urbani, Van der Merwe & Van der Walt, 2004).

Two major goals of discipline at a school are to ensure the safety of the staff and learners, and to create an environment conducive to learning and teaching (Joubert, De Waal & Rossouw, 2004; Bear, 2010). Discipline is necessary for the attainment of quality education and success at a school (Elliot, Ebutt, Gibson, Bridges & Nias, as cited in Mbatha, 2008). It is important for educators to find effective ways of dealing with discipline problems. Effective control and maintenance of a disciplined learning environment is a prerequisite for conducting the core business of the school, which is teaching and learning (Maphosa, 2011). Discipline in the raising and teaching of learners is necessary if they are to become social, productive, and responsible adults. The purpose of discipline is to encourage moral, physical, and intellectual development, and a sense of responsibility in learners. It is therefore imperative that best and effective ways of behaviour management are employed to ensure the development of appropriate character for the learners (Sanderson, cited in Maphosa, 2011).

Basically, there is positive discipline and negative discipline management. Positive discipline management entails guiding learners' behaviours and helping them take responsibility for making good decisions and understand why those decisions are in their best interest. Learners learn and ultimately develop self-discipline without fear, and coercion of external forces (Naker & Sekitoleko, 2009). Positive discipline management encourages the use of non-punitive methods and should be for teaching valuable social and life skills in a manner that is respectful and encouraging for learners, teachers and parents. Positive discipline management is based on the understanding that discipline must be taught and that discipline teaches (Maphosa, 2011). Discipline is not about focusing on an individual's behaviour when it occurs. Instead, it involves adopting a holistic approach towards developing and maintaining positive learning that encourages and affirms appropriate behaviour in all

circumstances (Squelch, 2000). Such a holistic approach involves viewing the school as an integrated system and ensuring that the interrelated parts, that is, teachers, learners, parents and the community work together and contribute to sustainable behaviour management, which will ultimately result in discipline in the school and environment conducive to learning (Mbatha, 2008). The issue of positive discipline management, therefore, entails the prevention of indiscipline and thrives on the use of proactive, empowering and cooperative approaches to the management of learner behaviour (Maphosa, 2011). Thus, positive discipline management is one of the key characteristics of an effective school (Squelch, 2000).

Negative discipline management, which is also referred to as traditional discipline management is based on reactive responses as opposed to proactive approaches (Anderson, 2009). Negative discipline management in schools might take the form of corporal (physical) or emotional punishment, carried out by teachers and other school staff, in the belief that these are the correct means of disciplining, correcting, controlling, educating, or modifying the behaviour of the learner (Ennew, 2008).

Physical punishment has physical, psychological, behavioural and developmental consequences in learners. In physical consequences, learners can be physically harmed through the use of punishment (Naker & Sekitoleko, 2009). Verbal assaults, humiliation, ridicule and assaults on dignity, intended to reduce learner's confidence, self-esteem or dignity affect the learner psychologically (Ennew, 2008). Negative discipline management goes beyond just the actual forms of punishment; it also describes a system where learners are not allowed to participate in their own disciplinary processes (Ennew, 2008). The continued use of negative strategies can cultivate resentment in learners and in many cases lead to passive-aggressive behaviours, an increase in learner alienation and misbehaviour, and possibly a need to seek revenge (Dupper & Dingus, 2008; Alderman, 2001). Rather than improving learner behaviour, punitive strategies increase the likelihood that learners will fall behind academically and drop out of school. Negative discipline strategies contribute to an unhealthy school atmosphere affecting learners and teachers alike (Dignity in Schools Campaign, 2012). Hence, it becomes clear that negative discipline management increases unwanted negative feelings in learners which actually worsen disciplinary issues (Maphosa, 2011).

When disciplinary measures are employed, human rights issues have to be considered. The United Nations Convention on Child's Rights (1989) Article 19 states that children should be protected from all forms of violence. That is, children have a right to be protected from being hurt and mistreated, physically or mentally. But still, in terms of discipline, the Convention does not specify the forms of punishment to be used, just that any form of discipline involving violence is unacceptable. The Convention further states that there are non-violent ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour. In response to these stipulations, most of the countries in the world that are signatories to the Convention have abolished corporal punishment in schools (Makwanya, Moyo & Nyenya, 2012). For instance, the Constitution of Zimbabwe (2013) Chapter 2 Article 2.11 (c) states that the State must adopt reasonable policies and measures to ensure that children are protected from maltreatment, neglect or any form of abuse.

Given the current situation where emphasis is on human rights and children's rights, the world is turning more towards positive strategies of maintaining discipline in schools. However, many countries still face challenges of implementing positive strategies to maintain discipline in schools. Research shows that in the United States of America (USA) corporal punishment, suspension and expulsion are some of the negative strategies used to maintain discipline in some schools (National Association of School Psychologists, 2006; Warren, 2007; Ward, 2007; Thurau & Wald, 2009; American Psychological Association Zero Tolerance Task Force, 2008). A study conducted in Nigeria by Nakpodia (2010) indicated that schools employed various discipline strategies which included corporal punishment, suspension and expulsion. In Kenya, Simatwa (2012) observed that schools used a wide range of strategies to manage learner behaviour which encompassed expulsion, suspension, caning, physical punishment, detention and reprimanding. In South Africa, studies conducted showed that schools used an array of strategies which included corporal punishment, expulsion and suspension (Maphosa, 2011; Masitsa, 2008; Allie, 2001; Maphosa & Shumba, 2010; Matseke, 2008; Bilatyi, 2012; Mbatha, 2008).

1.3 The Zimbabwean situation

In Zimbabwe, secondary schools have not been spared from discipline problems; teachers and school heads were, and continue to be burdened by learners' disciplinary problems. Some of the discipline problems include sexual misconduct, bullying, insubordination, drug and alcohol abuse, destruction of property, violence and assault (Ministry of Education and Culture, 1993, p. 101). In response to issues of indiscipline and/or discipline in schools, the Ministry of Primary and Secondary Education (MOPSE) issued guidelines on how schools should maintain discipline. According to MOPSE discipline at a school is the net result and sum total of a situation in which learners and staff find, and feel that they are happy to follow and support the school's system and regulations without question. As a result, indiscipline should be rare and the need for punishment minimal in such a situation (Ministry of Education and Culture, 1993, p. 98). The MOPSE states that in order for schools to achieve effective order and discipline, there should be among others a list of minimum rules for smooth running of the school, recognised channels of communication, a guidance and counselling programme, sensitivity to the needs of staff and learners, and use of punishment if necessary (Ministry of Education and Culture, 1993, p. 98-104; Ministry of Education, Sports, Arts and Culture, 1999). Considering the current situation where emphasis is on human rights and children's rights, there has been a move from negative to positive strategies of maintaining discipline in schools. The MOPSE issued guidelines on positive strategies of maintaining discipline which all schools have to adopt. These discipline strategies are briefly elaborated below.

1.3.1 Rules/Policies

The enforcement and administration of proper school discipline requires transparent school rules, to which both teachers and learners contribute in the formulation and execution (Ministry of Education and Culture, 1993; Ministry of Education, Sports, Arts and Culture, 1999). Such rules are more likely to be effectively implemented than those imposed from above by the school head (Masekoameng, 2010). Rules in a school are essential as they guide learners in the kind of behaviour expected and explain the standard of behaviour a school has to maintain (Masekoameng, 2010).

Rules foster a culture of teaching and learning, mutual respect, accountability, tolerance, co-operation and personal development within the school and surrounding environment (Stevens, Wyngaard & Van Niekerk, 2001). In addition, the purpose of school rules and consequences of infringing them should be clearly explained to learners (Kindiki, 2009). School rules should be displayed on the noticeboard at the school so that they are easily observable by all the learners (Masekoameng, 2010).

1.3.2 Clear channels of communication

A well-disciplined school should have clearly defined channels of communication (Ministry of Education, Sports, Arts and Culture, 1999). Among channels that are recommended for effective communication in the school are staff meetings, parents meetings, letter to parents, individual and group discussions with staff and learners. The school head should communicate with the learners all the time about happenings in the school. Prefects, monitors, head learners, and house masters should be used to communicate discipline issues at school (Ministry of Education and Culture, 1993). The schools should realise that learners have enormous power and energy to which if not tapped and used positively, can work against the school (Ministry of Education and Culture, 1993). Kindiki (2009) adds that schools should have clear channels of communication such as assemblies, meetings, newsletters or school website. Proper hierarchy of authority to whom grievances are forwarded is also essential in schools so that proper action could be taken to solve the problems (Kindiki, 2009).

1.3.3 Establishment of guidance and counselling programmes

The MOPSE stated that schools should establish guidance and counselling programmes as a strategy of maintaining discipline in schools. Through guidance and counselling learners are sensitised about the dangers of sexual misconduct, alcohol and drug abuse. Learners joining the school for the first time should be oriented into getting to know the staff, physical environment, rules and regulations, co-curricular activities available in the school, school time-table, and issues pertaining to homework, tests and examinations. New learners in a school should also be informed on handling situations involving bad friends and bullying by other learners (Ministry of Education and Culture, 1993). The schools should appoint

guidance and counselling coordinators and provide adequate space and time for guidance and counselling activities (Maturure, 2004). Each school should have a team of male and female school counsellors so that all learners could be assisted accordingly (Ministry of Education, Sports, Arts and Culture, as cited in Chireshe, 2006). In addition, one period per class per week on the school time-table should be allocated to guidance and counselling (Ministry of Education, Sports, Arts and Culture, as cited in Chireshe, 2006).

1.3.4 Sensitivity to needs of staff and learners

To achieve order and discipline in schools, schools should be sensitive to the needs of staff and learners, although always maintaining a firm, business like but fair atmosphere. The needs of staff among others could be security at work, recognition of their performance, social needs and staff development needs (Ministry of Education and Culture, 1993). Teachers' morale could be improved positively if the environment is peaceful, they are praised for their efforts and achievements, and if their social problems are dealt with effectively (Don Reis, as cited in Masekoameng, 2010). The school head should know the competencies and weaknesses of his/her staff so that he/she can assign roles and responsibilities appropriately for maximum productivity (Ministry of Education and Culture, 1993). In addition, teachers should be developed in ways of dealing with learner discipline effectively (Adams, 2005). If the needs of teachers are not met, their morale towards work can diminish. Incompetence, not being punctual at work and absenteeism can potentially increase among teachers. This can have a negative impact on learners' behaviour as the learners will observe the behaviour of their teachers and imitate the teachers (Mbatha, 2008).

The needs of the learners should also be attended to by the schools. Learner needs include security from harsh treatment, bullying, theft and sexual abuse. Learners also need recognition which encompasses rewarding good work, achievement or positive behaviour demonstrated by the learner. The school head should also know the learners individually and care about and be able to solve their individual problems (Ministry of Education and Culture, 1993). This will motivate the learners to learn and will possibly minimise discipline problems at school. If learners' needs are not met and they lack motivation to learn, the situation may become chaotic with

learners demonstrating disruptive behaviour such as bullying, defiance of school rules and vandalism of school property (Moloi, 2002). Thus, schools should realise that learners need to be safe, loved, respected, understood and shown empathy, and valued. This will minimise cases of indiscipline in schools (Hao, 2009).

1.3.5 Negative ways of maintaining discipline

If the schools find it necessary to punish learners in order to maintain discipline in the school, they should look for the causes of indiscipline before resorting to punishment. Though corporal punishment is acceptable in Zimbabwean schools, it should be only for severe or prolonged offenses and should be administered within the MOPSE's regulations (Ministry of Education, Sports, Arts and Culture, 1999). Corporal punishment should not be used regularly or hastily and not administered on girls. The school head should be aware that if a learner sustains injury as a result of corporal punishment, the person responsible may face prosecution (Ministry of Education and Culture, 1993; Ministry of Education, Sports, Arts and Culture, 1999). Corporal punishment should be administered only by the school head or a teacher to whom authority has been delegated by the school head, or any other teacher in the presence of the school head. Corporal punishment should be inflicted on the buttocks with a suitable strap, cane or smooth light switch (Ministry of Education, Sports, Arts and Culture, 1999; Shumba, Mpofu, Chireshe & Mapfumo, 2010; Shumba, Ndofirepi & Musengi, 2012). The school head is required by the law to keep a register or record of all cases of corporal punishment (Ministry of Education, Sports, Arts and Culture, 1999; Shumba et al., 2010; Shumba et al., 2012; Ametepee, Chitiyo & Abu, 2009).

Other acceptable forms of punishment that can be used to maintain discipline in schools are reparation where a learner is required to repair or pay for damage or restore the neatness of anything disturbed by him/her. Loss of privileges where a learner might lose all or part of an activity he/she likes because of not doing an assignment (Ministry of Education and Culture, 1993). Schools may suspend, exclude or expel learners for severe cases of indiscipline such as sexual misconduct, insubordination, taking drugs and intoxicating liquors, theft, fighting using dangerous weapons, vandalism of school property, protracted absenteeism or truancy without valid reason and fraudulent practices in public examinations (Ministry of Education

and Culture, 1993; Ministry of Education, Sports, Arts and Culture, 1999). Hence, schools should always adhere to the provisions of Secretary's Policy Circular Number P 35 of 1999 whenever punishment is administered to a learner (Ministry of Education and Culture, 1993).

The discipline strategies outlined by the Ministry of Education and Culture (1993) and Ministry of Education, Sports, Arts and Culture (1999) include both positive and negative discipline management strategies. However, emphasis is on use of positive discipline management strategies in schools. In addition, the MOPSE has put in place some monitoring and inspection visits aimed at assisting schools to focus on the use of positive discipline strategies in the maintenance of discipline in schools. Workshops have also been conducted as a way of empowering schools on how to implement positive discipline management strategies (Bowora, 2010).

Despite the guiding policies discussed above, concerns and complaints were raised by parents, learners and other stakeholders through the media regarding strategies used in some secondary schools to maintain discipline. It was alleged that learners no longer felt safe at school as they were constantly being exposed to bashing, torture and even murder (Sibanda, 2013, the Zimbabwean newspaper reporter). Excessive use of traditional discipline strategies in some schools raised concerns among parents, learners and other stakeholders. Examples of some of the allegations raised in the media are documented below.

In Mwenezi District, a school head assaulted a male learner because he was found out of school bounds and the learner was admitted in hospital with serious brain damage (Newsday reporter, 2011). A high school learner also died after he was allegedly struck with a cricket bat by the school's sports director (Newsday reporter, 2011). In another shocking incident, a school head forced a female learner to undress before severely assaulting her (Nhambura, 2011, the Chronicle newspaper reporter). At a certain boarding school, some learners were barred from accessing food from the school's dining hall by school authorities because they had lost their branded school dinner plates. As a result learners stole a pig from the school sty and roasted it because of hunger. The learners were expelled from the school. The parents of the expelled learners complained that the school was responsible for

planting the seed of theft in their children (Gore, 2012, the Herald newspaper reporter).

Concerns and complaints by stakeholders were also raised pertaining to some of the disciplinary strategies used by some schools, such as ordering the learners to stand or kneel in the blazing sun for hours because learners have been making noise in class (Makwanya et al., 2012; Simatwa, 2012). Some teachers used vulgar language, humiliation and negative labelling of learners, which affected the learners' emotions (Shumba, 2002). Consequently, fear of being ridiculed, harassed, threatened and ostracised at school interfered with the learners' ability to learn. According to Mathe (2008) learners would feel angry, depressed, afraid, disempowered and have low levels of self-esteem.

Given the above concerns and observations by media and informally by some stakeholders, it is really not clear what is taking place at the school level in terms of the implementation of positive discipline management strategies. That is, although MOPSE has recommended the use of positive discipline management strategies in schools it is not clear how the strategies are being implemented.

Many studies conducted on discipline management in Zimbabwean schools have focused on negative or traditional discipline management strategies (Maphosa, 2011; Masitsa, 2008; Maphosa & Shumba, 2010; Shumba et al., 2012; Simatwa, 2012; Smit, 2010; Mtsweni, 2008; Simiyu, 2003; Makwanya et al., 2012). Shumba et al. (2012) carried out a study on challenges faced by teachers on use of corporal punishment in Masvingo Province. The findings of the study showed that there were 17 cases of unauthorised corporal punishment in schools committed by teachers which were reported to MOPSE. The study also revealed that some of the perpetrators were discharged from the teaching service. Makwanya et al. (2012) conducted a study on the perceptions of the stakeholders towards the use of corporal punishment in Bulawayo Metropolitan Province Schools. They found that teachers felt disempowered by not being allowed to use corporal punishment to discipline learners.

In the light of the discussion above, this study examines how strategies used to maintain positive discipline in secondary schools in Zimbabwe are implemented. The study also explores what is taking place on the ground at the school level. It was also

observed by some stakeholders that there are pockets of very good practices whereby some schools in both urban and rural areas are implementing positive discipline management strategies (Newsday Reporter, 2011; Mlalazi, personal communication, November 12, 2013). Good practice in this context means creative and sustainable practice that provides effective response based on the idea of direct knowledge utilisation which enhances positive discipline management in schools (UNESCO, 2010). Although many studies have been carried out on the implementation of discipline management strategies, most of these have focused on the negative or traditional discipline management strategies, leaving a gap on how the positive strategies are implemented in schools. This study therefore, examines how positive discipline management strategies are implemented in Bulawayo Metropolitan Province Secondary Schools in Zimbabwe. It also focuses on pockets of good practices with the aim of developing a holistic positive discipline management framework.

1.4 Statement of the problem

Given the above concerns and observations by media and informally by some stakeholders, it is really not clear what is taking place at the school level in terms of the implementation of positive discipline management strategies. That is, although MOPSE recommended the use of positive discipline management strategies in schools, it is not clear how the strategies are being implemented.

Many studies conducted on discipline management in Zimbabwean schools have focused on negative or traditional discipline management strategies (Maphosa, 2011; Masitsa, 2008; Maphosa & Shumba, 2010; Shumba et al., 2012; Simatwa, 2012; Smit, 2010; Mtsweni, 2008; Simiyu, 2003; Makwanya et al., 2012). Shumba et al. (2012) carried out a study on challenges faced by teachers on use of corporal punishment in Masvingo Province. The findings of the study showed that there were 17 cases of unauthorised corporal punishment in schools committed by teachers which were reported to MOPSE. The study also revealed that some of the perpetrators were discharged from the teaching service. Makwanya et al. (2012) conducted a study on the perceptions of the stakeholders towards the use of

corporal punishment in Bulawayo Metropolitan Province Schools. They found that teachers felt disempowered by not being allowed to use corporal punishment to discipline learners.

Hence, this study examines how strategies used to maintain positive discipline in secondary schools in Zimbabwe are implemented. The study looks at what is taking place on the ground at the school level. It was also observed by some stakeholders that there are pockets of very good practice whereby some schools in both urban and rural areas are implementing positive discipline management strategies (Newsday Reporter, 2011; Mlalazi, personal communication, November 12, 2013). Many studies have been done on the implementation of discipline management strategies. However, most of them have looked at negative or traditional discipline management strategies. Hence, this study attempted to fill the gap by examining how positive discipline management strategies are implemented in Bulawayo Metropolitan Province Secondary Schools in Zimbabwe, as well as focusing on pockets of good practices with the aim of developing a holistic positive discipline management framework.

1.5 Purpose of the study

The purpose of the study was to examine the implementation of strategies used to maintain positive discipline in Bulawayo Metropolitan Province Secondary Schools, with the aim of developing a holistic positive discipline management framework.

1.6 Main research question

How do secondary schools in Bulawayo Metropolitan Province implement positive discipline management strategies?

1.7 Sub-research questions

1.7.1 Which strategies are implemented in secondary schools to maintain positive discipline?

1.7.2 How does the MOPSE monitor and support implementation of strategies used to maintain positive discipline in secondary schools?

1.7.3 What challenges do secondary schools encounter in implementing strategies used to maintain positive discipline?

1.7.4 How can secondary schools come up with holistic framework to maintain positive discipline?

1.8 Objectives of the study

In the light of the research questions, the objectives are as follows, to:

1.8.1 identify strategies implemented in secondary schools to maintain positive discipline,

1.8.2 find out how MOPSE monitored and supported the implementation of strategies used to maintain positive discipline in secondary schools,

1.8.3 identify challenges that secondary schools encountered in implementing strategies used to maintain positive discipline,

1.8.4 develop a holistic positive discipline management framework.

1.9 Significance of the study

The issue of discipline in schools has become a major concern worldwide as alluded in the background of the study. Children should be protected from all forms of violence. That is, children have the right to be protected from being hurt and mistreated, physically or mentally (United Nations Convention on Child's Rights, 1989). Hence, the current situation which emphasises on human rights and children's rights has seen the world turning more on positive strategies of maintaining discipline in schools. However, some studies conducted globally have

shown that most schools resorted to negative discipline strategies despite emphasis on positive discipline management strategies (National Association of School Psychologists, 2006; Warren, 2007; Ward, 2007; Thurau & Wald, 2009; Nakpodia, 2010; Simatwa, 2012; Maphosa 2011; Shumba et al., 2012).

Research studies have been done on discipline management strategies, but very few studies in Zimbabwe have investigated good practice that exists in schools. Accordingly, the study attempts to fill the gap by examining what was really happening in those pockets of good practice in terms of positive discipline management strategies. In view of the above situation, this study will hopefully create a platform for debate in which school heads and teachers can share information on how best they can implement positive discipline management strategies in schools in order to develop the learner holistically.

The study will also benefit the learners in the sense that the successful implementation of positive discipline management strategies might help learners in the development of valuable social and life skills. This will help learners integrate well in the society and also improve in academic performance. Parents will also benefit on knowledge and skills on how to assist their children to develop self-discipline.

The findings of the study will also be useful to policy makers and all other stakeholders such as MOPSE, Provincial Education Directors (PEDs) and Education Officers (EOs) as the findings might necessitate revisiting the current discipline policy and come up with policies which would put more emphasis on holistic positive discipline management approaches. In addition, the community of scholarship interested in discipline management strategies and in particular those interested in positive discipline management strategies will benefit from the study. Given the fact that there are pockets of good practice, the study will help in developing an appropriate framework for implementing positive discipline management strategies nationally, regionally and globally.

1.10 Delimitations of the study

The study was confined to four Bulawayo Metropolitan Province Secondary Schools in Zimbabwe. The study focused on the implementation of positive discipline management strategies in secondary schools, with the aim of developing a holistic positive discipline management model. Participants were Education Officers (EOs), school heads, members of the disciplinary committee, school counsellors, prefects and School Development Committee (SDC) chairpersons from secondary schools.

1.11 Limitations of the study

The study was not spared from the limitations when it was conducted. One such limitation was time since schools were busy with their normal programmes during data collection. However, the researcher had to make appointments in advance and had to arrive early for interviews. Additionally, three of the schools understudy had double sessions. This made it difficult to assemble the focus groups as some group participants would be in the morning session while others in the afternoon session. Nonetheless, to counter this problem the researcher had to make appointments so that convenient time for both groups of participants was chosen. The researcher, again, had to arrive thirty minutes before the appointment time so that the focus group interviews started and ended on time without rushing through the interview questions.

Furthermore, some of the participants were not comfortable with voice recording, but this was solved when the researcher explained the purpose of the study and showed the participants the clearance letter from the Ministry of Primary and Secondary Education. Once more, the issue of confidentiality was emphasised by the researcher. After all the assurance from the researcher, the participants felt ease to respond to the interview questions.

Besides, the availability of funds to cover all the incidentals such as costs of material and transport became a limiting factor in conducting the study. However, the researcher had to budget for all the study costs.

1.12 Operational definition of key terms

1.12.1 Discipline

Discipline is the system of rules, punishments and behavioural strategies appropriate to the regulation of learners and maintenance of order in schools (Richard, 2003). In this study, the term discipline refers to the maintenance of order and conduct demonstrated by secondary school learners, to ensure that there is effective teaching and learning.

1.12.2 Good practice

Good practice refers to a creative and sustainable practice that provides effective response based on the idea of direct knowledge utilisation. It enjoys potential for replication as an 'inspirational guideline' and can contribute to policy development. Good practice develops new and creative solutions to common problems. Its impact is visible in the improved quality of life of people and communities, while also being socially, culturally, economically and environmentally sustainable (UNESCO, 2010). In this study, good practice refers to creative and sustainable practice that provides effective response based on the idea of direct knowledge utilisation which enhances positive discipline management in schools.

1.12.3 Holistic discipline approach

According to Squelch (2000) a holistic discipline approach involves developing and maintaining positive learning that encourages and affirms appropriate behaviour in all circumstances. In this study, a holistic discipline approach entails involvement of the school community and all other stakeholders in maintenance of positive discipline which will result in self-control and self-discipline in learners, creating safe environment that is conducive to teaching and learning.

1.12.4 Implementation

The term implementation is defined as a specified set of activities designed to put into practice an activity or programme of known dimensions (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). In this study, implementation refers to planned

secondary school activities that are put into practice to enhance positive behaviour among learners.

1.12.5 Indiscipline

The term indiscipline refers to behaviour that is considered inappropriate for a setting or situation in which it occurs (Townsend, 2000). In this study, indiscipline refers to undesirable action or behaviour demonstrated by secondary school learners which interfere with teaching and learning situation or interferes with the rights of others to learn.

1.12.6 Positive discipline

Naker and Sekitoleko (2009) state that positive discipline entails guiding learners' behaviours and helping them take responsibility for making good decisions and why those decisions are in their best interest. In this study, positive discipline involves directing learners' behaviour by applying various proactive strategies which will lead to learners' self-discipline, and increase in competence and confidence.

1.12.7 Strategies

A strategy is the direction and scope of an organisation over long term, which achieves advantage in a changing environment through its configuration of resources and competences with the aim of fulfilling stakeholder expectations (Johnson, Scholes, & Whittington, 2008). In this study, strategies refer to methods chosen to bring about desired behaviour among learners in a bid to maintain positive discipline in schools.

1.13 Chapter outline

The study was organised in six chapters as follows:

Chapter one introduced the study by presenting the background of the study, statement of the problem, purpose of the study, research questions; objectives of the study, significance of the study, delimitations of the study and definition of terms.

Chapter two was divided into two parts of which part one reviewed literature grounded on theoretical frameworks that underpinned the study and part two focused on literature based on research questions.

Chapter three outlined the research methodology which spelt out the research paradigm, research approach, research design, population, sample and sampling, negotiating entry, data collection instruments and procedures, credibility and trustworthiness, data analysis procedures and ethical considerations.

Chapter four presented and analysed the data gathered.

Chapter five focused on discussion of the findings.

Finally, chapter six gave a summary, conclusions and recommendations of the study.

1.14 Summary

The foregoing chapter has given the introductory part of the study which includes the background of the study, statement of the problem, research questions, purpose of the study, significance of the study, delimitations of the study, limitations of the study, operational definition of key terms, and chapter outlines. The subsequent chapter discusses theoretical frameworks that informed the study and reviews literature in line with the research questions.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter is presented in two parts. The first part discusses theoretical frameworks that informed the study. Then the second part focuses on relevant literature in line with the research questions. The literature facilitated the researcher to have an insight into what other researchers have written on the implementation of strategies used to maintain positive discipline in secondary schools.

PART I

2.2 Theoretical Framework

According to Merriam (2001) a theoretical framework provides a researcher with lens to view the world. Henning, Van Rensburg and Smit (as cited in Mahlo, 2011) add that a theoretical framework positions the research in the discipline or subject in which a researcher is working. Thus, the theoretical frameworks discussed in this part are Bronfenbrenner's Ecological Systems Theory and Bandura's Social Cognitive Theory which inform this study. The discussion will also show the relevance of the two theories in understanding the implementation of positive discipline management strategies used in schools.

2.2.1 Bronfenbrenner's Ecological Systems Theory

As indicated above, the study is guided by the Ecological Systems Theory that was proposed by Bronfenbrenner in (1979). According to Bronfenbrenner (as cited in Johnson, 2008) the ecology of human development is the scientific study of the progressive, mutual accommodation throughout the life course between an active, growing human being and the changing properties of the immediate settings in which

the developing person lives. This process is affected by the relations between these settings and by the larger contexts in which the settings are embedded. The theory has recently been renamed Bio-ecological Systems Theory which is the combination of the child's biological disposition and environmental forces coming together to shape the child's development (Paquette & Ryan, 2001; Boemmel & Briscoe, 2001). The theory looks at a child's development within the context of the system of relationships that form his/her environment. The interaction between factors in the child's maturing biology, his/her immediate family/community environment, and societal landscape fuels and steers his/her development (Paquette & Ryan, 2001). The theory suggests that the environment consists of layers of systems which interact in complex ways and can both affect and be affected by the person's development (Johnson, 2008). Complex interactions between children and their environments work to develop or inhibit pro-social and antisocial behaviours in each child (Lerner, Hess, & Nitz; Sameroff; Swearer & Doll, as cited in Pintado, 2006). The three significant assumptions are that (a) a person is an active player, exerting influence on his/her environment, (b) environment is compelling a person to adapt to its conditions and restrictions and (c) environment is understood to consist of different size entities that are placed one inside another, of their reciprocal relationships and of micro-, meso-, exo-, macro- and chronosystems (Bronfenbrenner, 1979; Saarinen, Ruoppila, & Korkiakangas, as cited in Härkönen, 2007). Changes or conflict in any layer will ripple throughout other layers (Paquette & Ryan, 2001). Hence, human behaviour, experiences and actions cannot be understood if the contexts in which they occur are not considered. Accordingly, there is need for schools to consider the complex interactions between the learner and surrounding environment when employing positive discipline management strategies.

2.2.1.1 Microsystem

A microsystem is a pattern of activities, social roles, and interpersonal relations experienced by the developing person in a given face-to-face setting with particular physical, social, and symbolic features that invite, permit, or inhibit engagement in sustained, progressively more complex interaction with, and activity in, the immediate environment (Bronfenbrenner, 1994, p. 39). Subsequently, the

microsystem is closest to the child and contains the structures or settings with which the child has direct contact. Such structures include family, school, peers and neighbourhood (Berk, 2000). The individual is not viewed as a passive recipient of experiences in these settings but as someone who helps to construct the settings (Santrock, 2007; Christensen, 2010). At this level, relationships have impact in two directions, both away from the child and toward the child.

For example, a child's parents may affect his/her beliefs and behaviour; however, the child also affects the behaviour and beliefs of the parents. Bronfenbrenner calls these bi-directional influences (Paquette & Ryan, 2001; Boemmel & Briscoe, 2001). If the relationships in the immediate microsystem break down, the child will not have the tools to explore other parts of his environment. Children looking for the affirmations that should be present in the child/parent (or child/other important adult) relationships look for attention in inappropriate places. These deficiencies show themselves especially in adolescence anti-social behaviour, lack of self-discipline, and inability to provide self-direction (Addison as cited in Paquette & Ryan, 2001). Anderson and Stavrou (as cited in Chauke, 2009) observe that poor parental supervision and/or lack of familial contact will affect adolescents' behaviour, as youth chooses to associate with peers who may similarly display diverse problematic behaviour. Thus, schools should work to support the primary relationship and create an environment that welcomes and nurtures families (Henderson, as cited in Paquette & Ryan, 2001). Such a collaborative approach would assist schools in maintaining positive discipline which in turn would result in self-discipline in learners.

2.2.1.2 Mesosystem

The mesosystem is a system of microsystems which comprises the linkages and processes that take place between two or more settings containing the developing person. Examples are the relationship of family experiences to school experiences, school experiences to church experiences and family experiences to peer experiences. For instance, children whose parents have rejected them may have difficulty in developing positive relationships with teachers (Bronfenbrenner, 1994; Santrock, 2007; Christensen, 2010; Berck, 2000; Härkönen, 2007). It is therefore important for teachers to observe behaviour in multiple settings in order to obtain a more complete picture of the individual's development (Booth & Dunn, as cited in

Santrock, 2007). Open communication with the parents as well as the learner is imperative for the success of the learner (Boemmel & Briscoe, 2001). Hence, observing learner behaviour in different settings and open communication with parents would be good strategies for maintaining positive discipline in schools.

2.2.1.3 Exosystem

The exosystem comprises the linkages and processes taking place between two or more settings, at least one of which does not contain the developing person, but in which events occur that indirectly influence processes within the immediate setting in which the developing person lives (Bronfenbrenner, 1994). Parent workplace schedules, family social networks, neighbourhood-community contexts, social services and resources are examples. The child may not be directly involved at this level, but he/she does feel the positive or negative force involved with the interaction with his/her own system. For example, the parent might not be able to spend as much quality time with the child as needed (Bronfenbrenner, 1994; Paquette & Ryan, 2001; Boemmel & Briscoe, 2001; Santrock, 2007; Berk, 2000). When adopting discipline strategies, it is therefore important for schools to take into consideration the external factors which the learner does not have control over, that might negatively influence the behaviour of the learner. Such cognition would positively benefit the learner.

2.2.1.4 Macrosystem

The macrosystem consists of the overarching pattern of micro-, meso-, and exosystems characteristics of a given culture or subculture, with particular reference to the belief systems, bodies of knowledge, material resources, customs, life-styles, opportunity structures, hazards, and life course options that are embedded in each of these broader systems. The macrosystem may be thought of as a societal blue-print for a particular culture or subculture (Bronfenbrenner, 1994; Santrock, 2007; Härkönen, 2007; Berk, 2000). The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This in turn, affects the structures in which parents function. As a

result, the parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected (Paquette & Ryan, 2001; Boemmel & Briscoe, 2001). Schools, therefore, should be well informed about norms and values of the society they are serving so that the strategies they adopt to maintain positive discipline do not conflict with the societal expectations. De Wet (as cited in Masitsa, 2008) observes that structures, other than schools, which have an interest in education, such as the family, the church and the state (including the local community), determine what kind of behaviour is acceptable and what is not. These behavioural rules may rest on moral, religious, cultural or juridical grounds.

2.2.1.5 Chronosystem

A chronosystem encompasses change or consistency over time not only in the characteristics of the person, but also of the environment in which that person lives. For example, changes over the life course in family structure, socioeconomic status, employment, place of residence, or degree of hecticness and ability in everyday life (Bronfenbrenner, 1994, p. 40). In a child's life, there will be events, such as death of a family member, a teacher's mid-year retirement, physiological changes that occur with the ageing of a child; that can change the conditions of that child's life (Boemmel & Briscoe, 2001; Paquette & Ryan, 2001). As the children get older, they may react differently to environmental changes and may be able to determine how that change will influence them (Paquette & Ryan, 2001). It is imperative, therefore, for schools to understand the challenges the learners are experiencing and come up with discipline strategies that would assist learners to cope with the situation. This would develop self-esteem in learners. Figure 2.1 below shows a diagrammatic representation of Bronfenbrenner's Ecological Systems Theory.

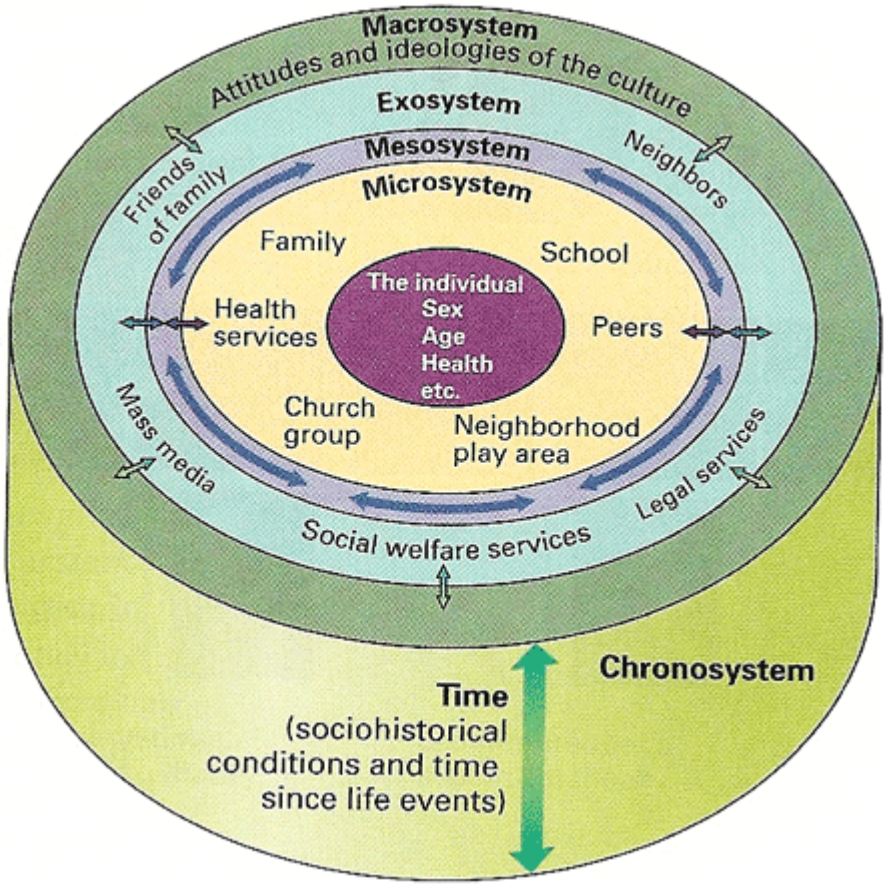

Figure 2-1: Bronfenbrenner's Ecological Systems Theory

Source: Retrieved from:

http://impactofspecialneeds.weebly.com/bronfenbrennerrsquos-ecological-systems-theory.html

The Ecological Systems Theory was used as the framework for this study because it allows the incorporation of several key role players in the maintenance of positive discipline in schools. In the framework, the influence of the environment is bi-directional, as such, it is essential that the discipline strategies used in schools should influence the learners positively so that they (learners) in turn influence each other positively, in terms of behaviour. When the ecological perspective is applied to maintenance of positive discipline in schools, it is important to realise that the learner can misbehave not only because of his/her individual characteristics but also because of behaviours of peers, teachers and other staff members at school as well as the school policies, physical school environment and family factors, cultural characteristics, and even community factors (Pintado, 2006). For this reason, there is need to take into cognisance individual and external forces which influence learner

behaviour when implementing the positive discipline management strategies in schools. The theory enables schools to respond to discipline issues positively basing on understanding the interrelationships among individual development, learning, behaviour and academic achievement, family related relationships and community settings (Durrant, 2010). When looking at how the Ecological Systems Theory informs the implementation of positive discipline management strategies, it can be deduced that maintaining positive discipline in schools would not be possible without considering the relationships among different structures or settings at different levels. If all the systems work well together, all learners in schools, even those who are experiencing behaviour problems, would benefit. The collaboration of all the systems would develop the learner holistically. However, the Ecological Systems Theory has been criticised for failing to explain why the system levels are ecologically nested and how each affect one another, ultimately limiting the opportunity for empirical validation (Scannapieco & Connell-Carrick, 2005). Despite the criticism, the theory remains relevant to the study of the implementation of positive discipline management strategies used in schools because of its multilevel structure which explains the influence of relations between an individual and settings at different levels.

2.2.2 Bandura's Social Cognitive Theory

The study is also guided by the Social Cognitive Theory, originally referred to as Social Learning Theory developed by Bandura in (1977). The theory identifies human behaviour as interaction of (a) personal (cognitive) factors which include person's expectations, beliefs, attitudes, knowledge and intelligence, (b) behaviour which incorporates individual actions, skills, choices, practice and self-efficacy, and (c) environmental factors which encompass resources, consequences of actions, other people, and physical setting (Bandura, 1986; Richardson, 2003; Santrock, 2007; Wainman, 2010; Ahlstrom, 2009). This is referred to as triadic reciprocal determinism (Richardson, 2003). Bandura (1986) argues that behaviour, the environment, and cognition as well as other personal factors operate as interacting determinants that have a bidirectional influence on each other. Thus, expectations, self-perceptions, goals, and physical structures direct behaviour, with the results of that behaviour having an impact on those cognitions and biological properties.

Environmental events in the form of modelling, instruction, and social persuasion affect the person, and the person in turn evokes different reactions from the environment depending on his/her personality and physical features. Finally, behaviour determines aspects of the environment to which the individual is exposed, and behaviour is, in turn, modified by the environment (Ahlstrom, 2009; Santrock, 2007). Hence, Bandura (1986) emphasises that behaviour is not just a product of environmental and personal factors, but that all three are constantly shaping each other. People are viewed as self-organising, proactive, self-reflecting and self-regulating rather than as reactive organisms shaped and shepherded by environmental forces or driven by concealed inner impulses (Pajares, 2002). It is, therefore, important for schools to consider reciprocal interactions that take place in individual learners, so that schools may design discipline strategies that would encourage learners to be responsible for their behaviour all the time. The Triadic Reciprocal Determinism Model which represents the Social Cognitive Theory is shown in Figure 2.2 below.

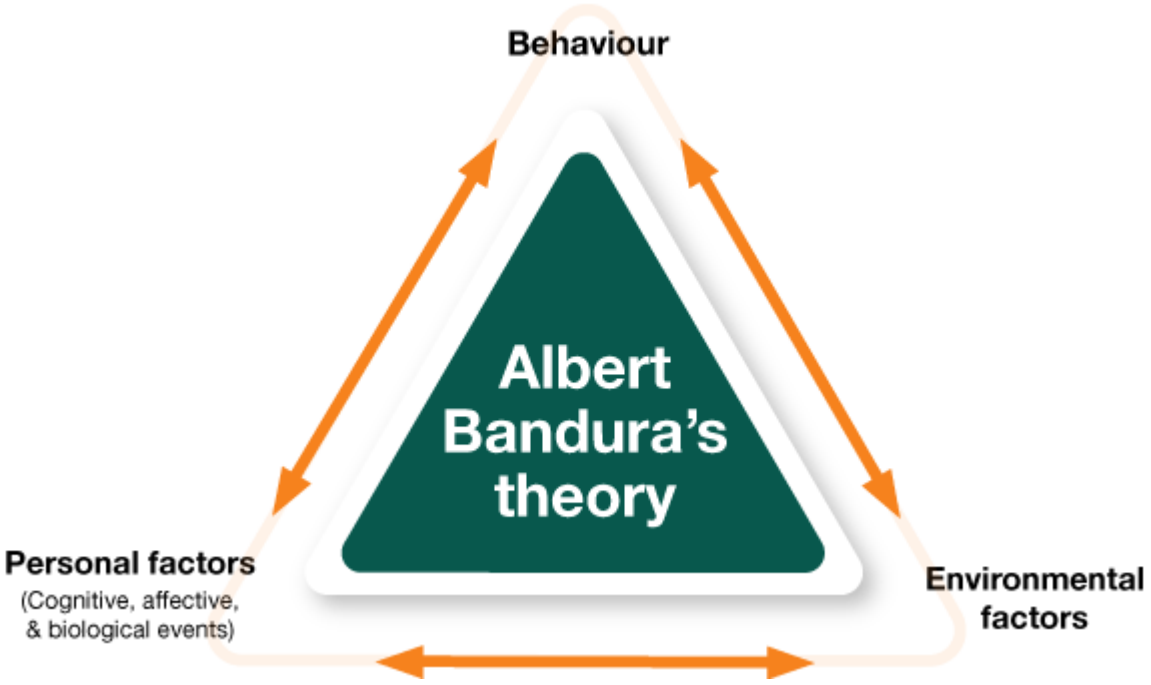

Figure 2-2: Bandura's Triadic Reciprocal Determinism Model

Source: Retrieved from:

http://www.careers.govt.nz/educators-practitioners/career-practice/career-theory-models/banduras-theory/html

The theory suggests that people cognitively represent the behaviour of others and then sometimes adopt this behaviour themselves (Santrock, 2007). By observing others, people acquire knowledge of rules, skills, strategies, beliefs, attitudes, thoughts and feelings (Santrock, 2007). This process is called modelling or observational learning. For instance, a child might observe the parent's aggressive behaviour at home and when observed at school, the child might show the characteristics of his/her parent's behaviour. Teachers' behaviours might also be imitated by learners. Research has found that learners with verbally hostile teachers are more likely to act with peers in hostile ways, and that these learners may take on some of the teacher behaviour (Cameron & Sheppard, as cited in Masitsa, 2008). Consequently, the modelling of punitive discipline may unintentionally suggest to learners that the use of aggressive and coercive action is appropriate (Cameron & Sheppard, as cited in Masitsa, 2008). Because teachers are role models for learners, their behaviour, even when meting out disciplinary measures, is seen by learners as an example to be emulated (Masitsa, 2008). Hunter (as cited in Serakwane, 2007) asserts that observational learning is a very powerful way of acquiring attitudes, skills and knowledge. Thus, teachers should always set an ideal example to learners by applying positive disciplinary measures.

Another aspect which is emphasised in the Social Cognitive Theory is self-efficacy. Self-efficacy is a person's belief in their ability to perform certain behaviour through controlling their own level of functioning and controlling other events that affect that behaviour (Bandura, 1991). According to Bandura (1991) self-efficacy may arguably be one of the most important aspects of behaviour change, because a person's belief in their ability influences choices, effort expended, and how long the person perseveres in the behaviour. Self-efficacy may also influence behaviour because people are more interested in and place more value in activities in which they feel efficacious (Bandura, 1991). Bandura sees self-efficacy as a critical factor in cognitive and behavioural change since it determines the execution of learned cognitive and behavioural coping skills (Bandura, 1986). In general, research has shown that self-determined behaviours are of higher quality and have more positive correlates than controlled behaviours (Deci & Ryan, as cited in Zounhia, Hatziharistos & Emmanouel, 2003). As a strategy to maintain positive discipline,

teachers could help learners develop self- efficacy, this would equip learners with the skills to cope with the difficulties they encounter in life.

The theory is relevant to the study as it provides a framework for understanding and predicting different types of learner behaviour in schools (McStay, 2008). The Social Cognitive Theory is useful for not only understanding behaviour, but also identifying positive discipline management strategies in which undesirable learner behaviour might be modified or changed (Pajares, 2002). For example, the strategy of behaviour modelling can be used in schools to teach school rules and equipping learners with skills for dealing with different situations. Learners learn about usefulness and appropriateness of behaviours by observing live models who can be teachers, peers, family members, guest speakers, neighbourhood and many others. Symbolic models such as those found in mass media like televisions, movies, computer-based training programmes and many others could also be used.

Schools can employ a positive discipline strategy of reinforcing positive behaviour by creating an environment rich in positive outcomes. The environment around the learners provides the rich source for observing and mentally cataloguing these examples for future use in their own learning environments (Gibson, as cited in Drolet, 2012). As learners encounter experiences in which they are made aware of their abilities and rewarded for their achievements, they can begin to internally assess their skills and capabilities (Drolet, 2012). Thus, the discipline strategy of creating a positive environment will encourage learners to concentrate on their school work rather than engaging in indiscipline activities. By using clearly defined and stated rules, learners are made aware of their expectations and can actively work towards achieving their perceived goals. Such a strategy will reinforce maintenance of positive discipline in schools. Since learners are viewed as self-organising, proactive, self-reflecting and self-regulating (Pajares, 2002), it is imperative for schools to adopt positive discipline strategies which will reinforce these aspects in learners. This would encourage learners to demonstrate appropriate behaviour in all circumstances. However, the Social Cognitive Theory has been criticised for paying too little attention to developmental changes (Santrock, 2007) which have great influence on adolescents' behaviour in secondary schools. Gredler (as cited in Drolet, 2012) argues that in order to develop self-regulation and self-efficacy in the classroom, there must be enough time to create a sense of

mastery in each subject. Unfortunately, that time may not always be available. Despite the highlighted weaknesses, the theory remains relevant to the study because of its emphasis on behaviour modification through reciprocal interactions.

The first part of this chapter has reviewed literature on theoretical frameworks that inform the study. Bronfenbrenner's Ecological Systems Theory was discussed. The theory reveals that the environment in which an individual develops is composed of five levels which are characterised by interactions of the individual with various structures or settings within the systems. The interactions within the structures in the microsystem, mesosystem, exosystem, macrosystem and chronosystem can have a positive or negative influence on the behaviour of the learner. Hence, there is need for schools to understand the structures in the systems that surround the learner so that schools can adopt appropriate positive discipline management strategies that will instil self-discipline in learners. Bandura's Social Cognitive Theory has also been discussed. Literature shows that the theory emphasises that the learner's behaviour is influenced by reciprocal interaction among behaviour, personal/cognitive factors and environmental factors. Behaviour modelling and self-efficacy are the key concepts of the theory. Modelling learner behaviour and developing self-efficacy in learners are discipline strategies which can be adopted by schools to maintain positive discipline. Both theoretical frameworks discussed in this chapter are relevant to the study which focuses on the implementation of strategies used in secondary schools to maintain positive discipline. Both theories are suitable in the development of a holistic positive discipline management model.

PART II

2.3 Literature based on research questions

This part of the chapter reviews literature grounded on research questions. Focus will be on the implementation of strategies used in schools to maintain positive discipline, monitoring and support given by Ministry of Primary and Secondary Education to schools in maintaining positive discipline and the challenges encountered by schools in implementing positive discipline management strategies.

2.3.1 Implementation of strategies used to maintain positive discipline in schools

Disciplining learners, particularly those with chronic or serious behaviour problems, is a long standing challenge for schools. At the heart of the challenge, is the use of punitive versus supportive disciplinary strategies. Though increasingly common in recent years, reliance on punitive approaches to discipline, such as zero tolerance policies, has proven largely ineffective, even counterproductive. Current research and legislation offer alternative “best practice” strategies that support the safe education of all learners. Such effective discipline strategies ensure the safety and dignity of learners and staff, preserve the integrity of the learning environment, and address the causes of learners’ misbehaviour in order to improve positive behavioural skills and long-term outcomes (National Association of School Psychologists, 2002). In the United States of America, research has repeatedly demonstrated that suspension, expulsion and other punitive consequences are not the solution to dangerous and disruptive learner behaviours (National Association of School Psychologists, 2002). Thus, successful resolution to changing learner needs requires the restructuring of school practices in a manner that consistently and proactively supports positive behaviour for all learners and in all settings (Feuerborn & Tyre, 2012). Establishing effective discipline is therefore critical to ensure academic success and to provide a safe learning environment (Luiselli, Putnam, Handler & Feinberg, 2005).

There is no doubt that schools have a duty to use all effective means needed to maintain a safe and disciplined learning environment. Beyond the simple responsibility to keep learners safe, teachers cannot teach and learners cannot learn in a climate marked by chaos and disruption (American Psychological Association Zero Tolerance Task Force, 2008). Hence, schools are mandated to maintain positive discipline to enhance learning. A growing body of research demonstrates the utility of proactive and preventative approaches to dealing with challenging behaviour in schools (Aber, Brown, & Jones; Flannery et al., as cited in Lassen, Steele & Sailor, 2006). Positive discipline strategies are research based procedures that focus on increasing desirable behaviours instead of simply decreasing undesirable behaviours through punishment. Positive discipline strategies emphasise the importance of positive changes in the learner’s environment, in order to improve the

learner's behaviour. Such changes may entail the use of positive reinforcement, modelling, supportive teacher-learner relations, family support and assistance from a variety of educational and mental health specialists (National Association of School Psychologists, 2002). Research studies conducted indicate that schools use various strategies to maintain positive discipline. These strategies include having a code of conduct (Adams, 2005; Ishak, 2004; Maekoameng, 2010; Hawkins, 2009; Lacton, 2012; Lapperts, 2012), a guidance and counselling programme (Ishak, 2004; Lapperts, 2012; Chireshe, 2006; Hue, 2007; Simatwa, 2012; Wango, 2006), teaching social skills (Ward, 2007; Manitoba Education, Training and Youth, 2001; Mathe, 2008; Skiba and Peterson, 2000; National Association of School Psychologists, 2002), school-wide positive behaviour support (SWPBS) (Sprague & Horner, in press; Sprague, 2003; Sugai & Horner, 2002; Simonsen, Sugai & Negron, 2008), communication (Lapperts, 2012; Mathe, 2008; Mbatha, 2008; Kindiki, 2009), positive reinforcement (Serakwane, 2007; Lapperts, 2012; Masitsa, 2008; Maag, 2001; Simatwa, 2012), modelling positive behaviour (Ward, 2007; Serakwane, 2007; Lapperts, 2012; Masitsa, 2008; Save the Children, 2010) and training of staff and parents (Chireshe, 2006; Ward, 2007; Serakwane, 2007). In the United States of America, research has proven that schools implementing effective positive discipline strategies have reported reductions in office discipline referrals by 20-60% (National Association of School Psychologists, 2002).

2.3.1.1 Code of Conduct

An effective school environment, which promotes positive discipline, must have rules and regulations in the form of a code of conduct to set the foundation for acceptable and appropriate learner behaviour (Allie, 2001). According to Saya (as cited in Kiprop, 2012), rules are very important because they help to set academic excellence and also contribute to all round development of learners. Whilst in South Africa and other countries it is mainly referred to as the code of conduct, in Zimbabwe and countries like Kenya the code of conduct is commonly referred to as school rules and regulations (Bilatyi, 2012; Ministry of Education, Sports, Arts and Culture, 1999; Kiprop, 2012). In this study the terms code of conduct and school rules are used interchangeably since they convey the same meaning.

As indicated in the South African Act (1996) Section 8 (1) a code of conduct is a written statement of rules and principles concerning discipline in schools. It explains the kind of behaviour educators expect from learners, and the standard of behaviour a school has to maintain (Bilatyi, 2012). A code of conduct provides a framework of what is considered to be appropriate standards of learner behaviour (Yarason & Zaria, as cited in Mbabazi & Bagaya, 2013) while undertaking academic and non-academic activities (Bakhda, 2004). Porteus, Vally and Ruth (2001) and Squelch (2000) add that the code of conduct must inform the learners of the way in which they should conduct themselves at the school in preparation for their conduct and safety in civil society. The focus is therefore, to equip learners with the expertise, knowledge and skills that learners would be expected to demonstrate as worthy and responsible citizens (Mathe, 2008). The purpose of a code of conduct is to articulate acceptable behaviour in the school, promote positive and self-discipline, establish a disciplined and purposeful school environment, create a well organised school for effective teaching and learning to take place, outline how transgression from the code of conduct will be dealt with and include due process (Van Wijk, as cited in Mathe, 2008; Lekalakala, 2007). This means that the code of conduct should be written and developed in such a way that it achieves the basic aim of maintaining positive discipline in the school to enhance teaching and learning.

Squelch (2000) advises that when crafting a code of conduct, special discipline working groups should be established to organise and coordinate the process. It implies that people with expertise can be co-opted, for example, lawyers, social workers, police, magistrates, and many others, to look at specific issues, lead and guide the discussions so as to arrive on agreed policies that deal with learner discipline. Involvement of people with expertise will enable schools to develop codes of conduct which will not conflict with existing laws and legislations, such as the country's constitution, education acts, policies, directives and human rights issues (Joubert & Prinsloo, as cited in Lekalakala, 2007). Mathe (2008) suggests that the code of conduct must be drawn in consultation with the learners, parents and teachers at the school. It must be a consensus document for all stakeholders. In addition, the Ministry of Education and Culture (1993) and the Ministry of Education, Sports, Arts and Culture (1999) emphasise that the enforcement and administration of proper school discipline requires transparent school rules, to which both teachers

and learners contribute in the formulation and execution. Hence, a discipline policy which is developed by consensus of the school community is more likely to work effectively than the one imposed from above by the school head or governing body (Squelch, 2000). A participatory decision-making process is likely to ensure a genuine commitment on the part of teachers, parents and learners to successfully implement the school code of conduct. Furthermore, an open discussion regarding the school code of conduct with teachers, parents and learners will help to bring about a better understanding of maintenance of positive discipline in schools (Lekalakala, 2007). Smith (as cited in Lacton, 2012) contends that parental involvement in the drafting of a code of conduct plays an important role in establishing a safe school environment. Murithi (2010) adds that parents and community representatives to some extent should be involved in policy development because they may have excellent suggestions based on their interactions with learners. Thus, the positive impact of parents in drafting of school rules is crucial in maintenance of positive discipline and also in ensuring that they understand and agree with what is expected of their children, regarding the rules of the school. This in turn would result in the successful implementation of the codes of conduct in secondary schools.

However, Squelch (2000) argues that involving the whole school community in developing a code of conduct could be a lengthy process, which needs to be well planned and co-ordinated. She recommends that schools should establish a special disciplinary working group which will organise and co-ordinate the whole process. Contrary, Allie (2001) points out that consultation with various stakeholders provides a feeling of ownership so that the meaning of the code of conduct can be understood. Mathe (2008) echoes the same sentiments with Allie when she states that after the consultation process characterised by participation of and consensus by stakeholders, all members of the school community should feel that they have ownership of the code of conduct, in that regard, they will support it. Accordingly, the participation of all stakeholders in developing the code of conduct may yield positive results in the implementation of the code of conduct as a positive discipline management strategy in schools. This will be enhanced by the fact that the stakeholders will be aware of the contents and value of the codes of conduct and learners in turn will understand the consequences of breaching the school rules.

Despite emphasis on participation of all stakeholders in developing the code of conduct, a study conducted by Lekalakala (2007) in some secondary schools in North West Province in South Africa revealed that teachers developed the code of conduct without consulting other stakeholders such as learners and parents. This resulted in learners and parents not knowing what their school code of conduct entailed.

Another study conducted in North West Province by Bechuke and Debeila (2012) revealed that learners were not consulted in designing schools disciplinary policies. Kindiki (2009) who also conducted a study in Kenya concluded that most schools rarely put any effort in discussing the implementation of rules and regulations with the learners. Most of the respondents indicated that the schools came up with the school rules without consulting the learners. With almost similar findings is Smit (2010) who conducted a study in Eastern Cape Province in East London Region, South Africa and found that learners in the researched schools did not have much knowledge of their school codes of conduct. This suggests that they were not involved in developing the code of conduct. In his study conducted in Cape Town, Adams (2005) also found that the code of conduct of the studied school was not well understood by learners.

However, Chauke (2009) who carried out a study in Gauteng Province found that teachers, parents and learners were involved in developing the code of conduct. Learners were given copies which contained the dos and don’ts of the schools. In addition, Bilatyi (2012) who carried out a study in Graaff Reinet District in Eastern Cape Province found that all stakeholders were involved in crafting and ratifying the code of conduct in schools. Bilatyi (2012) also discovered that despite the existence of the code of conduct, most schools in the studied area continued to experience learner disciplinary problems which were an indication that the school code of conduct could not solve all disciplinary problems and could only serve as a guide. Consequently, the findings of the above researchers indicate that schools used different approaches in developing the codes of conduct some of which had negative effects in the maintenance of positive discipline, especially due to lack of involvement of stakeholders.

In order for schools to develop effective codes of conduct which would be successfully implemented to enhance maintenance of positive discipline, Allie (2001) advises that the codes of conduct should:

- reflect the rights and responsibilities of learners, teachers and parents,
- provide guidelines for conduct and set standards of moral behaviour,
- promote self-discipline and constructive learning,
- be based on mutual respect and tolerance,
- give learners a clear picture of what they should or should not do,
- say which channels of communication they should use, as well as
- provide grievance procedures and due process to follow in the event of misconduct, for example, a disciplinary hearing.

Chauke (2009) adds that effective school rules should be fair, reasonable and realistic. The language used to state the rules should be simple and unambiguous for easy understanding. The rules need to be developed with input from learners, parents, and the community (Manitoba Education, Training and Youth, 2001). The National Association of School Psychologists (2006) further emphasises that schools should encourage the development of fair, reasonable, and consistent rules with input from learners, parents, school personnel, and community members about the nature of the rules and appropriate consequences for violations. Rosen (as cited in Chauke, 2009) in addition, suggests that when developing the school rules the following issues should be considered:

- the policy must provide notice of what conduct is prohibited or permitted,
- the rules must be reasonable and understandable to the average learner,
- the rules must be rationally related to a valid educational purpose,
- the rules must be precise so as not to prohibit constitutionally protected activities,
- the policy must provide learners with notice of potential consequences for violating specific rules,
- the type of punishment specified in the policy must be within the expressed or implied authority of the school district to use,
- the punishment must be of reasonable, severity in relation to the seriousness of the conduct or the number of times the misconduct was committed,

- a copy of the rules and procedures must be disseminated to all learners.

The Manitoba Education, Training and Youth (2001) support Rosen's view when it states that once the rules have been agreed to, clear procedures need to be developed to teach the rules to learners. Most schools teach the rules at the beginning of a school year. Thus, the implementation process suggested is that the rules should be taught using a five-step procedure as follows:

- review the behavioural expectations,
- explain the reason for the expectations,
- have students role-play expected behaviours,
- provide feedback and corrections as required,
- acknowledge appropriate behaviours.

Once the rules have been taught, all staff should consistently enforce the rules and use a common language in referring to them. Demonstrations, role plays, and practice in different settings are important. In addition, the National Educational Welfare Board (2008) suggests that for the code of conduct to be successfully implemented, it has to be taught to learners to build learner competence. It emphasises that schools need to define and teach the behaviours they expect from learners. Schools should foster in learners skills to manage their own behaviour and to respond appropriately to the behaviour of others. In this way, schools equip learners with essential life skills, while also creating the conditions for effective teaching and learning. As an implementation plan for the code of conduct, the National Educational Welfare Board (2008) further indicates that schools should consistently:

- refer to the code of conduct in class on a regular basis and apply the values in every class,
- clarify learners' understanding of expected behaviours,
- discuss appropriate and inappropriate behaviour with learners,
- learn and teach the rules and develop lesson plans for each rule,
- use the social, personal and health education programme and extra-curricular opportunities (music, sport, drama, after-school or homework clubs) as vehicles for teaching skills for responsible behaviour and relationships,

- involve learners in reviewing and developing school policies, as part of school development planning.

Such implementation procedures would assist schools to recognise both the strengths and weaknesses of individual learners and would build on the strengths and intervene to limit the consequences of the weaknesses. This would enhance the development of self-esteem of learners which would help them build good relationships with their peers, parents, teachers and members of the community. High self-esteem and a feeling of warmth in learners would have a positive effect on maintenance of positive discipline in schools (Hawkins, 2009).

In addition, during the implementation process, schools should ensure that each stakeholder receives a copy of the code of conduct and should be consulted for the annual review of the code of conduct. It is crucial that the code of conduct be well known to the school community. It is also important that the code of conduct is broadly communicated and posted using a variety of formats. The code of conduct should be prominently displayed on notice-boards throughout the school. Every learner and parent should sign and be given a copy of the document. The code of conduct is a legal document that is binding to every learner at the school. In this way, learners will always be aware of the school's rules, which will guide their behaviour while at school. Hence, the success of a code of conduct is found mainly in communicating the expectations effectively, and applying the procedures (Manitoba Education, Training and Youth, 2001; Adams, 2005; Mathe, 2008; Hawkins, 2009; Masekoameng, 2010; Lapperts, 2012).

Furthermore, as the code of conduct is implemented, a disciplinary committee whose task deals with incidents related to poor discipline at the school should be appointed. All learners who contravene the code of conduct of the school should be given a fair hearing and, if found guilty, be dealt with accordingly. What is very important to learners and their parents is that consistency and fairness prevail in all cases being heard. The disciplinary committee should therefore strictly adhere to the code of conduct in cases where learners need to be reprimanded, punished, suspended (Hawkins, 2009).

According to Albert (as cited in Nkabinde, 2007) the implementation of the code of conduct should take into cognisance the following points which enable learners to be proficient in evaluating their own behaviour. Schools should:

- publicise the code of conduct to remind the learners of desirable behaviour. Porteus, Vally and Ruth (2001, p. 84) say the schools should make sure that there are times throughout the year to reflect on the code of conduct and identify some additions and modificati1ons and have it in a visible place for everyone to see.
- model good behaviour - teachers and other members of staff should demonstrate the code of conduct themselves,
- encourage learner evaluation - this helps the learners to grow in their progress of choosing the correct behaviour. Ask learners to make a list of behaviours they are choosing that exemplify the code of conduct.

Communicating and publicising the code of conduct is in line with Ishak's (2004) findings of a study conducted in Kwazulu-Natal. He found that the school under study made concerted efforts to provide all learners and parents with a copy of the school code of conduct when learners either registered for the first time or renewed annual registration. However, Kindiki (2009) in his study in Kenya found that the only time when learners and the school administration talked about the rules in most schools was when the learner was being admitted. This was usually done in the presence of the parent and the learner signs promising to obey all the rules. Some of the rules that the learner promises to obey are undemocratic, vague or oppressive to the learner.

The National Educational Welfare Board (2008) concurs with the views of cited scholars when it provides a summary of the implementation of the code of conduct as follows:

- having an effective programme for communicating the code of behaviour,
- having a written code,
- ensuring that the written code is part of a programme to help parents to support the code,

- developing lesson plans and programmes to teach the skills and knowledge learners need in order to behave well,
- paying particular attention to learners who may be vulnerable,
- monitoring and analysing patterns of behaviour in the school,
- having procedures for notifying a learner's absence from school.

It is clear that having clearly articulated codes of conduct may lead to successful implementation of positive discipline management strategies in schools. This will minimise discipline problems in schools as learners will know how to conduct themselves in different situations. When learners are self-disciplined, they understand a situation, make proper decisions about their behaviour, and behave appropriately when unsupervised by adults (National Association of School Psychologists, 2006). The code of conduct as a strategy, therefore, would have served the purpose of maintaining positive discipline in schools. The studies that have been reviewed explicitly show that the presence of codes of conduct in schools plays an integral part in maintaining discipline in schools. Consequently, this strengthens the inclusion of the code of conduct as a strategy to maintain positive discipline in schools in the current study.

2.3.1.2 Guidance and Counselling

Guidance and Counselling as a positive discipline strategy plays a significant role in the overall growth and development of a high school learner and is therefore an essential part of the school curriculum. This is because high school learners are at the stage of adolescence which is characterised by many physical and psychological changes which pose a number of personal, social and educational challenges (Nyamwange, Nyakan & Ondima, 2012). Guidance and discipline are crucial aspects of pastoral care. Guidance, known as pastoral care in United Kingdom schools, seeks to promote the whole person growth of learners (Hue, 2007). Guidance also aims at encouraging their self-esteem and the development of various aspects of their 'self', such as personal, moral and social, whereas discipline aims to positively manage learners' misbehaviour. Both guidance and discipline have enormous potential for increasing learners' greater sense of control over their own behaviour and their sense of self-esteem (Hue, 2007). Society itself cannot function without the exercise of discipline. Using guidance and counselling to promote discipline must

continually be practiced if people are to work harmoniously for the achievement of common purpose (Ajowi & Simatwa, 2010).

In the United States of America, effective school guidance and counselling services create a safe school environment (Lonborg & Bowen; Lapan, as cited in Chireshe, 2006). Lapan, Gysbers and Petroski (as cited in Chireshe, 2006) add that guidance and counselling engender greater learner feelings of safety in schools. In this kind of environment, learners have a sense of belonging (Chireshe, 2006). Bruckner and Thompson (as cited in Chireshe, 2006) state that in United States of America, learners were able to make friends and hold their temper down as a result of guidance and counselling services they would have received. Research studies conducted in the United States of America indicated that the majority of learners revealed that the school counsellors had been helpful with learners' problems. It also came out that learners who participated in guidance and counselling services in American schools viewed themselves more positively and began to predict their own success in school (Chiweshe, 2006). Accordingly, contemporary discipline plans take a developmental approach and stress that learners are responsible for controlling their own behaviour (American School Counsellor Association, 2007).

The terms guidance and counselling are like two sides of the same coin though there has been a tendency to use them interchangeably. Guidance is the process of assisting learners to recognise their potentials (Mbabazi & Bagaya, 2013). Counselling, on the other hand, has been defined as the process of helping an individual to explore difficulties experienced in life so as to make informed decisions that will lead towards more satisfying life (Idowu, as cited in Mbabazi & Bagaya, 2013). These definitions imply that counselling is an integral part of guidance without which guidance can never be complete (Mbabazi & Bagaya, 2013).

Kindiki (2009) postulates that guidance and counselling is an effective method of dealing with indiscipline because it addresses the problem and its root cause. Through effective guidance and counselling, learners can also realise their mistakes and initiate behaviour change aimed at being better disciplined. Therefore, guidance and counselling leads to the peaceful resolution of problems as no ill feelings that may lead to aggressive behaviour will be harboured. This, therefore, can result in positive discipline being maintained in secondary schools.

Prior studies recognise the importance of using guidance and counselling in schools as a positive discipline strategy, especially in dealing with drug abuse issues and other problems that learners face (Onderi & Makori, 2013). Nyaegah (2011) reports that there is sufficient evidence that counselling produces positive results even where difficult learners are concerned. Positive results have also been reported by (Kirui et al., as cited in Onderi & Makori, 2013). Wachura and Adhulas (as cited in Nyaegah, 2011) also indicate that counselling has become a remedial strategy for disruptive behaviour in British schools. In addition, Kok, Low, Lee and Cheah (2012) state that guidance and counselling gained momentum in Malaysia as it was considered as a panacea for social evils such as drug addiction, delinquency and indiscipline in schools. Simatwa (2012) in his study in Kenya found out that guidance and counselling as a method of learner discipline management makes one aware of the problem and opens out one's options on what can be done to correct the problem. In addition, it creates a support system where one can understand the problem and other people's behaviour. It also helps one to understand why the other party did whatever they did. Most important of all counselling helps one to grasp his or her anger, understand why it is there and how best they can channel it. Ninety percent of the school heads indicated that this method was effective where learners are mature and understand the value of schooling and education.

In Zimbabwe, guidance and counselling helps learners to develop a positive self-concept, understand their role in the school and society and acquire useful social and communication skills. The learners are also sensitised to the dangers of sexual misconduct, alcohol and drug abuse (Chireshe, 2006). Zindi and Makotore (2000) add that personal guidance and counselling aims to assist learners to establish a positive self-concept and a sound identity. In such cases guidance and counselling are used in schools as positive discipline strategies where learners are empowered to become responsible for their behaviour.

It is imperative for schools to have professional school counsellors in order for the guidance and counselling programmes to be effectively implemented in the maintenance of positive discipline. The professional school counsellor works with school personnel and other stakeholders to establish and maintain policies that encourage appropriate behaviour so that schools can be safe places where teaching and learning can be effectively accomplished. The school counsellor should be used

as a resource person with expertise in the area of discipline plans. She/he is not a disciplinarian (American School Counsellor Association, 2007).

The professional school counsellor helps learners to understand the consequences of their behaviour and also helps learners to learn and use more appropriate ways to act or control behaviour. Professional school counsellors act as mediators in teacher-learner conflicts, in learner-learner conflict situations and as a support and resource for parents during conflict situations. The professional school counsellor serves as a model for effective classroom management skills, while using these skills in delivering a comprehensive school counselling programme in the classroom and with small and large groups (American School Counsellor Association, 2007). Nyaegah (2011) emphasises that counselling is a profession and as such it requires competence, knowledge and skills which cannot be acquired unless one undergoes a relevant training. Wachura and Adhulas (as cited in Nyaegah, 2011), underscore the strength and ability of counselling in dealing with disruptive behaviour, first by recognising the situation in which the individual is likely to be disruptive, second by identifying the first signs of disruptive behaviour and third by acting quickly to prevent or stop the bad behaviour affecting others in the group (Onderi & Makori, 2013).

Although counsellors are expected to be qualified in the profession of counselling, Nyamwange et al. (2012), in a study conducted in Kenya indicate that only 38.1% of the teacher counsellors had obtained professional training. This means that 61.9% of the guidance and counselling service providers are untrained in guidance and counselling. These findings are supported by Ngumi (2003) who argues that even the trained teachers do not cover sufficient courses in guidance and counselling to enable them to effectively render guidance and counselling services.

The professional school counsellor collaborates with other educators in the developmental aspects of discipline programmes. It is not the role of the professional school counsellor to mete out punishment but to help create effective behaviour change focused on positive, healthy behaviours. The professional school counsellor advocates for best practices for school-wide discipline, including examining policies and procedures for bias or barriers to learner success. The professional school counsellor is a liaison, consultant and mediator to help create an effective learning

environment; keeping in mind the diverse cultural, developmental, emotional and individual learner needs (American School Counsellor Association, 2007).

In order to effectively implement guidance and counselling programmes to maintain positive discipline in schools, certain strategies should be considered as modes of conducting guidance and counselling sessions. These modes are categorised as individual guidance and counselling that deals with one learner and group guidance and counselling that deals with more than one learner at a time. The strategies aim at ensuring that learner behaviour, character, attitudes, values and life circumstances improve. Group guidance and counselling allows common problems to be handled at once and provides a safe environment for learners to express their feelings concerns and experiences (Mbabazi & Bagaya, 2013). The National Association of School Psychologists (2006) emphasises that schools should provide individual, family, and group counselling as alternatives for educating and supporting students. Group guidance and counselling is successful in enhancing self-concept and self-efficacy (Iowa Department of Education, 2001). Bakhda (2004) maintains that group counselling is very important for the prevention of student disturbances and to help develop a very free and friendly atmosphere. This strategy, however, suffers from lack of privacy and confidentiality (Aleck; Okiror, as cited in Mbabazi & Bagaya, 2013). Individual guidance and counselling comes in handy to address these challenges.

Individual counselling focuses on deeper understanding of the learner as an individual and establishes self-concept and sound identity (Lam, as cited in Mbabazi & Bagaya, 2013). Individual guidance and counselling is effective in both preventive and remedial aspects (Iowa Department of Education, 2001). Kok et al. (2012) reinforce the stated view when they say that prevention and remedial programmes are important in helping to prevent social ills in schools. However, the challenge here is that since individual guidance and counselling is learner-initiated, learners may not easily confide in the teachers and may end up not being helped out of their difficulties (Mbabazi & Bagaya, 2013), which might have a negative effect on maintenance of positive discipline in schools. Lapperts (2012) adds that one of the most powerful ways of resolving conflict is through peer counselling, mentoring and mediation. Many psychologists argue that harnessing the positive power of peer groups might be one of the most important resources at the educator's disposal. At

the heart of peer counselling is the involvement of an equal partnership: two peers counsel each other, with neither partner being regarded as having more expertise or status than the other. Hence, the stated guidance and counselling strategies if properly implemented will yield positive results in maintaining positive discipline in schools.

Mbabazi and Bagaya (2013) in a study conducted in Uganda, found that individual guidance and counselling strategy was commonly used as opposed to group guidance and counselling. This finding is consistent with the findings of Ajowi and Simatwa (2010), Egbochuku (2008), and Simatwa (2012) that guidance and counselling services tended to be provided to individuals after administering punishment and were meant for those who could not solve their own problems. As such, only a small number of learners turned up for guidance and counselling services. The findings by the above mentioned scholars are at variance with those by Chireshe (2006) who conducted a study in Zimbabwe, which revealed the predominant use of group guidance and counselling strategy. These findings can be explained by the fact that each guidance and counselling strategy is effective in handling specific situations and that not all situations can be dealt with using only one strategy. Group guidance and counselling is more effective in handling problems common to all learners (Hayes, as cited in Mbabazi & Bagaya, 2013). Such problems include: orientating new comers, choice of schools/subjects/courses, examination techniques, and revision skills. In a group set up, an environment which is conducive is tenable for learners to express their concerns and receive feedback that helps them live better lives which will result in maintenance of positive discipline in schools.

Despite the crucial role played by guidance and counselling in maintaining positive discipline in schools, the findings of the study conducted in Kenya by Ajowi and Simatwa (2010) show that guidance and counselling has not been effectively used to promote learner discipline in secondary schools in the district studied. This was evidenced in the disciplinary cases that were found in the schools. The findings concur with Simatwa's (2007) findings that lack of serious guidance programmes in schools is the major cause of dismal academic performance and indiscipline cases in learning institutions.

The findings of the study carried out by Nyaegah (2011) also in Kenya reveal that the time for guidance and counselling was not specific, since it depended on the availability of the school heads and teacher counsellors and in 56% of the cases, learners were not aware of what guidance and counselling was all about. The findings of the study necessitated the conclusion that school heads and learners who participated in the study regarded guidance and counselling as a contemporary way of dealing with indiscipline in schools, hence they viewed canning as a suitable alternative. Leaners however appreciated the programme's importance in making them aware of who they are and being able to cope with their personality deficits.

Nyamwange et al. (2012) in their study in Kenya also observed that only 29% of the respondents felt that guidance and counselling is necessary in the schools; 24% thought it had a role to play in improving learners' academic performance and only 48% deemed it necessary in enhancing the level of learners' discipline. This negative attitude of both learners and school heads towards counselling does not auger well with the provision of quality guidance and counselling services in secondary schools. This could hinder the maintenance of positive discipline in schools.

In their study conducted in Malaysia, Kok et al. (2012) found that the school counselling services in the Malaysia secondary school system appeared to be well established and the programme has been implemented, such that every secondary school is funded with a full time school counsellor. They also discovered that though guidance and counselling services were funded, there was still a misconception of the counselling services in secondary schools by learners, parents and school staff (Kok et al., 2012). Simatwa's (2012) study in Kenya also confirms that fifty percent of the prefects perceived guidance and counselling as an option taken by those who could not solve their own problems or were overwhelmed by the world around them. Most learners hardly considered counselling to help them solve problems as an option. This was particularly for those who showed signs of emotional and behavioural difficulties. One of the prefects in fact put it blatantly that many learners considered counselling as a service sought by the mentally ill. Seventy five percent of the school heads involved in the study also stated that in most schools, only a small number of the learners turn out for counselling (Simatwa, 2012). In agreement are the findings of Wango's (2006) study which was conducted in Kenya which suggest that despite the emphasis on guidance and counselling in schools, the

provision of guidance and counselling services is highly variable and somewhat fragmented in scope, largely depending on individual schools.

The findings of a study conducted by Kok et al. (2012) in Malaysia also indicate that counsellors acknowledged and yearned for a more integrated whole school approach to draw in teachers, school administrators, peer counsellors and parents to work together for the social and emotional development of learners. The collaboration between all the stakeholders of education, including the parents, school administrators, and even the local community in providing a school climate which is conducive will further enhance counsellor self-efficacy. This holistic approach in counselling will assist in the mental, physical, social and emotional development of learners. School counsellors can neither increase learners' educational outcomes alone nor build partnership alone hence they should team and collaborate with family, community and school staff members to develop and implement comprehensive guidance and counselling programmes of partnership to meet the needs of learners. Moreover, if managing challenging behaviour is to be handled alongside behaviour modification, then the responsibility should not be left to school counsellors and discipliners alone, but parents also have to be involved. Follow-ups of most behaviour modification strategies have to also be applied at home (Bechuke & Debeila, 2012). Hence, such collaboration will reinforce the maintenance of positive discipline in schools.

Wango (2006) in Kenya also found that the role of the teacher counsellor and guidance and counselling was at times not very clear. For instance, it emerged from the discussion among the teachers that areas of conflict with the school deputy head around discipline matters were probably due to ambiguity and lack of definite roles and responsibilities. Simatwa (as cited in Ajowi and Simatwa, 2010) found that learners if well guided by teachers will do the right things related to learning and will become disciplined. On the other hand, if learners were not properly guided or were ignored, they cause discipline problems. Thus, lack of distinct guidance and counselling roles in schools among members of staff might hinder the implementation of guidance and counselling programmes in schools. This in turn will have a negative effect on maintaining positive discipline in schools. As indicated in the studies reviewed, there is no doubt that guidance and counselling is paramount in maintaining positive discipline in schools, hence its relevance to this study.

2.3.1.3 Teaching social skills

One method of increasing social responsibility among learners is teaching social or decision-making skills. Learners with discipline problems are often rejected by their peers and do not have the opportunity to learn appropriate social skills through normal peer interaction (Dupper, as cited in Ward, 2007). These learners often turn to disruptive or acting-out behaviour. Providing them with the opportunity to learn and practice social skills can break the negative interaction cycle (Skiba & Peterson, 2000). Pro-social skills are proactive strategies taught to learners to ensure that they obtain the necessary skills required to function socially in society, for example, anger management, conflict resolution, empathy, problem-solving and many others (Manitoba Education, Training and Youth, 2001; National Association of School Psychologists, 2006). Learners with behavioural problems often require extra attention in the development of social skills. These social skills can be taught to the entire classroom, to individual students, or to small groups of learners. The goal of social skills instruction is to teach socially acceptable behaviours that will result in better acceptance by classroom peers and their teachers (Manitoba Education, Training and Youth, 2001).

The Ontario Ministry of Education (2010) agrees that helping learners learn how to get along with others is a key strategy in building a caring and safe school culture. While many learners come to school with some social skills already in place, most learners benefit from direct teaching of appropriate social skills, such as thinking before acting, listening, establishing and maintaining relationships, dealing with feelings, accepting consequences, and dealing with peer pressure. Henley (2010) concurs that proactive schools recognise that just as academic skills can be taught, so can appropriate social skills. These schools incorporate social skills lessons into their daily activities and routines. They emphasise civility, and they model the qualities they want to develop in their learners. The Michigan Department of Education (2010) echoes the same sentiments that social skills are taught like academic lessons. The components of a social skills lesson include:

- defining the behaviour expectation,
- providing a rationale,
- teaching the critical discrimination:

- demonstrating appropriate behaviour,
- demonstrating unacceptable behaviour,
- practicing telling the difference with multiple examples,

- if there is a “signal,” teach the signal (when the appropriate behaviour should occur),
- having everyone practice the appropriate behaviour, and
- acknowledging learners for demonstrating appropriate behaviour.

It is important to note that some learners require individual interventions to address their social skills deficits. Social skills instruction is most effective when approaches chosen are tailored to meet the learner’s individual needs. Individual skills that require attention are identified and prioritised by the teacher. The teacher then uses a structured teaching process with the learner. Teaching the learner to produce social behaviours is not enough. The focus of social skills instruction must be the generalisation of learned social behaviours across settings, time, and behaviour. Thus, based on the work of McGinnis and Goldstein in their Skill-streaming books, a four-step process is needed to teach social skills. The steps include:

- Modelling,
- Role-playing,
- Performance feedback,
- Transfer training (Manitoba Education, Training and Youth, 2001).

Consistent modelling, teaching, and reinforcement of positive social skills, is an important part of successfully encouraging positive social behaviour among learners, helping to enhance learners’ self-control, respect for the rights of others, and sense of responsibility for their own actions (Ontario Ministry of Education, 2010). This, therefore, suggests that teaching social skills to learners like academic subjects will make learners conscious of the importance of good conduct. Hence, schools will experience minimal cases of ill-behaviour.

As a way of maintaining positive discipline, Bear (2010) further advises that schools should provide multiple opportunities for learners to apply skills of social and moral problem-solving and responsible behaviour. Such opportunities should include class

meetings in which classroom and school-wide problems are addressed; meaningful learner government activities (for example, helping others in the community); programmes and activities for conflict resolution, peer mediation, service learning, and cooperative learning; and sports and extracurricular activities. In addition, the Centres for Disease Control and Prevention (2009) encourage schools to:

- Provide opportunities for learners to improve their interpersonal skills, such as problem-solving, conflict resolution, self-control, communication, negotiation, sharing, and good manners. Other skills that can be taught include listening, stress management, and decision making.
- Foster pro-social behaviour by engaging learners in helping activities such as service learning, peer tutoring, classroom chores, and teacher assistance.
- Use classroom activities and lessons to explore and discuss empathy, personal strengths, fairness, kindness, and social responsibility.
- Teach refusal and resistance skills, including how to recognise social influences to engage in problem behaviours, identify consequences of problem behaviours, generate and suggest alternatives, and invite peers to join in those alternative activities.
- Correct inaccurate perceptions about what normal behaviours are among learners (e.g. smoking or drinking alcohol).
- Use incidents in the classroom as “teachable moments” to educate learners on self-control, empathy, cooperation, and conflict resolution skills.
- Provide opportunities throughout the school day that allow learners to identify and label their feelings, express their feelings, and assess the intensity of their feelings.
- Engage learners in planning for their future, including career and personal goals. Assist them in mapping out steps to take to meet their goals.
- Use school sporting events and physical education classes to promote teamwork and sportsmanship and emphasise fair play and nonviolence.

In the United States of America, a variety of programmes and strategies have been developed to assist learners in finding alternative ways to deal with discipline and behavioural issues. These programmes are delivered in a proactive, preventative approach to classrooms or small groups of learners (Manitoba Education, Training

and Youth, 2001). These interventions that help learners with emotional/behavioural disorders and social skills deficits have potential to significantly improve school-wide behaviour and safety (National Association of School Psychologists, 2002). Gagnon and Leone (2001) give Resolving Conflict Creatively Programme (RCCP) as an example of a social-cognitive intervention in which learners are taught conflict resolution through modelling, role playing, interviewing, and small group work. The fifty-one weekly lessons are used to teach skills such as communication, listening, self-expression, cooperation, recognising the value of diversity, and countering bias. Training is an essential component of RCCP programme. Teachers receive training and on-going support to facilitate their integration of concepts and skills into the existing curriculum. In addition, school administrators, support staff, and parents receive training in conflict resolution techniques consistent with those imparted to teachers. A select group of students receive peer mediation training.

Gagnon and Leone (2001) further maintain that a comprehensive review of research reveal that the social-cognitive approach used within RCCP was effective for all age groups of learners in reducing crime, anti-social behaviour, and conduct problems. Specifically related to RCCP, results were promising when the teachers received a moderate amount of training and assistance, covered half of the lessons or more, and had a low number of peer mediators in their class. Learners in these classes were significantly less hostile. Furthermore, learner pro-social behaviour increased, as compared to learners in classrooms where teachers taught fewer RCCP lessons and relied on relatively more peer mediators.

The issue of teaching conflict resolution skills is critical if schools are to successfully maintain positive discipline. Conflict resolution is an important feature of both personal and inter-personal relations. Conflict resolution ends disputes before they lead to physical fighting. The most common type of conflict amongst learners is inter-personal, which is conflict between two or more people. These conflicts may take the form of put-downs (insults), teasing, fights, turn-taking problems, and conflicts regarding playground opportunities, access to or possession of materials, and even academic work. These conflicts arise especially from bullying, and the conflicts can escalate rapidly if they are not negotiated or mediated (Mathe, 2008; UNESCO, 2006). Learners should be taught compromise and collaboration. These skills will

help learners to develop into well-balanced human beings who can resolve conflict without resorting to violent actions (Forcey & Harris, as cited in Mathe, 2008).

In the United States of America, some schools have turned to school-based conflict resolution strategies to maintain positive discipline. There are various programmes which seek to empower learners by teaching them appropriate skills to resolve their conflicts non-violently through a problem-solving approach. The basic idea is to convey that conflict is not bad; rather, it is a natural occurrence that may be addressed in non-violent ways. These programmes which target learners from the early years through the senior years include issues such as critical thinking, diversity appreciation, tolerance, communication, and listening skills. These programmes follow three formats namely educator training, peer mediation and curriculum incorporation. Educator training is about training educators in conflict resolution techniques. Peer mediation is training a selection of learners in conflict resolution techniques, these learners come back to school and help to mediate conflicts between their peers. Curriculum incorporation is including conflict resolution as a separate subject for integrating it with another subject for classroom instruction (Forcey & Harris, as cited in Mathe, 2008). The following examples are programmes with widespread usage in Manitoba (USA).

- Conflict resolution mediation programmes: secondary school learners are trained to resolve conflicts between individuals. In some schools conflict resolution is used as an option instead of having a school head resolve a problem or dispute between two learners.
- Playground conflict managers: elementary school learners are taught to assist learners in resolving disputes on the school playground. Learners are trained in a conflict mediation process prior to becoming involved in learner mediations. Learners usually wear playground managers' vests and carry a clipboard while on duty on the playground. Playground managers do not resolve physical confrontations.
- Talk-it-out corner: Learners in the middle years are trained in mediating their own conflicts. Initially the teacher may be involved, but as the learners become skilled in the process, the teacher may withdraw. A corner is selected in the classroom where a cubicle or table is placed and posters are

put up to act as visual prompts in the conflict resolution process. Learners involved in a conflict are sent to the talk-it-out corner to resolve the issues between them (Manitoba Education, Training and Youth, 2001).

In the most comprehensive evaluation of conflict resolution to date, Johnson and Johnson (as cited in Skiba & Peterson, 2000) reported that conflict resolution and peer mediation have been successful in reducing school suspension and improving maintenance of positive discipline in schools. Considering issues raised by literature, the teaching of social skills is a vital component of positive discipline management in schools. This, therefore, justifies its inclusion as a strategy in the current study.

2.3.1.4 School-wide Positive Behaviour Supports (SWPBS)

School-wide positive behaviour supports (SWPBS) is a proactive, systems level approach that enables schools to effectively and efficiently support student (and staff) behaviour (Simonsen, Sugai & Negron, 2008). Sprague and Horner (in press) acknowledge that SWPBS is a multiple system approach to addressing the problems posed by learners displaying antisocial behaviours and coping with challenging forms of learner behaviour. SWPBS includes a wide range of systemic and individualised strategies aimed at improving individual quality of life (Lassen, Steele & Sailor, 2006). The Michigan Department of Education (2010) states that since the inception of SWPBS more than thirteen years ago at the University of Oregon, the approach has developed into a framework that can be used by any school to help improve the social and learning behaviours of learners and decrease disruptions that interfere with instruction. SWPBS is now implemented in thousands of schools across the United States of America (USA) and hundreds of schools in Michigan, including preschools, elementary, middle, and high schools (Michigan Department of Education, 2010).

The primary aim of SWPBS is to decrease problem behaviour in schools and to develop integrated systems of support for learners and staff at the school wide, classroom and individual learner, including family levels (Sugai, Horner & Gresham, as cited in Bilatyi, 2012). Safran and Oswald (2003) add that school-based collaborative teams that include teachers, administrators, and/or special services personnel are an essential component of SWPBS programmes. The Michigan

Department of Education (2010) points out that SWPBS programmes are based on the premise that all learners can benefit from well implemented, evidence-based practices for improving learner behaviour. SWPBS provides a comprehensive framework that can be used by any school to design their own system of behavioural supports for all learners. SWPBS also provides informed decision-making, based upon data analysis that guides the process of assessing learner needs and providing additional levels of behavioural support to learners in need (Michigan Department of Education, 2010).

SWPBS procedures are organised around three main themes which entail prevention, multi-tiered support and data-based decision-making. Prevention involves defining and teaching a common set of positive behavioural expectations, acknowledging and rewarding expected behaviour, and establishing and using consistent consequences for problem behaviour (Osher, Bear, Sprague & Doyle, 2010). Sprague and Horner (in press) in addition state that the key practices of SWPBS are:

- clear definitions of expected appropriate, positive behaviours are provided for learners and staff members,
- clear definitions of problem behaviours and their consequences are defined for learners and staff members,
- regularly scheduled instruction and assistance in desired positive social behaviours is provided that enables learners to acquire the necessary skills for the desired behaviour change,
- effective incentives and motivational systems are provided to encourage learners to behave differently,
- staff commits to staying with the intervention over the long term and to monitor, support, coach, debrief, and provide booster lessons for learners as necessary to maintain the achieved gains,
- staff receives training, feedback and coaching about effective implementation of the systems, and
- systems for measuring and monitoring the intervention's effectiveness are established and carried out.

Osher et al. (2010) contend that SWPBS schools also provide regularly scheduled instruction in desired social behaviours to enable learners to acquire the necessary skills for the desired behaviour change, and they offer effective motivational systems to encourage learners to behave appropriately. SWPBS classrooms in SWPBS schools have the same set of common school expectations posted, and teachers develop classroom-level rules and reinforcement systems consistent with the school-wide plan. In addition, classroom-handled versus administrator-handled behavioural problems are clearly defined, and data on patterns of problem behaviour are regularly summarised and presented during meetings to support decision-making and practice consistency.

In implementing SWPBS to maintain positive discipline in schools, (Simonsen et al. 2008) emphasise that schools need to identify clear and measureable outcomes (for example, decrease problem behaviour, social competence, increase academic achievement) that are valued by significant stakeholders (for instance, learners, family members, teachers, community); collect and use data to guide their decisions; implement relevant, evidence based practices; and invest in systems that will ensure that practices are implemented with fidelity and sustained over time. Sugai and Horner (2002) elaborate that data should be used to guide the selection of new practices. In addition, data must be collected to evaluate the effectiveness and quality of implementation of current practices (individual or system), characterise and understand a situation (for example, learners' behaviour, learners' academic performance, school setting, teacher instruction), guide the development of new or modification of current practices, and monitor learner or programme progress. Sugai and Horner (2002) further explain that the systems (for example, processes, routines, working structures, and administrative supports) are needed to ensure consideration of valued outcomes, research validated practices, and data-based decision making.

Sugai and Horner (2002) concur with Simonsen et al. (2008) when they state that the behaviour management capacity of the school is not enhanced when focus is on reacting to one situation at a time. Thus, schools integrate effective practices with four critical elements. These four critical elements, that is, outcomes, data, practices, and systems that are presented in Figure 2.3 below should be contextually appropriate and meaningful for the school. When schools implement SWPBS, they

typically experience decreases in inappropriate behaviours (as measured by decreases in discipline referrals, suspensions, and expulsions) (Simonsen et al., 2008). Together the four elements of SWPBS, therefore, emphasise the need for schools to improve the effectiveness, efficiency, and relevance with which they do the business of supporting learner behaviour (Sugai & Horner, 2002).

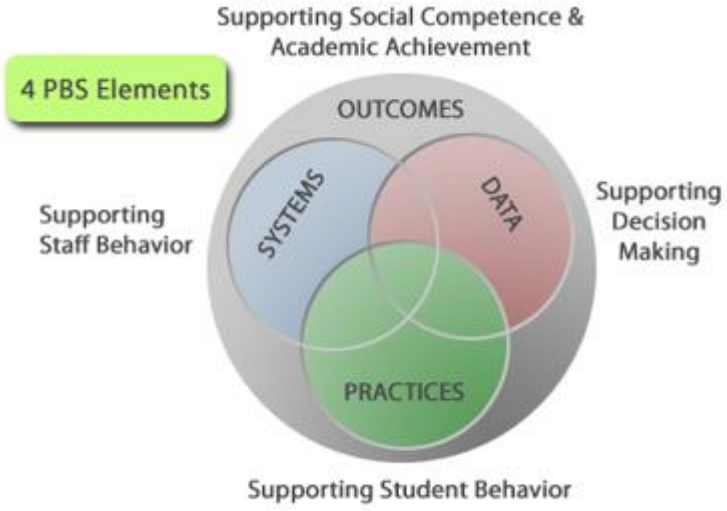

Figure 2-3: Four Elements of School-wide Positive Behaviour Support

Source: Retrieved from: http://sd54.org/wp-content/uploads/2011/10/untitled2.png

Simonsen et al. (2008) postulate that unlike typical school practices, which often wait for a student to fail before providing support, SWPBS employs a three-tier approach to behaviour support to (a) proactively address the social behaviour needs of all learners and (b) prevent social and academic failure. The three tiers are primary, secondary and tertiary as shown in Figure 2.4 below. This approach, which is also referred to as continuum of behaviour support iterates how a prevention based perspective is applied across all learners within a school (Sugai & Horner, 2002).

The primary tier is designed to support all learners and staff across all settings in the school. Meaningful outcomes are identified for all learners and staff (for example, increases in the percentage of learners making adequate yearly progress, decreases in the percentage of learners receiving two or more office discipline referrals); aggregate data are examined to determine if outcomes are met; practices (for instance, establishing positively stated school-wide rules, teaching social skills, developing a school-wide reinforcement system) are implemented to maximise the

success of all learners; and systems are selected to ensure that practices are implemented with fidelity by staff. When implemented effectively and accurately, schools can expect most learners (approximately 89%, 74%, and 71% of elementary, middle, and high school learners, respectively) to respond to the primary tier intervention (Horner, as cited in Simonsen et al., 2008).

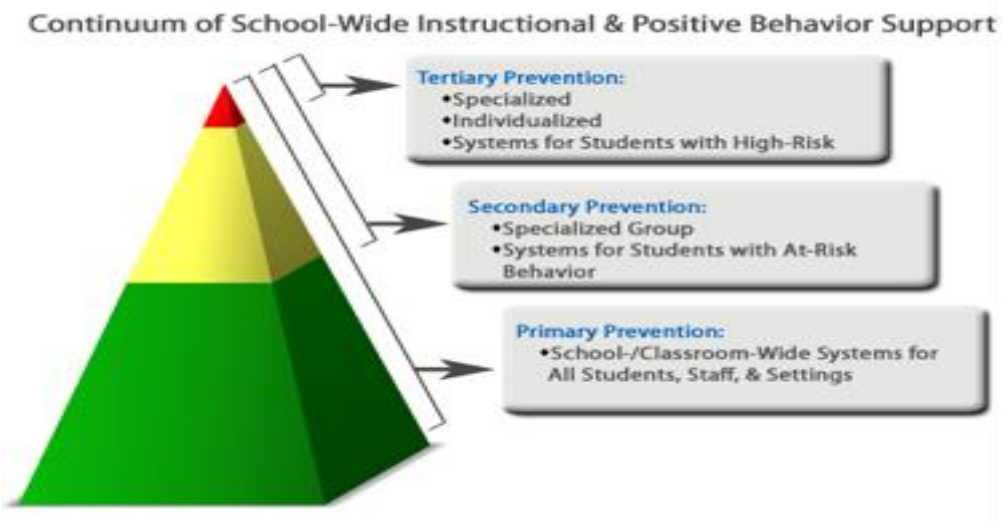

Figure 2-4: Continuum of School-wide Positive Behaviour Support

Source: Retrieved from http://sd54.org/wp-content/uploads/2011/10/untitled2.png

Even with effective primary tier intervention in place, a group of learners (approximately 11%, 26%, and 29% of elementary, middle, and high school learners, respectively) will require additional behaviour support to experience success (Horner, as cited in Simonsen et al., 2008).

The secondary tier is designed to support a targeted group of learners who have not responded to primary tier interventions, but whose behaviours do not pose a serious risk to themselves or others. Outcomes are specific to the targeted group of learners and often focus on preventing problem behaviours from becoming chronic. Data are collected to measure progress toward outcomes; data sources may include office discipline referrals, points earned for desired behaviour (if using an intervention that employs a point system), attendance records, and other measures of appropriate behaviour. Practices typically focus on intensifying the support provided in the primary tier (that is, increasing structure, providing more intensive social skills instruction, and delivering more frequent reinforcement); and systems (for example, a team to run the selected secondary intervention) are established to ensure that

adopted practices are implemented with fidelity. Outcomes are specific to the targeted group of learners and often focus on preventing problem behaviours from and that data are regularly collected, reviewed, and used to make decisions (Simonsen et al., 2008; Sugai & Horner, 2002).

Tertiary tier interventions are designed to support individual learners (a) who require additional support to benefit from secondary or primary tier intervention (that is, learners who have not responded to secondary tier intervention) or (b) whose behaviours are serious enough to require more immediate and intensive support (that is, learners whose behaviours pose a risk and who are not appropriate for secondary tier intervention). Interventions at this level are highly individualised; thus, outcomes, data, and practices are identified for each learner, and systems are designed to support the on-going implementation of multiple individualised interventions within a school (Simonsen et al., 2008; Sugai & Horner, 2002).

Research findings indicate that SWPBS creates an effective school environment where proactive behavioural practices can be implemented successfully (Lewis, Powers, Kelk, & Newcomer, as cited in Simonsen et al., 2008). Specifically, individual research studies demonstrate that implementation of primary tier interventions is associated with increases in consistency among staff, increases in positive interactions, and decreases in office discipline referrals (Turnbull et al., as cited in Simonsen et al., 2008).

Research also shows that SWPBS can prevent many of the problems that arise in school settings. Studies conducted on SWPBS have documented reductions in antisocial behaviour (Sprague et al., as cited in Osher et al., 2010), vandalism (Mayer, as cited in Osher et al., 2010), and aggression (Grossman et al., as cited in Osher et al., 2010). Some studies have shown up to 50% reductions in discipline referrals over a 3-year period (Horner et al., as cited in Osher et al., 2010). In an experimental trial randomised at the school level, Bradshaw, Mitchell, and Leaf (as cited in Osher et al., 2010) found that learners in schools where SWPBS was implemented were 35% less likely to be sent to the school head's office than those in comparison schools. In addition, school staff reported improved staff affiliation and organisational health (Bradshaw, Koth, Bevans, Lalongo, & Leaf, as cited in Osher et al., 2010). The findings are in agreement with Illinois Positive Behaviour

Interventions and Supports Network, 2005-2007 Progress Report (as cited in Dignity in schools, n. d.) which found that at Carpentersville Middle School, in USA, after implementing SWPBS, office disciplinary referrals fell by 64% from 2005 to 2007. In another study whose findings are contained in Illinois Positive Behaviour Interventions and Supports Network, 2005-2006 Progress Report (as cited in Dignity in schools, n. d.) it was found that in twelve Chicago public schools, the number of learners who received six or more disciplinary referrals fell by more than 50% over three years after implementing SWPBS.

Results from this growing body of research on SWPBS suggest that it is an effective approach to reducing learner problem behaviour and improving the overall climate of the school (Lewis et al.; Todd et al., as cited in Lassen et al., 2006). In a 4-year longitudinal study, Luiselli, Putnam, and Sunderland (as cited in Lassen et al., 2006) evaluated SWPBS efforts in a rural public middle school. Collapsing the school's disciplinary codes into three main categories (Disruptive-Antisocial Behaviour, Vandalism, Substance Use), the authors reported a reduction in disciplinary detentions in all categories from Year 1 to Year 4. In addition, except for Year 2 Vandalism detentions, the number of detentions in each category was reduced each year. It is therefore evident from the literature reviewed that SWPBS is an effective strategy for maintaining positive discipline in schools. The strategy addresses the needs of all learners, that is, it can be positively used for preventing ill behaviour at school and also remedy the behaviour of learners who are already demonstrating disruptive behaviour. Hence, SWPBS strategy is relevant to this study which examines the implementation of strategies used in secondary schools to maintain positive discipline.

2.3.1.5 Communication

Communication is the lifeblood of any organisation. For an organisation like a school to function effectively, it should have an effective communication system. Communication is an important skill that should be transferred to all members of the school community (Mathe, 2008). Akinnubi, Gbadeyan, Fashiku and Kayode (2012) state that the term communication is derived from the Latin word "communicare" which means "to put in common" and "to share". It then means the sharing of ideas, facts, thought and feelings for easy co-existence. It is a two way process which

involves the sender and the receiver. Communication is, therefore, concerned with transmitting and receiving information which is a key to all aspects of organisational life. Mathe (2008) elaborates that communication is the successful transmission of information through symbols, signs, behaviour, speech, writing or signals. It is the exchange of ideas, opinions and information through written or spoken words, symbols or actions. It is also a fundamental component of social behaviour; the transmission of information between a sender and a receiver using any of the five senses. Akinnubi et al. (2012) add that communication helps to build relationships and facilitates achievement of goals.

The Ministry of Education, Jamaica (2011) outlines some forms of communication as:

- Verbal which includes oral (speaking, or singing) and written communications.
- Non-verbal communication which transmits meaning through body language, touch, and eye-contact.

If communication is successful, it results in transfer of meaning. If this transfer of meaning is not achieved as intended, then true communication has not taken place (Ministry of Education, Jamaica, 2011). Akinnubi et al. (2012) reveal that the medium of communication is one of the most crucial determinants of the effectiveness of communication. These include: school assembly, staff meetings, bulletin board, through minutes in files, signs, pictorial representations, parent representations, during lessons in the classroom and radio, television and print media. No matter how good the message may be, if it is sent through a wrong channel, the message will not only be ineffective but can cause serious discipline problems in the school. As such, the need for effective communication channels for maintenance of positive discipline in schools cannot be overemphasised. In a study conducted in Kenya, Kindiki (2009) found that ineffective communication will result in conflict, chaos, misunderstanding and lack of confidence in school administration. Effective communication ensures that messages reach the receiver who gives feedback. It allows no room for rumours.

The Manitoba Education, Training and Youth (2001) suggest that when behaviour problems escalate, it is very important for the school and parents to communicate on a daily basis. This communication can take a number of forms including phone calls,

communication book, email, and communication or monitoring forms. The purpose of all of these communication devices is to ensure that information from both parties is shared between the home and school. By working collaboratively, the behaviour difficulty can be dealt with effectively. Epstein (2011) and Michael, Dittus and Epstein (2007) buttress this view when they state that schools should establish clear communication channels between parents and school staff. Examples of communication channels that could be used in schools to enhance communication with parents about learners' behaviour include:

- Memos, newsletters, progress reports, letters, monthly calendars of events, Web sites and Web boards, text messaging, and e-mail (Epstein, 2011; Henderson & Mapp, 2002).
- Using a variety of verbal and face-to-face communication methods, such as phone calls to home, automated phone system messages, parent-teacher conferences, meetings, conversations at school, and regular parent seminars to communicate with parents about maintenance of positive discipline in schools (Epstein, 2011; Henderson & Mapp, 2002; Chen, Yu & Chang, 2005).
- Providing open lines of communication for receiving comments and suggestions from parents on discipline issues, and building the school's capacity to route this information to the intended persons. Establishing multiple mechanisms for gathering opinions from parents, learners, and teachers, such as on-site suggestion boxes, annual parent surveys, random sample parent phone surveys, parent/teacher focus groups, and school-sponsored parent blogs (Epstein, 2009; Henderson, Mapp, Johnson, & Davies, 2007).

Lapperts (2012) observes that communication with parents is particularly important regarding learners who are experiencing problems at school relating to learning barriers and behavioural problems. The discussion with parents should emphasise joint problem-solving to enhance maintenance of positive discipline in schools.

It is imperative for schools to provide positive notes and phone calls to parents to give positive feedback on a learner's behaviour. Schools should also collaborate with parents in determining rewards and consequences of learners' behaviour (Manitoba Education, Training and Youth, 2001). The Irish National Teachers' Organisation

(2004) concur that teachers have also found that parental involvement in acknowledging positive behaviour, through the use of a note in the homework journal, or in making reports to parents is very useful. Research has shown that learners regard a positive note home as the best reward, while a negative note home was seen as the worst sanction. As a result, such collaboration yields positive results in implementing strategies used to maintain positive discipline in schools.

The Manitoba Education, Training and Youth (2001) advise that teachers should be careful about verbal communication, and should:

- utilise a supportive language tone,
- communicate with learners using positive language,
- avoid language that is overly authoritative or condescending,
- utilise a rate and rhythm of speech that is even and smooth,
- deliver warnings and reminders in a calm manner.

Teachers should also be aware of the use of non-verbal communications. They should:

- use eye contact effectively,
- use non-verbal cues as warnings when behaviours are escalating,
- be aware of the impact of tone, volume, cadence, positioning, and stance.

The Ministry of Education, Jamaica (2011) asserts that maintenance of positive discipline requires an assertive communication style because there is need for the teacher to engage learners on the norms and limits that should guide their behaviour. It asks questions that will lead the learner to talk and to reveal specific facts and emotions, perceptions and needs, interests and concerns that help in building relationships and resolving disputes. Effective communication practices, therefore, improve interpersonal interactions by reducing conflict and misunderstanding.

However, the findings of a study conducted by Kindiki (2009) in Kenya indicate that notice boards are not a very effective way of passing information to the learners because the message on the notice board could easily pass unnoticed or be ignored by the learners. Some cheeky learners could also pluck the notices from the board before they are read by other learners. Also, the message on the notice board can

be ambiguous and thus prone to misinterpretation if not clarified. Such clarification is always not immediate when notice boards are used to pass information. It also came out that suggestion boxes were favoured as a method of communicating to the school administration. This is because suggestion boxes guarantee the learner's anonymity. The results also revealed that there are poor channels of communication used by school administrators. Undemocratic school administrations do not consider meetings as important channels of communication. Conversely, democratic school administrations preferred meetings and morning assemblies as the best channels of communication. Lack of a proper hierarchy of authority in a school setting can also lead to poor communication in the school because the learners do not know exactly to whom they should forward their grievances. This can lead to appropriate channels of communication not being followed and as a result, there would be delays in the information reaching the right recipient (Kindiki, 2009).

The reviewed information indicates that the communication strategy is indispensable if schools are to effectively maintain positive discipline. For schools to address the needs of all learners there is need for effective communication channels. This, therefore, necessitates the inclusion of this strategy in the current study.

2.3.1.6 Positive reinforcement

Noordien, Samson and Siers (2008) state that positive reinforcement can be anything that the learner sees as a reward, but it must be earned for good behaviour. Since every reward has to be earned, it creates an opportunity for the teacher to talk about what it takes to earn it, and to show how this is actually the real reward. Reinforcing expected behaviour through an on-going system of rewards encourages future displays of the desired behaviour. Continued use of positive reinforcement is an integral component of SWPBS. Positive reinforcement increases the probability that the behaviour it follows recurs (Maag, 2001).

Lapperts (2012) points out that there are two important ways in which positive reinforcement is used. First, learners who behave in positive ways are positively reinforced or recognised. Through such reinforcement and recognition, learners are encouraged to repeat the behaviour. Second, bad behaviour is prevented. A teacher carefully observes the "life cycle" of bad behaviour and identifies issues that trigger

such behaviour. By so doing, the teacher diverts the learner from taking the course of bad behaviour early in the life cycle of such behaviour.

Noordien et al. (2008), postulate that many schools include incentives and rewards to reinforce positive behaviour. They involve learners in drawing up the list of incentives so that they are motivated to behave positively by repeating the behaviour. For some learners, tokens or reward systems can be effective in teaching the learner replacement behaviours. Often, the learner chooses a reward from a list provided by the teacher/and or parents. Target behaviour is identified for change over a specified time period. If the learner can demonstrate to the teacher that the behaviour is improving, then the token or reward is given to the learner. Once the behaviour has been internalised, the teacher will move from an external to an internal reward system (Manitoba Education, Training and Youth, 2001).

Positive reinforcement can come in many forms: a simple smile; a word of praise; public acknowledgement; or social commendation (Lapperts, 2012). Noordien et al., 2008) confirm that teachers use praise, incentives and problem solving to motivate 'good' behaviour and give learners insight into their behaviour and its consequences. By reinforcing expected behaviour through an on-going system of rewards, teachers are increasing the likelihood of future displays of these desired behaviours known to create a positive school climate where ill-discipline is limited. A series of reviews and analysis of reward literature confirms that there is no inherent negative property of reward (Cameron, Banko & Pierce, 2001).

When applying positive reinforcement, the Ottawa-Carleton District School Board (n. d.) advises schools to establish a structured system that recognises and reinforces appropriate learner behaviour; vary reinforcements to sustain enthusiasm because what may be reinforcing for one may not be for another. Thus, positive reinforcement is most effective when the incentives used are matched to the learners participating. Not all learners are motivated by the same thing. Research has established that if teachers can properly match reinforcements to learners, positive reinforcement is a much more effective way of improving the overall behaviour of all learners in the school. Schools, therefore, should plan positive reinforcement occurrence to increase appropriate behaviours rather than running the risk of it haphazardly promoting inappropriate behaviours (Maag, 2001).

Noordien et al. (2008) in their study found that the majority of teachers were in agreement that learners should be praised or given incentives when they showed improvement in their behaviour. Teachers preferred incentives that did not involve spending of money. Teachers also stressed that incentives needed to be age appropriate and of interest to the particular learner. Noordien et al. (2008) suggest some of the positive reinforcement incentives and rewards as:

- Sending the learners to the school head's office for a special acknowledgement of achievement or good behaviour. The learner can receive the school head's certificate or be praised in the school assembly.
- Sending a note of praise to the learner's parents or caregivers describing any positive attributes observed towards his/her school work, behaviour change, towards peers or on the sports fields. Encourage the parents to paste the note where family members can see the note, for example, on the fridge door. Learners of all ages just love these notes.
- The learner earns the privilege of being an assistant to the teacher by helping the teacher with fun and interesting tasks that are age appropriate. The teacher should ask the learner which tasks she would like to do but make sure that the learner will not be victimised at a later stage. Examples are: writing on the board, calling on learners to answer questions, choosing a topic for class discussion, and many others.
- The school head or teacher can make a phone call to the learner's parents during the presence of the learner. Telling the parents what an excellent job the learner has done and saying how proud the parents should be. This also builds positive communication between home and school as well as between learner and parents. These incentives therefore contribute positively to the maintenance of positive discipline in schools as learners are motivated to repeat the same behaviours which would earn learners rewards.

Furthermore, it has emerged that many schools have chosen to implement merit and demerit systems with the aim of promoting self-discipline amongst learners. This approach combines positive incentives and an early warning system to help learners take responsibility for their behaviour (Noordien et al., 2008). A merit system recognises that positive behaviour should be encouraged and rewarded. It is intended to build confidence and encourage learners to be accountable for their

actions. Learners have incentives to motivate them to ‘get it right’ and keep on trying. Merits can be given for good work and good behaviour such as being helpful, or listening to instructions. When the merit system is implemented:

- A learner who receives 10 or more merits in a week can select his/her reward from a list of incentives.
- A learner who receives more than 30 merits in a term will receive a special certificate of achievement.
- Merits must be issued fairly and consistently.

Learners are awarded immediate recognition and given points when demonstrating the behaviour requirements. These points have a real value to learners because they are exchangeable for rewards and incentives specifically chosen for them based upon their identified areas of interest.

The demerit system, on the other hand, acts as an early warning system before learners are sent to detention. The system aims to promote self-discipline and encourages learners to keep track of their own behaviour. During its implementation:

- Learners who receive more than 10 demerits in a week must go to detention.
- A new cycle begins each week.
- Demerits must be issued fairly and consistently.
- Strict records need to be kept and monitored.
- With good behaviour, the learners can accumulate merits that they had lost through bad behaviour (Noordien et al., 2008).

Hao (2009) buttress Noordien et al. (2008)’s view when he observes that the positive feelings of being loved and respected reinforce other positive feelings inside the learner that, in turn, lead to the development of good habits and practices. The process of behaviour reinforcement is a spiral development, not a straight line; a good habit may be abandoned if it is not regularly reinforced.

Hao (2009) further suggests five principles for reinforcement of positive behaviour as:

- Praising a real and specific achievement: The adult’s attitude and tone of voice is very important in conveying a positive message. Encouragement

is critically important for learners in behaviour difficulty and for those with less success in studying.

- Specific encouragement and naming virtues: For example: “I like the way you helped your younger sister. You have shown your sense of solidarity and your helpfulness”. “You were very good not to hit back when you were teased and ridiculed. You are strong and patient”. Learners will remember the virtues that teachers or parents have said they showed. This is very important. It can help the learner to change their natural reaction from a negative response, such as hitting back the friend in the previous example, to something more positive, boosting their self-esteem and patience.
- Being sincere: In praise and encouragement, the teacher or parent’s sincerity is the most important factor in making learners feel they are respected, enabling them to properly value their efforts and improvement. The eyes and tone of voice are invaluable signs of sincerity that can be easily interpreted by human beings of all ages.
- With sincerity and positive emotion: sometimes praise or encouragement starts out with a positive statement but finishes on a negative note. For example, when a learner has shown an improvement in behaviour, the parent or teacher might say “Well done! You did very well in showing that behaviour today. Why do you not show that kind of behaviour everyday? The first comment is very encouraging but the positive feeling quickly dissipates with the final criticism or negative comment.
- Responding immediately: a new positive behaviour needs to be immediately encouraged when it is being established. Regular encouragement is needed in order to establish a new behaviour but the encouragement should be reduced once this behaviour becomes habit.

Hao (2009) stresses that praise and encouragement is often viewed as synonymous. Most people agree that praise is an effective tool for behaviour change. Many educators, however, suggest differentiating between praise and encouragement. Praise differs from encouragement in terms of timeliness and effectiveness as shown in table below

Table 2-1: showing the difference between praise and encouragement

Praise	Encouragement
1. Conducted after obtaining an achievement and when the learner is successful (praise only those who achieve success)	1. Conducted before and during any action taking place, not only when the learner is successful but also when he or she faces difficulty or failure (encourage learners' efforts, progress and contribution)
2. Given to learners who obtained achievement; may be a material reward such as money or a trophy. Only few learners and a few behaviours are praised, for example, a small number of excellent learners who get top marks. These rewards can only be achieved after lengthy efforts.	2. Any learner can receive encouragement. A teacher can encourage many learners for anything they have tried and anything they have done that shows progress. After enough encouragement, learners may have made a praiseworthy achievement.
3. Adults assess the learners' achievements and set the standard with little or no mutual participation. (Parents and teachers feel satisfied with the achievements but do not consider whether or not the learner is also satisfied.)	3. Self-assessment by learners: learners decide whether or not they are satisfied with their achievements. They set their own standards with participation from their parents or teachers. (Show to parents or teachers who are interested in seeing what the learners think of their efforts and achievements.)

4. Show adult's expectations and reliance on ranking.	4. Assess and respect learners' own capacity (success can be measured against the learner's personal improvements rather than against the achievements of others).
5. Learners obey and follow parents' or teachers' instructions but have no intrinsic understanding of why they need to do so. (What you have done is good - but no explanation of why it is good.)	5. Teachers or parents empathise with learners, showing high levels of mutual interaction.
6. Praise and rewards may be seen as a type of bribe. For example: "if you behave well, I will give you some money". Next time, the learner might say "I will only try to behave well if you give me some more money" (bargaining). Gradually, learners will learn that they should never do anything if they do not receive something in return.	6. Encouragement makes learners proud of their achievements, efforts and contributions, giving them internal motivation to act.

Source: Hao (2009) *Positive Disciplines Training Manual.*

Learners should be encouraged so that they feel valued and capable. Teenagers should also be encouraged to overcome difficulties, challenges, pressures received from their peers, and to develop their sense of responsibility. Encouragement helps to build self-esteem and confidence in learners. Parents' excessively high or low expectations can make learners frustrated. High expectations can make learners feel that they are incapable of meeting their parents' or teachers' expectations, causing them to lose the motivation to try, whilst low expectations make learners wait for other people's help and lose the motivation to strive to do better. Thus, parents and teachers, instead, should try to pay more attention to learners' strength and virtues, focusing on their positive abilities and behaviours. Schools therefore should encourage learners' positive behaviours and attributes in order to help learners to become responsible adults (Hao, 2009). Hence, it is essential for teachers and parents to realise the differences between praise and encouragement so that they can use them appropriately to reinforce positive behaviour in learners. Such knowledge and skills can enhance the maintenance of positive discipline in schools.

In contrast, Maag (2001) argues that the functional definition of positive reinforcement frequently does not help some teachers get past the stereotypical notion that it is a manipulative tool created to coerce learners into behaving appropriately. As such, reinforcement continues to be viewed by some educators as tantamount to bribery, undermines learners' abilities to become self-directed, and quells internal motivation (Kohn, as cited in Maag, 2001). Despite the argument, research has shown that increasing the use of positive reinforcement by teachers appears to be capable of a strong effect in reducing school suspension and dropout rates (Skiba & Peterson, 2000).

The findings of a study conducted in Kenya by Simatwa (2012) revealed that all the forty school heads involved in the study used reward and punishment in the management of learner discipline in the schools under study. They also stated that behaviour that was rewarded tended to be repeated. To focus on the positive aspects of professional practice was more rewarding for teachers than focusing on punishments and threats. In practice, however teachers used rewards and praise and where necessary, punishments and threats. School heads were found to be realistic in their expectations of the learners and placed more emphasis on rewards and encouragement than on blame and accusations.

Given the above observations, it is clear that positive reinforcement as a new dimension of discipline management in schools is indispensable in maintaining positive discipline. Consequently, it is necessary for the current study to examine how schools implement this strategy to maintain positive discipline.

2.3.1.7 Modelling positive behaviour

Teachers have the responsibility of being living examples of the kind of behaviour that is expected, as learners learn from role models (Bilatyi, 2012). Lapperts (2012) observes that the final cornerstone, which is also extremely important, is the necessity for teachers to model good behaviour. That is, teachers who are effective at working with learners are themselves living examples of good behaviour and caring values. The importance of modelling good behaviour is rooted in the simple fact that learners learn from following the example set by the role models around them. If adults model violence, learners are more likely to do so too. If teachers model frustration and intolerance, the learners who follow their example are more likely to express themselves with frustration and intolerance. If teachers model compassion, patience, high ethical values, and a light touch, learners are more likely to model the behaviours concerned. Thus, observational learning (learning by observing others do something) is a very powerful way of acquiring attitudes, skills and knowledge. Attitudes, mannerisms, speech patterns and prejudices are learned without any intent to do so, from watching "significant others" display those behaviours. Hence, when a teacher demonstrates respect for the dignity of learners and other school personnel, learners are more apt to acquire that behaviour (Hunter, as cited in Serakwane, 2007; Noordien et al., 2008).

The Ontario Ministry of Education (2010) states that the school staff should model attitudes and behaviours that contribute to a caring and safe school culture, by valuing and demonstrating respect for all learners. The Irish National Teachers' Organisation (2004) adds that teachers model positive behaviour by treating learners and adults with respect and building a positive relationship with learners. The Ottawa-Carleton District School Board (n. d.) suggests that teachers need to ask themselves the following questions; relative to the model they set for learners:

- How do you present yourself?
- Are you modelling positive behaviours when attempting to solve conflicts?

- Are you communicating respect?
- Are you separating the behaviour from the learner?

Such questions will always guide the teachers in modelling positive behaviour, which in turn will affect learner behaviour positively.

Lewis and Sugai (as cited in Ward, 2007) postulate that to understand why children and youth engage in challenging behaviour, researchers have established compelling evidence that parents and communities contribute to the development of the most severe forms of antisocial behaviour by failing to provide necessary prerequisite social skills and support and by modelling inappropriate social interactions. Yaroson (as cited in Salifu & Agbenyega, 2012) adds that a study in Ghanaian schools revealed that teachers contributed to disciplinary problems by modelling shabby dressing and indecent attires which denoted nudity. The Ministry of Education, Jamaica (2011) advises that without proper role models, learners do not the opportunity to learn acceptable behaviours. Vermeire (2010) argues that teachers and school staff regularly and consistently interact with learners and are responsible for modelling those expectations. Consequently, teachers, parents and community members should model attitudes and behaviours that contribute to a caring and safe culture in both at the school and the broader community (Ontario Ministry of Education, 2010). Acceptable behaviour therefore is modelled by parents, and when children behave well they are rewarded with attention and praise (Save the Children Sweden, 2010).

The highlighted views of authorities reveal that the positive behaviour modelling strategy is essential in maintaining positive discipline in schools. If school staff, parents and community members model positive behaviour, learners will emulate such behaviour and this may minimize ill-discipline among learners. This, therefore, reinforces maintenance of positive discipline in schools. Consequently, this strategy is suitable for this study.

2.3.1.8 Training of staff and parents

Disruptive behaviour has given new urgency to improving professional development among teachers. It is not enough to simply tell teachers, just to do a better job without empowering them with skills and knowledge on how to deal with problem

behaviours in executing their duties (Ward, 2007). Thus, training is an essential component of the positive behaviour management programmes (Gagnon & Leone, 2001). Training should include the direct problem of disruptive behaviour in the classroom as well as how to diffuse potentially more harmful acts of violence. Training should also be extended to help teachers better understand the issues that affect disruptive behaviour such as parenting, community violence, insecurity, poverty, irrelevant curricula, and insensitivity to learner diversity, low teacher expectations, neglect, and many others (Joyce & Showers, as cited in Ward, 2007). The National Association of School Psychologists (2006) and Feuerborn and Tyre (2012) state that schools should organise staff development and training programmes designed to guide teachers through the process of developing positive discipline strategies that prevent problem behaviours and encourage safety in schools.

Vermeire (2010) stresses that an essential element to preventing and addressing learner misconduct and ensuring a positive school environment is providing teachers and school staff and administrators with relevant professional development opportunities, that focus on creating a positive school culture and the consistent, effective, and fair implementation of school discipline policies. Moreover, school personnel should be trained to incorporate the philosophies of creating a positive school environment and implementing non-biased discipline into the daily operation of their school, including utilising curriculum that incorporates the values of diversity, anti-bias, and cultural awareness and competency. Ward (2007) concurs that with the recent emphasis on accountability, staff developers are being compelled to show that in-service training is changing teacher behaviour and, ultimately, is improving classroom discipline and enhancing learner achievement. Hence, critical components of a prevention plan can be appropriately implemented and maintained through comprehensive staff development (Gagnon & Leone, 2001).

Gordon (as cited in Serakwane, 2007) supports the need for training and development of teachers and thus holds that teachers require a profound shift in their attitudes and in their posture towards discipline, power and authority. Ward (2007) is of the view that comprehensive and unending training can reduce the frequency of disruptive behaviours and instructional personnel feel more secure. Programmes can include the development of the ability to identify learners who are

likely to exhibit anti-social behaviour for the purpose of preventive intervention, to identify and diffuse potential disruption, and to deal safely with violence should it erupt. Conflict resolution and violence prevention programmes should also be strongly considered.

Gable, Manning, and Bullock (as cited in Ward, 2007) propose the following recommendations for school personnel who are searching for ways to better prepare teachers to cope with disruptive learners:

1. Staff development should include curricular elements that prepare teachers to work with disruptive learners. This should include:

   (a) identifying warning signs of disruptive behaviour,

   (b) establishing and maintaining an orderly and conducive school environment,

   (c) minimizing potentially hostile or aggressive situations.

2. Staff development sessions should train teachers to make the instructional environment conducive for learning. This means modifying the class or other school areas to prevent possible problems.
3. Staff development should prepare others to serve as resources, mentors, or on intervention teams.
4. Staff development should emphasise wide-ranging approaches that incorporate programmes of prevention and intervention.
5. Staff development should emphasise the importance of collaboration, problem solving, and the team approach.

The Centres for Disease Control and Prevention (2009) suggest that schools should:

- Offer professional development on ways to organise and structure the classroom to promote a positive environment. Developmentally appropriate discipline strategies emphasise positive behaviours and values and assist learners in developing self-control.
- Educate school staff on strategies to effectively involve parents in their children's school life. Important skills include how to establish regular communication, communicate effectively with parents from diverse cultures,

conduct effective parent–teacher– learner conferences, involve parents in homework assignments, and organise classroom events that engage parents.

- Provide training on all curricular the school plans to use, as well as effective teaching methods (for example, cooperative learning, active learning); to maximise the curricular's effectiveness. Ensure that teachers have the necessary materials, time, resources, and support to effectively use the skills learned in training.

Noordien et al. (2008) argue that for positive discipline to be successfully maintained schools should:

- arrange the training of selected teachers in basic counselling and conflict resolution,
- organise the training of the same or a further group of teachers to strengthen and support the implementation of positive discipline,
- organise a mentoring system. Place teachers who are struggling with discipline next door to more successful teachers and arrange times for them to observe and discuss examples of good classroom practice,
- provide opportunities for staff development and training in positive discipline, children's rights and participatory learning approaches.

In this case, staff development becomes an essential tool in the maintenance of positive discipline in schools. However, Short, Short and Blanton (as cited in Serakwane, 2007) maintain that educators often receive little formal training in classroom discipline and that without such training it may be easier for them to resort to force and corporal punishment as a behaviour control strategy. Specifically, teachers should be trained to use data from curriculum-based measures to identify learners who are at risk in terms of behaviour (Gagnon & Leone, 2001).

Researchers in the United States of America have come up with staff development programmes such as Safe and Civil Schools Foundations (Feuerborn & Tyre, 2012). This is a staff development tool that utilises a series of multimedia presentations to guide school teams through the process of planning for and implementing positive disciplinary practices. Key features of the Foundations programme consistent with SWPBS include: clear definition, explicit teaching, and reinforcement of desired behaviours; clear definition and consistent consequences for undesired behaviours;

and the use of data to drive intervention planning and monitoring of progress across all educational settings (Feuerborn & Tyre, 2012). The Safe and Civil Schools Foundations programme incorporates a staff development model which encourages reflection, data utilisation, structure, and collaboration. When faced with a challenging behavioural situation, school staff members are encouraged to use self-reflection to determine how to help the learner experience more success in the future. In this manner, staff views challenging behaviours as learning opportunities for both learners and staff (Feuerborn & Tyre, 2012).

Another staff development programme, Building Effective Schools Together (B.E.S.T.), provides a standardised training programme aimed at improving school and classroom discipline in schools (Sprague et al., as cited in Sprague, 2003). The programme aims to train representative school team members to develop and implement school rules, rule teaching, positive reinforcement systems, data-based decision making at the school level, effective classroom management, curriculum adaptation, and an introduction to functional behavioural assessment and positive behavioural intervention (Sprague, 2003). Previous studies have shown reductions in office discipline referrals of up to 50%, with continued improvement over three year period in schools that sustain the intervention. In addition, school staff report greater satisfaction with their work, compared to schools that did not implement B.E.S.T. **(**Sprague, 2003).

It is also imperative for schools to consider the training of parents if positive discipline is to be effectively maintained. Accordingly, the Centres for Disease Control and Prevention (2009) advise that schools should implement training workshops that provide parents with skills to better manage their children's behaviour. Skills can include identifying desirable and undesirable behaviours, communication strategies, conflict resolution, listening skills, setting expectations for behaviours, and appropriate praise. Parents also can learn about how to teach their children self-restraint and problem-solving. The National Association of School Psychologists (2006) also encourages schools to provide parenting classes on effective discipline, particularly as it relates to such issues as homework, school grades, peers, learning programmes, developmental expectations, and undesirable behaviour.

In addition, schools should provide school-based consultation to parents on effectively managing child behaviour. Noordien et al. (2008) emphasise that schools should raise funds for parent's workshops on children's rights, parenting skills and basic counselling so that parents can implement positive discipline at home and at the school. They also suggest that a non-governmental organisation could be invited to run a series of workshops on parenting skills. Some of the issues to be discussed during workshops are risk factors such as lack of parent-child attachment, family breakdown, abuse of alcohol or drugs, and many others. Parents can be provided with information to help improve their home situation and explore positive forms of discipline with their children. Furthermore, guest speakers can be invited to address gender stereotypes and how these affect the way families parent children. The facilitators should also stress the need to foster core values such as respect, compassion and kindness in the parenting of both boy and girl children. Naker and Sekitoleko (2009) warn that for training programmes to be successfully implemented, provision of resources is a necessity during training of staff members and other stakeholders.

Hawkins (2009) observes that the facilitators in charge of training should understand that the ability of individuals to grasp information differs and that they should conduct workshops with that in mind. The strategies employed at such workshops should make it possible for parents to comprehend everything that is discussed. Facilitators should therefore make use of charts, posters and any other medium to convey information in a clear manner. Consultants could also assist parents in implementing these approaches at home (Gagnon & Leone, 2001).

In his study carried out in South Africa, Nkabinde (2007) found that in the studied schools, workshops and meetings were conducted to train teachers on positive behaviour management. The results of the study conducted by Hawkins (2009) also in South Africa however, reveal that there was no adequate training for parents on positive behaviour management. Hawkins' (2009) findings concur with Serakwane's (2007) findings which reveal that insufficient and in some cases lack of teacher training and development contributed to classroom disruption in schools under study. In addition, Human Sciences Research Council (as cited in Chireshe, 2006) found that in South Africa, lack of training negatively affects the identification of learners' problems. Thus, lack of training for school staff and parents might have a negative

effect on the implementation of strategies used to maintain positive discipline in schools.

From the literature reviewed, it is indicative that training of school staff and parents is crucial if positive discipline is to be effectively maintained in schools. Training empowers school staff and parents with knowledge, skills and attitudes which foster positive discipline management in schools through participation of all stakeholders. As a result, this strategy is relevant to this study.

2.3.2 Monitoring and support given to schools to maintain positive discipline

Monitoring and support are important aspects to be considered if any implementation of a programme is to succeed. If positive discipline strategies are to be effectively implemented in schools, education officials and other stakeholders should be actively involved in monitoring and supporting the intervention programmes. Education officials can have a positive impact on schools' discipline policies by providing support to teachers (Fitzsimmons, as cited in Ward, 2007). Thus, educators in today's schools and classrooms should be supported to adopt and sustain effective, cost effective practices (Sugai & Horner; Walker, et al., as cited in Sprague, 2003). Gagnon and Leone (2001) confirm that administrative support is critical for successful prevention programmes. Evidence suggests that support should be visible, predictable and continuous.

Monitoring is a more immediate and continuous process meant to keep things on track and ensure that the right inputs are included for successful implementation of a programme (UNICEF, 2009). According to the Department of Basic Education and MIET Africa (2010) monitoring is the regular collection and analysis of information relating to a programme or intervention. Progress is usually monitored in relation to goals, objectives and activities of the programme or intervention. The purpose of monitoring is to track the progress of activities during implementation and to be on guard for shortfalls and deviations in order to take early corrective action. The process of monitoring must lend itself to making a comparison between the actual achievement, and the targets. Differences between the target and the achievement are used as feedback to modify the policy (Shrestha, Koirala, Bajracharya, Shrestha, Dhakal, Subedi, & Basnet, 2004). Vermerie (2010) affirms that monitoring the

implementation and impact of school disciplinary policies and practices allows school officials to determine successful strategies for addressing and correcting underlying learner misbehaviour. Regular data collection and assessment also provides an opportunity to eliminate disciplinary practices that do not effectively address behaviour problems and to ascertain whether inconsistencies or disparities in implementation occurred. Any discipline practice or policy adopted by a school should be regularly evaluated to ensure it effectively reduces behavioural problems and teaches learners more appropriate, acceptable behaviour.

The Department of Basic Education and MIET Africa (2010) adds that the primary purpose of monitoring data is to assist implementers and programme managers in knowing how the programme or intervention is functioning and in making decisions. Vermerie (2010) validates that data collection and analysis to help track the effectiveness of school discipline policies should be comprehensive in nature. In particular, it is important to collect and analyse data on the types of misconduct that undermine learning, the various responses of teachers and administrators to such conduct, the existence of any disparities in outcomes for similar offences, and the rate of success for various interventions. In addition, Gagnon and Leone (2001) ascertain that consultants are necessary in monitoring positive discipline intervention programmes as they provide support to teachers with record keeping and data analysis to help assess the effectiveness of the intervention. Continuous access to qualified consultants can assist educators in their attempts to implement procedures with a high level of fidelity (Gagnon & Leone, 2001). Thus, the support of the wider school community in promoting positive behaviour and dealing with incidents of misbehaviour is essential (Murithi, 2010).

According to the Department of Education and Children's Service (as cited in Bilatyi, 2012), the District Education Officials' core functions with regards to maintenance of discipline in schools are to: (i) support school heads in ensuring that school planning addresses the implementation of the School Discipline Policy, this implies ensuring that schools establish Disciplinary Committee; (ii) support school heads in ensuring that each school's behaviour code and other behaviour management procedures address needs specific to its community, this implies that school policies that deal with discipline should be crafted in such a way that they nurture learners to be

responsible members of the community; (iii) ensure district support services and local interagency services provide appropriate services to school communities, this is the provision of capacity building workshops to maintain discipline in schools; (iv)work with school heads to ensure that mechanisms are developed at a local level to provide appropriate placements for learners requiring temporary alternative placement, this implies referrals by school's disciplinary committees for learners who are in need of professional counselling services; (v)support school heads and other school personnel to manage critical incidents relating to learner behaviour. Subsequently, if schools are given support by the education officials it could lead to staff commitment in maintaining positive discipline.

Gagnon and Leone (2001) assert that to maintain positive results, on-going staff commitment and access to technical assistance and consultation from an outside source are important, as well as regular leadership team meetings to review data on office discipline referrals, identify behavioural patterns, and make data-driven decisions related to programme modification. This therefore, suggests that staff willingness to support and implement an intervention programme is critical to its success. Learners show significantly more improvement with teachers who implement a prevention programme consistently (Gagnon & Leone, 2001).

Fundamentally, the successful adoption of any systems-level initiative requires the support and active participation of stakeholders within the school system to restructure current school-wide practices. A key component to achieving this support and active participation is to ensure school practitioners have the knowledge and skills necessary for the full implementation of the school-wide innovation (Ervin & Schaughency, as cited in Feuerborn & Tyre, 2012). This implies that education officials and other stakeholders should fully support the implementation of positive discipline management strategies in order for the intervention programmes to succeed.

Considering the crucial role played by monitoring and support in the implementation of positive discipline strategies in schools, Chauke (2009) in his study in Gauteng Province in South Africa, found that the involvement of the Department of Education with regard to learner discipline was not visible. Teachers confirmed that they did not

receive any support from the Department in this regard. Similar findings were recorded by Bilatyi (2012) in his study conducted in Eastern Cape Province.

The reviewed literature therefore provides evidence that in order for positive discipline management strategies to yield positive results, there is need for education officials, teachers, parents and other stakeholders to monitor and support the implementation of intervention programmes in schools. Monitoring and supporting the positive discipline management intervention programmes will empower schools with necessary tools needed for successful implementation of the interventions. This, therefore, calls for the inclusion of the two aspects in the current study.

2.3.3 Challenges encountered in implementing positive discipline strategies

Teachers and administrators have tried just about everything to maintain order and control in schools (Demuth, 2011). The growing expectation from the society is that schools will deliver socially acceptable, effective, and efficient interventions to ensure safe, productive environments where norm-violating behaviour is minimised and pro-social behaviour is promoted (Sugai, Horner, Dunlap, Hieneman, Lewis, Nelson, Scott, Liaupsin, Sailor, Turnbull, Turnbull III, Wickham, Wilcox & Ruef, 2000). In order to achieve this, various strategies such as developing codes of conduct, establishing guidance and counselling programmes, teaching social skills, using SWPBS approach, communication, positive reinforcement, modelling positive behaviour, training of staff and parents, and many others have been used by schools in a bid to maintain positive discipline. Despite the best efforts of schools to develop shared approaches that promote positive behaviour, it is likely that schools will continue to encounter situations of challenging behaviour (Irish National Teachers' Organisation, 2004; Demuth, 2011). According to Sugai et al. (2000) schools face significant challenges in their effort to establish and maintain safe positive environments that allow all teachers to teach and all learners to learn.

Recent research (McKevitt & Dempsey; Ternus, as cited in McKevitt, Dempsey, Ternus, & Shriver, 2012) identified a number of unique challenges encountered by schools in implementing positive behaviour support (PBS) interventions. Of primary concern are lack of knowledge, misunderstanding, misperceptions and varying philosophies among staff about behaviour management. PBS is rooted in a

philosophy that includes positive reinforcement for engaging in desired behaviours. However, some staff may not believe in rewarding learners for doing what they are supposed to do, preferring instead to rely on more traditional punishment-oriented strategies (Maag, 2001; Kincaid, Childs, Blasé & Wallace, 2007; McKevitt et al., 2012). Nkabinde (2007) in his study concluded that teachers showed failure to apply related alternatives to corporal punishment to discourage misbehaviour because most of them still believed that corporal punishment was good in disciplining learners.

Furthermore, in their study, Maphosa and Shumba (2010) found that teachers generally felt disempowered in their ability to maintain discipline in schools in the absence of corporal punishment. The disempowering of teachers has also led to feelings of abdication of the critical role of disciplining learners. Serakwane (2007) also found that most teachers focused on eliminating negative behaviours rather than teaching appropriate behaviours. Ward (2007) charges that positive discipline strategies are drastically underutilized in the public schools. The effectiveness of positive consequences for managing learner behaviour, for example, has been widely demonstrated (Ward, 2007). The failure to balance positive and negative consequences may indeed yield a coercive cycle that increases the likelihood of disruptive behaviour (Cotton; Shores, Gunter, & Jack; Horner, Sugai, & Horner, as cited in Ward, 2007).

Yet, negative consequences appear to outpace the use of positive reinforcers in schools (Shores et al., as cited in Ward, 2007). It has been suggested that the underutilisation of effective behavioural strategies is due to school resistance (Axelrod, Moyer, & Berry, as cited in Ward, 2007). This, therefore, suggests that those teachers who advocate for traditional discipline strategies would be reluctant to implement positive discipline strategies in disciplining learners. As such, this will hinder successful implementation of positive discipline strategies in schools.

Bear (2010) claims that not incorporating strategies that promote self-discipline might fail to teach learners the skills that will promote appropriate and independently guided behaviour. This is most evident when adult supervision, systematic rewards, clear rules and expectations, and consequences for misbehaviour are the primary

techniques used to manage behaviour. When these external techniques are later removed, learners may fail to function independently.

Another challenge as stated by Sugai et al. (2000) is that the proactive efforts are difficult to establish and maintain because learners with significant learning and behavioural difficulties are so unresponsive to universal interventions and daily functioning of classrooms and schools, respond so slowly to even targeted interventions and demand such intensive and on-going behavioural support. Although these learners represent only 1% to 5% of a school enrolment, they can often account for more than 50% of the behavioural incidents handled by office personnel and consume significant amounts of teacher and school head time (Sugai, Sprague, Homer, & Walker, as cited in Sugai et al., 2000).

McKevitt et al. (2012) states that afterschool programmes tend to have high staff and learner turnover (Durlak & Weissberg, as cited in McKevitt et al., 2012), which can be a challenge for PBS implementation. In addition, new staff may not have immediate access to training, and learners may miss behaviour instruction (McKevitt et al., 2012). Netzel and Eber (as cited in Feuerborn & Tyre, 2012) lament that school staff members are provided limited opportunities for professional development. As a result, school staff often struggles to meet the diverse social, emotional, and behavioural needs of their learners. On the same issue, Miltenberger (as cited in Bechuke & Debeila, 2012) argues that people who implement behaviour modification procedures should do so only after sufficient training. Precise descriptions of procedures and professional supervision make it more likely that parents and teachers will implement procedures correctly. The stated views confirm the findings of the studies by Onderi and Makori (2013) in Kenya; Serakwane (2007) and Lekalakala (2007) in South Africa which show that teachers, school heads and parents were not well trained and supported in implementing positive discipline strategies in schools under study. Thus, lack of training of staff and parents can hinder effective implementation of positive discipline strategies in schools.

Another challenge which can impede the implementation of positive discipline strategies is lack the capacity to identify, adopt, and sustain policies, practices, and systems that effectively and efficiently meet the needs of all learners in many schools (Taylor-Greene et al.; Walker et al., as cited in Sugai et al., 2000). Schools

often rely on outside behavioural expertise because local personnel lack special skills to educate learners with significant problem behaviours. School morale is often low because on-going staff support is limited. Although many learners have significant social skills needs, social skills instruction is not a conspicuous and systemic component of the school-wide curriculum. Behavioural interventions are not based on information obtained from assessments. In general, systems for the identification, adoption, and sustained use of research-validated practices are lacking (Sugai et al., 2000).

Sugai, et al. (2000) also point out that balancing efforts and attention between school-wide and individual learner systems is a challenge for many schools. For example, a school-wide discipline system that operates efficiently and effectively for the majority of learners in a school can ease the high costs associated with addressing the intense needs of the relatively small proportion of learners who present the most significant problem behaviour (Sugai et al., 2000). However, many schools lack the capacity to maintain the efficient and on-going operation of both school-wide and individual learner systems (Illback et al.; Sailor, as cited in Sugai et al., 2000).

Lack of focus on challenging behaviour has been observed by Bechuke and Debeila, (2012) as one of the challenges that hinder effective implementation of positive discipline strategies. Miltenberger (as cited in Bechuke & Debeila, 2012) states that the management of challenging learners' behaviours in schools lack focus on the target behaviour. It is sometimes geared towards changing personal trait. With the defence of one of the behaviour modification characteristics, behaviour modification procedures are designed to change behaviour, not a personal characteristic or trait.

Anderson's (2009) study that was conducted in America reveals that overcrowding may have contributed to the increase in office discipline referrals. She states that in an overcrowded school, learners are in spaces that were not meant to be classrooms such as library workrooms and in some cases closets. The limited amount of space puts learners in close proximity allowing little personal space. In the studied schools, there were too many learners in the classrooms, hallways, bathrooms, and cafeteria which may have provoked unwanted behaviours such as altercations, and cafeteria violations. Due to the high volume of learners in these

areas, it may have been difficult for teachers and school heads to maintain order. Chauke's (2009) study in South Africa also reveals that overcrowding due to shortage of classrooms made it difficult for schools under study to implement positive discipline strategies.

According to Demuth (2011) lack of parental guidance among learners is a primary contributing factor to ineffective implementation of discipline strategies in schools. He states that the American Psychological Association highlights that, during the last thirty years children have lost approximately twelve hours of parental time a week; more parents are working, and those that are working are working longer hours. Parents come home stressed out from their jobs and fail to spend quality time with their children, nurturing and training them in manners, morals, and respect for people and property. Training children how to obey rules and what happens when rules are broken begins at home; so does training children to take personal and social responsibility for their actions. Irish National Teachers' Organisation (2004) agrees that poor social skills and language development, associated with poor parenting skills may lead to a child exhibiting challenging behaviour. This behaviour may be used as a survival technique in the child's environment. The findings of studies conducted in South Africa also confirm that lack of parental guidance has negatively affected maintenance of discipline in schools under study. It emerged that parents have shifted their responsibility of disciplining their children to teachers (Chauke, 2009; Matseke, 2008; Mtsweni, 2008; Serakwane, 2007; Nene, 2013). Thus, if learners are not guided by parents on how they should conduct themselves in different situations, the efforts made by schools in maintaining positive discipline will be in vain. Maintenance of positive discipline requires cooperation among all stakeholders in shaping the behaviour of learners.

The Michigan Department of Education (2010) notes that the sustainability of any school programme can be a challenge as obstacles which include declining budgets, reduction of available resources, and competing demands on available time could stifle the implementation of intervention programmes. McKevitt et al. (2012); Murithi (2010) and Onderi and Makori (2013) confirm that lack of funds, limited time with learners, meagre resources, pressure from various stakeholders and the impact of socio-political issues may hinder implementation of positive behaviour interventions in schools. Furthermore, Cowan, Vaillancourt, Rossen and Pollitt (2013) maintain

that significant budget cuts, combined with widespread personnel shortages, have resulted in reduced access to school-employed mental health professionals in many schools and districts. In these districts, school counsellors, school psychologists, school social workers, and school nurses often have inappropriately high learner to professional ratios that far exceed the recommendations provided by their respective professional organisations. Poor ratios restrict the ability of these professionals to devote time to important initiatives, including school-wide preventive services (for example, bullying, violence, and dropout prevention), safety promotion, and sustained school improvement. Many districts go without prevention and early intervention services. Hence, the planned positive discipline intervention programmes will not be effectively implemented. Studies conducted by Nyamwange et al. (2012) in Kenya and Bechuke and Debeila (2012) in South Africa affirm that school counsellors were overloaded with too many appointments, as a result, learners did not have the opportunity to visit the school counsellor. This, therefore, suggests that some learners with behaviour problems are never assisted by the school counsellor, making it difficult to maintain positive discipline in such situations.

Teachers and parents are expected by the society to model positive behaviour to learners. However, this has not been always the case as some teachers have been accused by learners of being habitual drunkards (Rono & Gichana, as cited in Murithi, 2010). Murithi (2010) cites an incident in Kenya where more than one hundred learners at a secondary rioted citing indecent dressing by some of the teachers which disrupted learners' concentration during lessons. Lemmer (as cited in Mtsweni, 2008) also points out that school disturbances may be brought about by unsound relationships between teachers and learners. The stated view from Lemmer agrees with Chauke's (2009) findings that educators befriend learners in an unprofessional way and this hampers the effective implementing of positive discipline management strategies. In addition, Rayment (as cited in Nene, 2013) observes that some parents display violent and aggressive behaviour towards school staff which in turn influences learner behaviour negatively. The findings of the study conducted by Nene (2013) in South Africa reveal that 10% of learner respondents professed to often seeing their parents verbally or physically fighting. Thus, failure by teachers and parents to model positive behaviour among learners might hamper the implementation of positive discipline strategies in schools.

In his study in Kenya, Kindiki (2009) found that the barriers to interpersonal communication which hinder effective communication in schools included fear of the administration by the learners, especially where it is not open but autocratic and ignored students' grievances, lack of proper hierarchy of authority to whom grievances are forwarded, peer pressure, inadequate guidance and counselling units, unclearly stated rules and regulations to guide learners' behaviour and interference by overprotective parents and guardians. It emerged that interference by overprotective parents or guardians often leads to communication breakdown in the school because the school administration feels antagonised by such parents, while the learners in question think they have been given a green light to misbehave.

Pertaining to challenges experienced by schools in implementing guidance and counselling programmes to maintain positive discipline, the findings of studies conducted reveal that inadequate guidance and counselling resources; negative attitude towards guidance and counselling from learners, teachers and school heads; lack of adequate support from stakeholders to guidance and counselling programmes; insufficient training of teacher counsellors on guidance and counselling; and overburdening of teacher counsellors with heavy teaching work load have negatively influenced the implementation of guidance and counselling services in schools (Nyamwange et al., 2012; Ajowi & Simatwa, 2010; Chireshe, 2006; Ishak, 2004). The challenges stated, therefore, imply that the implementation of guidance and counselling programmes in some schools is thwarted by a number of challenges. These challenges impact negatively on the maintenance of positive discipline in schools.

It has emerged from the cited literature that schools are not spared from experiencing challenges in the implementation of positive discipline strategies no matter how much effort they put. This shows that any programme that is implemented in schools can be constrained by certain factors which can be either internal or external. For this reason, there is need for this study to include this component so that suitable recommendations are suggested which might assist schools to overcome the challenges.

2.4 Summary

In this chapter literature has been reviewed based on the two parts of the chapter. Part one dealt with theoretical frameworks that informed the study. The two theories which were discussed are Bronfenbrenner's Ecological Systems Theory and Bandura's Social Cognitive Theory. The preceding discussion in part one highlighted the relevance of the two theories to maintaining positive discipline in schools. As for the part two, literature was reviewed grounded on research questions. Part two of the chapter focused on the implementation of strategies used to maintain positive discipline in schools. The strategies included having a code of conduct, guidance and counselling programmes, teaching social skills, school-wide positive behaviour support (SWPBS), communication, positive reinforcement, modelling positive behaviour and training of staff and parents. It came out from the literature that schools employ various methods to implement the strategies. The issue of monitoring and support was also addressed by literature in this chapter. Various views were raised by literature on the impact of monitoring and support that schools get from different stakeholders in the implementation of positive discipline management strategies. Finally, literature was consulted on challenges encountered by schools in the implementation of positive discipline management strategies. It emerged from literature that schools encountered numerous constraints in the implementation of positive discipline management strategies. Chapter three, which follows, deals with the methodology adopted by this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

A research methodology is a pathway to systematically solve the research problem. It involves studying various steps that are generally adopted by a researcher in studying his/her research problem along with the logic behind them (Kothari, 2004). Metz (as cited in Schram, 2003) adds that a research methodology refers to the theory and analysis of how the investigation proceeds. Thus, this chapter presents the research methodology which was used in this study, which involves the research paradigm, research approach, research design, population, sample and sampling techniques, negotiating entry, data collection instruments and procedures, credibility and trustworthiness, data analysis and ethical considerations. The discussion will highlight the merits and demerits of the stated components and also justify their relevance to this study.

3.2 Research Paradigm

There are research paradigms mentioned in literature which include positivist, post-positivist, interprevist/constructivist, critical and postmodern among others (Mackenzie & Knipe, 2006). Willis (2007, p. 8) states that "…a paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field." Bogdan and Biklen (cited in Mackenzie & Knipe, 2006) define the term paradigm as a loose collection of logically related assumptions, concepts, or propositions that orient thinking and research. From a philosophical perspective, a paradigm comprises a view of the nature of reality (ontology), whether it is external or internal to the knower; a related view of the type of knowledge that can be generated and standards for justifying it (epistemology); and a disciplined approach to generating that knowledge (methodology) (Taylor & Medina, 2013). Nieuwenhuis

(2007) is in agreement that a paradigm is a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world-view. Mackenzie and Knipe (2006) stress that it is the choice of paradigm that sets down the intent, motivation and expectations for the research. Without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methodology, methods, literature or research design. This implies that paradigms serve as the lens or organising principles by which reality is interpreted (Nieuwenhuis, 2007). Accordingly, researchers should have a guiding philosophy which enables them to put in place principles that systematically lead to valid steps as phenomena are examined.

In the light of the above premise, the researcher's knowledge interest which is to understand what goes on in secondary schools regarding strategies used to maintain positive discipline the study is located in the interpretive paradigm. Choosing interpretive paradigm led to the selection of the qualitative approach, as well as the case study design which is inclined towards personal elucidation of detailed experiences of participants.

As indicated above, ontology specifies the nature of reality as viewed by the researcher (Wills, 2007). Ontology assumes that reality is indirectly constructed based on individual interpretation and is subjective. People interpret and make their own meaning of events and events are distinctive, and cannot be generalised. There are multiple perspectives on one incident. That is, participants can interpret a situation according to how they perceive it (Mack, 2010). According to Guba and Lincoln (as cited in Mertens, 2005, p. 11) "…there is only one reality in existence which acknowledges that it is the responsibility of researchers to discover that reality." Such claims encompass knowing what would be in existence, what it looks like, the units that would be put together and how the units would interact (Blaikie, 2000). Cohen, Manion and Morrison (2007) assert that the nature of social phenomena is only interpreted through senses and experiences, hence resulting in different perspectives. Ontology therefore raises the question why researchers need knowledge and together with epistemology underpins the methods they get to select (Briggs & Coleman, 2007).

Epistemology is concerned with what people know about reality and how people know it. Epistemology is about knowledge and is a crucial foundation for research in both the natural and the social sciences (Wills, 2007). Epistemology assumes that knowledge is gained through a strategy that "…respects the differences between people and the objects of natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action" (Bryman, as cited in Grix, 2004, p. 64). Knowledge is gained inductively to create a theory. Knowledge arises from particular situations and is not reducible to simplistic interpretation. Knowledge is gained through personal experience (Mack, 2010). It should be noted that epistemology deals with all claims made about knowledge. It is a quest of finding out the relationship between what a researcher claims to know and understand and how he/she gets to find the knowledge. Furthermore, it seeks to find out how knowledge is recognised and how it is used when found (Briggs & Coleman, 2007). In this study, the epistemological stance taken was guided by the interest of the researcher to understand the interactions taking place in a particular community, that is, in selected Bulawayo Metropolitan Province secondary schools in Zimbabwe.

Methodology is a research strategy that translates ontological and epistemological principles into guidelines that show how research is to be conducted (Sarantakos, 2005), and principles, procedures, and practices that govern research (Marczyk, DeMatteo & Festinger, 2005). Thus, methodology refers to the principles and ideas on which researchers base their procedures and strategies or methods. A researcher's methodological approach, underpinned by and reflecting specific ontological and epistemological assumptions, represents a choice of approach and research methods adopted in a given study. Methodology is concerned with the logic of scientific inquiry; in particular with investigating the potentialities and limitations of particular techniques or procedures. The term pertains to the science and study of methods and the assumptions about the ways in which knowledge is produced (Grix, 2002).In the study, the methodological choices made were selected on the basis of their suitability to collect information on experiences of the participants under study.

Considering what has been revealed by literature, a paradigm is an essential component of research. The methods used, phenomena observed and examined, and the interpretation of results, are all embedded on the choice of the paradigm.

Hence, it was of paramount importance that the researcher chose a paradigm that assisted her throughout the research process.

3.2.1 Interpretive Paradigm

The research paradigm adopted in this study is the interpretive paradigm which is located in the constructivist orientation. It is also sometimes referred to as constructivism because it emphasises the ability of the individual to construct meaning (Mack, 2010). Interpretivist/Constructivist approaches to research have the intention of understanding the world of human experience (Cohen & Manion, as cited in Mackenzie & Knipe, 2006), suggesting that "reality is socially constructed" (Mertens, 2005, p. 12). Thus, the interpretive paradigm assisted the researcher to understand the participants' experiences on strategies used to maintain positive discipline in secondary schools, suggesting that reality is socially constructed in the participants' own natural setting. The interpretivist/constructivist researcher tends to rely upon the "participants' views of the situation being studied" (Creswell, 2003, p. 8) and recognises the impact on the research of their own background and experiences (Mackenzie & Knipe, 2006). Hennink, Hutter and Bailey (2011) add that interpretivists believe that reality is constructed by social actors and people's perceptions of it. They recognise that individuals with their own varied backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction. Since these human perspectives and experiences are subjective, social reality may change and can have multiple perspectives. Nieuwenhuis (2007) points out that the ultimate aim of interpretivist research is to offer a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter. Hence, the interpretive paradigm was suitable for this study as it allowed the researcher to interact with participants, relying upon the participants' views and experiences in secondary schools on strategies used to maintain positive discipline.

The interpretive paradigm was heavily influenced by hermeneutics and phenomology. Hermeneutics is the study of meaning and interpretation in historical texts. This meaning-making cyclical process is the basis on which the interpretivist paradigm was established (Mack, 2010; Nieuwenhuis, 2007). A phenomologist

advocates the need to consider human beings' subjective interpretations, their perceptions of the world (their life-worlds) as our starting point in understanding social phenomena (Mack, 2010). Therefore, the ontological assumptions of interpretivism are that social reality is seen by multiple people and these multiple people interpret events differently leaving multiple perspectives of an incident (Mack, 2010). Taylor and Medina (2013) expound that recent developments in the interpretive paradigm highlight the importance of the researcher's own subjectivity in the (hermeneutic) process of interpretation, and emphasise its progressive development as a key part of the inquiry process, thereby adding to the emergent and reflective quality of interpretive research. Consequently, the relevance of interpretive paradigm to the current study was based on the fact that the researcher sought to understand the participants' interpretation of the implementation of positive discipline strategies in secondary schools to maintain positive discipline from the participants' perspectives. This assisted the researcher to have a broader view of the phenomena under study.

Intrepretivist researchers take the stance of the emic or insider perspective, which means to study the social reality from the perspective of the people themselves. Here, the experiences and values of both research participants and researchers substantially influence the collection of data and its analysis (Wahyuni, 2012). Accordingly, the interpretive researcher would constantly ask him/herself questions such as: What is the influence of my own (past and present) values and beliefs in interpreting the thoughts and feelings of the other? What hidden assumptions are constraining (distorting) the way I make sense of the other? (Taylor & Medina, 2013). Asking such questions assisted the current researcher to minimize researcher bias which might have on influence the findings of the study. Mack (2010) maintains that interpretivism's main tenet is that research can never be objectively observed from the outside, rather it must be observed from inside through the direct experience of the people. In agreement is Rowlands (2005) who postulates that in addition to the emphasis on the socially constructed nature of reality, interpretive research acknowledges the intimate relationship between the researcher and what is explored, and the situational constraints shaping this process. Rubin and Babbie (2011) concur that interpretive researchers are more interested in discovering and understanding how people perceive and experience the world on an internal

subjective basis. Hence, researchers in this paradigm seek to understand rather than explain the phenomena under study (Mack, 2010). Taking the insider's view and having a close relationship with the participants enabled the researcher to have an in-depth examination of the implementation of positive discipline management strategies in Bulawayo Metropolitan Province secondary schools.

In terms of methodology, the interpretive paradigm adopts the hermeneutics' aspects of examining texts relating to conversations, writings or pictures. The researcher using this paradigm reads a text to understand the meaning within it. In this way, each researcher brings his/her individual subjectivity to bear on the text. The method necessitates the researcher to absorb the message and attempts to get a deeper meaning of how the parts relate to the whole. Unlike the positivists, interpretive research assumes that the true meaning of a text is rarely obvious, and can only be accessed through a detailed study and contemplation of the message to uncover the link between the parts (Neuman, 2003). The message and linkages of the parts referred to the experiences, perceptions of participants under study, that is, the school heads, Education Officers, members of the disciplinary committees, school counsellors, prefects and School Development Committee (SDC) chairpersons. In addition, interpretive research does not predefine dependent or independent variables, does not set out to test hypotheses, but aims to produce an understanding of the social context of the phenomenon and the process whereby the phenomenon influences and is influenced by the social context (Rowlands, 2005). This paradigm, therefore, enabled the researcher to build rich local understandings of the life-world experiences of participants in terms of the implementation of strategies used in secondary schools to maintain positive discipline.

3.2.2 Criticism of the interpretive paradigm

Despite its strengths, the interpretive paradigm has been criticised for abandoning the scientific procedures of verification, as such, results cannot be generalised to other situations. As a result of this limitation, many positivists question the overall benefit of interpretivist research (Mack, 2010). Nieuwenhuis (2007) echoes the same sentiments that most of the critique levelled against the interpretivist research paradigm is directed at the subjectivity and the failure of the approach to generalise its findings beyond the situation studied. Champion (2006) also agrees that

researches in this paradigm have limited generalisability. Although they are geared to provide detailed information about social units, they are often criticised for being quite limited in scope and insufficient for meaningful generalisations to be made to larger aggregates. This criticism can be discharged in view of the fact that it was never the intention of the study to generalise the findings. In fact, the study aimed at an in-depth understanding of phenomenon in its natural setting, which is the examination of the implementation of strategies used to maintain positive discipline in Bulawayo Metropolitan secondary schools. Mack (2010) argues that the goal of interpretive research is the creation of local theories for practice rather than generalisable findings.

Another criticism of interpretivism is that the ontological assumption is subjective rather than objective. Mack (2010) argues that all research is subjective and by selecting a paradigm it means that the researcher is being subjectively oriented towards one way of doing research. The researcher cannot divorce himself/herself from his/her perspective as the researcher. In qualitative research, the researcher is being more subjective in the sense that he/she is not using a hypothesis and is involving herself/himself in the research. However, interpretivists still take an objective stance when analysing the data they collect. By bracketing their assumptions, they look at the data thoroughly so that the data informs the researcher about what is going on in the natural environment, instead of the researcher's own preconceptions (Mack, 2010).

Regardless of the criticisms levelled against the interpretive paradigm, the paradigm was regarded as appropriate for this study. In view of its ability to allow the researcher to be a research instrument, close to the participants as the information was solicited from the participants in their own natural settings about their experiences, perceptions and feelings on the implementation of strategies used in Bulawayo Metropolitan Province Secondary Schools to maintain positive discipline were recorded. This helped the researcher to gain more insight into the phenomenon under study.

3.3 Research Approach

Since the study is embedded in the interpretive paradigm, it adopts the qualitative approach which is concerned with the inquiry process of understanding and exploring social or human problems. The qualitative approach typically studies people or systems by interacting with and observing the participants in their natural environment and focusing on their meanings and interpretations (Holloway & Wheeler, as cited in Nieuwenhuis, 2007). Generally, emphasis is on the quality and depth of information and not on the scope or breadth of information provided as in quantitative research (Nieuwenhuis, 2007). Holloway and Wheeler (2002) say that the basis of qualitative research lies in the interpretive approach to social reality and in the description of the lived experience of human beings. Thus, the qualitative approach was relevant for this study because the researcher studied participants' experiences as they occurred in natural settings, that is, in secondary schools where disciplinary strategies were used to maintain positive discipline. This enabled the researcher to gain an insider's view of the problem under study.

Holloway and Wheeler (2002) state that qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. Researchers use qualitative approaches to explore the behaviour, perspectives, feelings and experiences of people and what lies at the core of their lives. Nieuwenhuis (2007) and Denzin and Lincoln (2011) point out that qualitative research is often described as research that attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied. It therefore focuses on how individuals and groups view and understand the world and construct meaning out of their experiences. Hancock, Windridge and Ockleford (2009) add that qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help people understand the social world in which they live and why things are the way they are. It is concerned with the social aspects of the world and seeks to answer questions about:

- Why people behave the way they do?
- How opinions and attitudes are formed?
- How people are affected by the events that go on around them?

- How and why cultures and practices have developed in the way they have?

In the light of the discussion above, the qualitative approach permitted the researcher to explore the behaviour, perspectives, feelings and experiences of participants in Bulawayo Metropolitan Province secondary schools pertaining to the implementation of strategies used to maintain positive discipline.

According to Johnson and Christensen (2011) qualitative research involves a holistic inquiry carried out in a natural setting. The holistic perspective means that the specific phenomenon under study is understood as a complex system that is more than the sum of its parts. Snape and Spencer (2003) agree that qualitative research practice has reflected this in the use of methods which attempt to provide a holistic understanding of research participants' views and actions in the context of their lives. Denzin and Lincoln (2011) maintain that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. As a result, the use of multiple methods in collecting data from participants in their natural setting, which was Bulawayo Metropolitan Province secondary schools, assisted the researcher to understand the participants' views and actions on the implementation of strategies used to maintain positive discipline. Since qualitative research is context bound, this helped the researcher to be context sensitive that is, the researcher focused on the context of strategies used to maintain positive discipline in Bulawayo Metropolitan Province secondary schools.

One of the characteristics of qualitative research as identified by Merriam (2001) is that researchers strive to understand the meaning people have constructed about their world and experiences. Snape and Spencer (2003) observe that there is fairly wide consensus that qualitative research is a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values, etc.) within their social worlds. Qualitative

research has the unique goal of facilitating the meaning-making process. The complexity of meaning in the lives of people has much to do with how meaning is attributed to different objects, people and life events. The construction of meaning is the task of qualitative research and reflects the specific methods used in the qualitative data analysis process (Krauss, 2005). Snape and Spencer (2003) concur with Krauss that qualitative research aims at providing an in-depth and interpreted understanding of the social world of research participants by learning about their social and material circumstances, their experiences, perspectives and histories. This qualitative approach feature was critical in conducting the current study, as it aided the researcher to have an in-depth insight on how Bulawayo Metropolitan secondary schools implemented positive discipline management strategies.

Another characteristic of qualitative research as observed by Merriam (2001) is that the researcher is a primary instrument for data collection and data analysis. Since understanding is the goal of qualitative research, the human instrument, which is able to be immediately responsive and adaptive, is seen as an ideal means of collecting and analysing data. The advantages are that the researcher can expand her understanding on implementation of strategies used to maintain positive discipline in secondary schools through nonverbal as well as verbal communication; process data immediately, clarify and summarise material, check with participants for accuracy of interpretation, and explore unusual or unanticipated responses (Merriam, 2001).

However, Merriam (2001) warns that the human instrument has shortcomings and biases that might have an impact on the study. Merriam suggests that rather than trying to eliminate these biases, it is important for the researcher to identify them and monitor them as how they may be shaping the collection and interpretation of data. Peshkin (as cited in Merriam, 2001) argues that the researcher's subjectivity can be seen as virtuous, for it is the basis of researchers making a distinctive contribution, one that results from the unique configuration of their personal qualities joined to the data they have collected. In order to minimise the researcher bias when conducting the study in secondary schools, the researcher triangulated the instruments and data.

Another feature of qualitative approach as stated by Merriam (2001) is that the product of a qualitative inquiry is richly descriptive. Words and pictures rather than numbers are used to convey what the researcher has learned about the studied phenomenon. There are likely to be descriptions of the context, the participants involved, and the activities of interest. In addition, data in the form of quotes from documents, field notes, and participant interviews, excerpts from video tapes, electronic communication or a combination are always included in support of the findings of the study. These quotes and excerpts contribute to the descriptive nature of qualitative research. Thus, qualitative researchers use thick description as they describe, analyse and interpret data (Holloway & Wheeler, 2002). To enrich the descriptive nature of the current qualitative study, the research used face to face interviews, focus group interviews and document analysis to solicit data from participants on implementation of strategies used to maintain positive discipline in Bulawayo Metropolitan secondary schools. In addition, the researcher used thick description to analyse data so that the participants' responses are captured verbatim.

Qualitative researchers immerse themselves in the natural setting of the people whose thoughts and feelings they wish to explore. The relationship between the researcher and the researched is close and based on a position of equality as human beings (Holloway & Wheeler, 2002). Nieuwenhuis (2007) concurs that qualitative research therefore acknowledges an interactive relationship between the researcher and participants as well as between the participants and their own experiences and how they have constructed reality based on those experiences. Snape and Spencer (2003) add that in qualitative research data collection methods usually involve close contact between the researcher and the research participants, which are interactive and developmental allowing for emergent issues to be explored. The immersion of the researcher in the natural setting of participants, that is, Bulawayo Metropolitan Province secondary schools, allowed the researcher to gain trust from participants so that they expressed themselves freely and also availed the documents for the researcher to access on implementation of strategies used to maintain positive discipline.

Merriam (2001) states that another important characteristic of qualitative researcher is that the process is inductive, that is, researchers gather data to build concepts, or

theories rather than deductively deriving postulates or hypotheses to be tested. Typically, findings inductively derived from the data in qualitative study are in the form of themes, categories, typologies, concepts and even substantive theory. Patton (2002) adds that qualitative research is oriented particularly toward exploratory, discovery, and inductive data analysis. Rather than engaging in deductive analysis, which focuses on testing a preconceived hypothesis, the researcher in this study studied the data inductively to reveal unanticipated outcomes. The data collected from participants in Bulawayo Metropolitan Province secondary schools were coded according to the emerging themes as part of the data analysis process. In addition, data collection and data analysis were done simultaneously.

Despite its benefits, the qualitative approach has been criticised that the research quality is heavily dependent on the individual skills of the researcher and more easily influenced by the researcher's personal biases and idiosyncrasies (Anderson, 2010). In addition, Cohen et al. (2007) contend that the subjective involvement of the researcher would make him/her manipulate or share the experiences of the participants. The qualitative research approach is criticised for being contemplated at early or exploratory stages of a study (Silverman, 2000). Knowledge produced might not be generalised to other people or other settings, that is, the findings of the study might be unique to the relatively few people included in the research study (Johnson & Christensen, 2011). To overcome the stated limitations of qualitative approach, the researcher triangulated the data collection instruments and maintained the guiding questions throughout data collection process. The researcher also remained non-judgmental throughout the study process and reported what was found in a balanced manner.

In spite of its limitations, the qualitative approach remained suitable for this study because the approach allowed the researcher to conduct an in-depth study on implementation of strategies used to maintain positive discipline in Bulawayo Metropolitan Province secondary schools. The immersion of the researcher in the natural setting of participants made participants develop trust in the researcher and provided relevant information for the study. The qualitative methods also enabled the researcher to understand the views, values, attitudes and experiences of school heads, Education Officers, members of the disciplinary committee, school

counsellors, prefects and SDC chairpersons on the implementation of strategies used to maintain positive discipline in Bulawayo Metropolitan Province secondary schools.

3.4 Research Design

A research design is a plan of how to proceed in determining the nature of the relationship between variables (Bless & Higson-Smith, as cited in Creswell, 2009). Nieuwenhuis (2007) views a research design as a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and analysis to be done. The choice of research design is based on the researcher' assumptions, research skills and research practices, and influences the way in which she/he collects data. Kothari (2004) adds that research design is the conceptual structures within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data. Thus, a research design permitted the researcher to tie up together the theoretical paradigm, the research approach and the methods of collecting data (Denzin & Lincoln, 2011).

3.4.1 Case study

This study adopted a case study design which aims to examine research questions and issues, by setting these in a contextual and often causal context (Zainal, 2007). Yin (2009) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. A case study engages the researcher in rigorous thinking which results in sufficient presentation of evidence to reach appropriate conclusions on the implementation of strategies used in secondary schools to maintain positive discipline (Yin, 2009). The case study design provides context-dependent (practical) knowledge (Flyvbierg, 2006) which assists the researcher to study participants in their natural environment which are secondary schools. According to Bromley (as cited in Nieuwenhuis, 2007) case study research

is a systematic inquiry into an event or set of related events which aim to describe and explain the phenomenon of interest. In this case, the case study design gave the researcher a leeway to obtain views and opinions on the implementation of strategies used in secondary schools to maintain positive discipline.

A hallmark of case study research is the use of multiple data sources, a strategy which also enhances data credibility (Patton; Yin, as cited in Baxter & Jack, 2008). Potential data sources used to get a deep understanding of the case may include documentation, archival records, interviews, physical artifacts, direct observations, and participant-observation (Baxter & Jack, 2008; Suhonen, 2009; Wills, 2007). The case study, therefore, aided the researcher to use face to face interviews, focus group interviews and document analysis in soliciting data from participants pertaining to the implementation of strategies used in Bulawayo Metropolitan secondary schools to maintain positive discipline.

The case study method enabled the researcher to closely examine the data pertaining to implementation of strategies used to maintain positive discipline within the secondary school context (Zainal, 2007). In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Hence, the case study assisted the researcher to select four secondary schools in Bulawayo Metropolitan Province with limited number of participants who were school heads, Education Officers, members of the disciplinary committee, school counsellors, prefects and SDC chairpersons. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships (Zainal, 2007).

Case studies offer a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation, for example, the school heads' perspective, but also the views of other relevant groups of actors, for instance, views of Education Officers, members of the disciplinary committee, school counsellors, prefects and SDC chairpersons, and the interaction between them. The approach opened the possibility of giving a voice to the powerless and voiceless, like prefects or marginalised groups. This is essential for researchers to come to a deeper understanding of the dynamics of the situation, and this aspect is a

salient feature of many case studies (Nieuwenhuis, 2007). Jot et al. (as cited in Suhonen, 2009) agree that a case study research involves a detailed analysis of a single object or phenomena such as a person, a system, an organisation, a course or a group. Accordingly, researchers can adopt either a single-case or multiple-case design depending on the issue in question (Zainal, 2007). This case study, therefore, involved a detailed analysis of four secondary schools in Bulawayo Metropolitan Province.

Although, the phenomenon under investigation was not completely controlled by the researcher, the case study research provided relevant knowledge about a complex phenomenon within its real life context (Baxter & Jack, 2008). The aims of a case study research are to gain an in-depth understanding of implementation of strategies used in secondary schools to maintain positive discipline and the interaction between the phenomenon and the case (Randolph, 2007). The typical data analysis methods are pattern matching, content analysis, and finding complementary cases (Suhonen, 2009).

Some of the characteristics of case studies as identified by Wills (2007) are that case studies are:

- Particularistic—they focus on a particular context such as one person, a family, an office, a company, a classroom, or an apartment building. Thus, in this study particular attention is on secondary schools.
- Naturalistic—case studies are about real people and situations, and much of the data collection occurs in real environments. That is, data collection will be done in secondary schools - the natural environment of the participants.
- Thick descriptive data—sources of case study data include participant and non-participant observation, interviews, historical and narrative sources, writing such as journals and diaries. The sources of data in this case study included interviews, focus group interviews and document analysis.
- Inductive---For the most part, case studies rely on inductive reasoning. Generalisations, concepts, or hypotheses emerge from the examination of data—data grounded in the context itself. Occasionally one may have tentative working hypotheses at the outset of a case study, but these

expectations are subject to reformulation as the study proceeds (Merriam, as cited in Wills, 2007).

- Heuristic—case studies illuminate the reader's understanding of the phenomenon under study. They can bring about the discovery of new meaning, extend the reader's experience, or confirm what is known (Merriam, as cited in Wills, 2007).

Nieuwenhuis (2007) emphasises that the unit of analysis is a critical factor in undertaking case study research. It is often focused on a system of action rather than an individual or group of individuals, but case studies can also be selective, focusing on one or two issues that are fundamental to understanding the system being examined.

3.4.1.1 Advantages of the case study design

The key strength of the case study method is the use of multiple sources and techniques in the data gathering process. The researcher determines in advance what evidence to gather and what analysis techniques to use with the data to answer the research question (Yin, 2009). Another advantage of case study design is that the examination of the data is most often conducted within the context of its use (Yin, 2009), that is, within the situation in which the activity takes place (Zainal, 2007). The case study design is holistic and thus supports the idea that much of what researchers can know about human behaviour is best understood as lived experience in the social context (Wills, 2007). The detailed qualitative accounts often produced in case studies not only help to explore or describe the data in real-life environment, but also help to explain the complexities of real-life situations which may not be captured through experimental or survey research (Zainal, 2007). Unlike experimental research, a case study can be done without predetermined hypotheses and goals (Wills, 2007).

The other benefit of a case study is that it allows the researcher to gather rich, detailed data in an authentic setting (Wills, 2007). That is, the case study design allowed the researcher to collect rich, detailed data from participants in secondary schools which was their authentic setting. A case study provides a unique example of real people in real situations, enabling readers to understand how ideas and

abstract principles can fit together (Nesbet & Watt, as cited in Cohen et al., 2007). Case studies are also able to generate a lot of information as researchers examine a particular instance comprehensively using simple language which is easy for non-academic and academic respondents (Cohen et al., 2007; Rule & John, 2011). It is an intensive description and analysis of a single individual or group.

The merits of the case study highlighted above, made it possible for this study to adopt the case study design because it enabled the researcher to intensively focus and obtain unique perceptions, attitudes, views and experiences of participants on the implementation of strategies used to maintain positive discipline in four Bulawayo Metropolitan Province secondary schools.

3.4.2 Disadvantages of the case study design

Despite the stated advantages, case studies have received criticisms. Yin (as cited in Zainal, 2007) discusses three types of arguments against case study research. First, case studies are often accused of lack of rigour. Yin (as cited in Zainal, 2007, p. 21) notes that "too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions."

Second, case studies provide very little basis for scientific generalisation since they use a small number of subjects, some conducted with only one subject (Tellis, as cited in Zainal, 2007). According to Yin (as cited in Zainal, 2007, p. 21) the question commonly raised is, "How can you generalise from a single case?" Yin (2009) considered case methodology 'microscopic' because of the limited sampling cases. To Hamel et al. (as cited in Zainal, 2007), however, parameter establishment and objective setting of the research are far more important in case study method than a big sample size. Hancock et al. (2009) declare that this reflects a misunderstanding of the purpose of case study research which is to describe that particular case in detail. It is particularistic and contextual. The purpose is to generalise to theoretical propositions, not to population as in statistical research (Yin, 2009). Nieuwenhuis (2007) argues that generalisation is not the purpose or intent of case study research. Case study research is aimed at gaining greater insight and understanding of the dynamics of a specific situation. Remler and Ryzin (2011) reinforce the stated

arguments when they point out that the case study aims to uncover aspects of implementation that can be applied to similar policies and programmes in other places or contexts. The individual case, in other words, provides an opportunity to discover generalisable knowledge. The aim is to gather enough details of the particular case to learn about variables, mechanisms, and patterns that would be relevant to many other cases.

Third, case studies are often labelled as being too long, difficult to conduct and producing a massive amount of documentation (Yin, 2009). In particular, case studies of ethnographic or longitudinal nature can elicit a great deal of data over a period of time. The danger comes when the data are not managed and organised systematically. To counter the weaknesses, Yin (2009) argues that case studies enable systematic reporting of all evidence and time limits and writing formular depend on the choices of investigators.

Regardless of the criticisms levelled against case studies, the researcher chose the case study design because it permitted the researcher to get an in-depth understanding of the trends emerging from the different participants and gave the researcher an opportunity to better understand the dynamics of the implementation of strategies used to maintain positive discipline in four Bulawayo Metropolitan Province secondary schools.

3.5 Population, sample and sampling techniques

3.5.1 Population

Creswell (2009) views the population as that group which the researcher is interested in gaining information and drawing conclusions. Babbie and Mouton (2005) also define the population as a group of participants being focused on by the study and, in most cases, the groups being studied could be too large for all members to participate. The target population in this study were 16 Education Officers (EOs), 46 schools heads, 46 school counsellors, 276 members of the disciplinary committee, 460 prefects and 46 SDC chairpersons from 46 secondary schools in Bulawayo Metropolitan Province.

3.5.2 Sample and sampling techniques

Sampling refers to the process of selecting people or elements from a population for inclusion in a research study (Patton, 2002). Nieuwenhuis (2007) also defines sampling as the process used to select a portion of the population for study. Mason (2002) points that sampling is a systematic principle based procedure used to make well considered selection that enables a researcher to gain access to relevant data sources. Mason (2002) further explains that data sources relate to a relevant wider population and a researcher's choices need to then be linked meaningfully to a wider context.

Mason's (2002) view imply that researcher's choices should be based on well thoughtout principles that are justified by the intentions of the nature of what needs to be examined in terms of depth, circumstance and the purpose to which the results need to be used. The question of relevance of information sources is paramount because in research, credibility counts and sources must be relevant for data yielded to be dependable. Mason (2002) also refers to relating research to a wider research population which happens in quantitative studies whereas in qualitative studies generalisability is not to the wider population but is limited to theories only (Drew, Hardman & Hosp, 2008). Thus, for qualitative samples, researchers are concerned with analytic generalisability rather than statistical power to make statements about a general population on the basis of a sample (Miles & Huberman, as cited in Curtis, Gesler, Smith & Washburn, 2000).

Patton (2002) expounds that researchers do sampling because limited resources or time often prevent them from studying an entire population. The strengths of using sampling as stated by Karavakas (2008) are that it makes the research feasible and enables the researcher to organise the research with ease. He adds that sampling reduces the costs of research and saves on time. Curtis et al. (2000) maintain that qualitative samples are small, studied intensively and each one typically generates a large amount of information. A well selected sample, therefore, positively contributes to the credibility of the findings in any given research. This is shown by Cohen et al. (2007) who believe that whenever good sampling is done following recommended sampling procedures, it will be possible for the researcher to replicate the results.

This is an important aspect of confirming the authenticity of the results especially in a qualitative approach.

The sample in this study comprised 2 EOs (one responsible for discipline in schools and the other responsible for guidance and counselling programmes in schools), 4 school heads, 4 school counsellors, 20 members of the disciplinary committee, that is, 5 members from each school, 40 prefects (10 prefects from each school) that is, 20 female prefects and 20 male prefects were selected and 4 SDC chairpersons. This was because a sample of this size was suitable to develop insights and in-depth understanding of the phenomenon being studied (Babbie & Mouton, 2001).

The current study adopted purposive sampling which is a non-probability sampling technique where the researcher identifies information rich participants for the reason that they are possibly knowledgeable about the phenomena under study (McMillan & Schumacher, 2006). The selection of participants, settings or other sampling units is criterion based or purposive (Mason, 2002; Patton, 2002). Patton (2002) suggests that the logic and power of purposeful sampling lies in selecting information rich cases for study in-depth. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. Hence, in this study, the researcher targeted known rich information sources which were four secondary schools that had shown good practice in maintaining positive discipline. The researcher relied on information provided by the Education Officer from the Ministry of Primary and Secondary Education (MOPSE) Provincial Offices.

Nieuwenhuis (2007) observes that qualitative research is generally based on non-probability and purposive sampling rather than probability or random sampling approaches. In a non-probability sample, units are deliberately selected to reflect particular features of or groups within the sampled population. The sample is not intended to be statistically representative, the chances of selection for each element are unknown but, instead, the characteristics of the population are used as the basis of selection. It is this feature that makes them well suited to small-scale, in-depth studies (Ritchie, Lewis & Elam, 2003). Patton (2002) adds that purposive sampling is choosing people who have a unique perspective or occupy important roles, or selecting individuals or artifacts to represent theoretical categories or considerations. Through purposive sampling the researcher in the current study was able to choose

participants basing on their unique perspectives and roles pertaining strategies used to maintain positive discipline in secondary schools. Furthermore in this study, purposive sampling decisions were not only restricted to the selection of participants but also involved the settings, incidents, events and activities included for data collection (Nieuwenhuis, 2007).

Purposive sampling, therefore, allowed the researcher to apply some of the sample plans by manipulating activities and analysis interactively during the process, allowing for flexibility (Silverman, 2004). In purposive sampling, the sample units were chosen because they had particular features or characteristics which enabled detailed exploration and understanding of the central themes and puzzles which the researcher wished to study (Ritchie et al., 2003). Although purposive selection involves quite deliberate choices, this should not suggest any bias in the nature of the choices made. The process of purposive sampling requires clear objectivity so that the sample stands up to independent scrutiny (Ritchie et al., 2003). Thus, EOs, school heads, school counsellors, members of the disciplinary committee, prefects and SDC chairpersons were selected because they possessed a deeper understanding of the implementation of strategies used in secondary schools to maintain positive discipline. The participants were also chosen to ensure diverse perspectives. Through the face to face interviews, focus group interviews and documentary analysis, the researcher was able to get the lived experiences and perceptions from participants on the implementation of strategies used in secondary schools to maintain positive discipline.

3.6 Negotiating Entry

To gain access to conduct the study, the researcher acquired an introductory letter from the University of Fort Hare to confirm the intention of the researcher to conduct a study in Bulawayo Metropolitan Province Secondary Schools. The researcher then applied to the MOPSE through the Provincial Education Director's office for permission to conduct the study in four secondary schools. A copy of the university letter was attached to the application letter. When the clearance letter from MOPSE was issued to the researcher, she then proceeded to meet the participants in

secondary schools. However, before interacting with the participants in schools, the researcher first of all met the school head, produced the clearance letter from MOPSE, explained the purpose of the study and sought permission to conduct document analysis, face to face interviews and focus group interviews from the respondents inclusive of school heads.

3.7 Data collection instruments and procedures

Data collection is an essential component to conducting research (Kajornboon, 2005). Data collection can be derived from a number of methods/instruments, which include interviews, focus groups, surveys, telephone interviews, field notes, taped social interaction or questionnaires (Heaton, 2004). By and large it is also very difficult to choose the best instrument of data collection (Kajornboon, 2005). Therefore, which data collection instrument to use often depends upon the research objectives and the strengths and weaknesses of each instrument (O'Leary, 2004). The data collection instruments used in this study were face to face interviews, focus group interviews and document analysis.

3.7.1 Face to face interviews

An interview is a two-person conversation which is initiated by the interviewer for the specific purpose of obtaining research relevant information by the researcher (Creswell, 2009). According to MacDonald and Headlam (2009) interviews are a qualitative method of research often used to obtain the interviewees' perceptions and attitudes to the issues under study. The main aim of an interview is to encourage interviewees to share their perspectives, feelings, stories and experiences regarding a particular social phenomenon being studied by the interviewer. The participants, who were the practitioners in their field, in this case, school heads, EOs, school counsellors and members of the disciplinary committees, passed on their knowledge to the researcher through the conversations held during the interview process (Boeije, as cited in Wahyuni, 2012).

Patton and Cochran (2002) expound that interviews resemble everyday conversations, although they are focused (to a greater or lesser extent) on the

researcher's needs for data. Interviews also differ from everyday conversation because researchers conduct them in the most rigorous way researchers can, in order to ensure credibility and trustworthiness. This means that both the researchers and the users of the findings can be as confident as possible that the findings reflect what the research set out to answer, rather than reflecting the bias of the researcher, or a very atypical group. MacDonald and Headlam (2009) emphasise that the key issue with interviewing is making decisions about who are the key participants to talk to and what type of interview the researcher is going to use.

Cohen et al. (2000) state the different types of interviews as structured interviews, semi-structured interviews and unstructured interviews. A structured interview is sometimes called a standardised interview. This type of interview follows a set of specific questions, which are worked through systematically and these same questions are asked to all respondents (Kajornboon, 2005; MacDonald & Headlam, 2009). Unstructured interviews on the other hand do not follow any predetermined pattern of questions or themes. Rather, the interviewer will address the issues as they emerge in the interview. The method is useful when the researcher wishes to explore the full breadth of a topic (MacDonald & Headlam, 2009). Semi-structured interviews, which were adopted by this study, are the most commonly used interview technique in qualitative research. This type of interview follows a framework in order to address key themes rather than specific questions. At the same time a semi-structured interview, allows a certain degree of flexibility for the researcher to respond to the answers of the interviewee and therefore develop the themes and issues as they arise (MacDonald & Headlam, 2009). In this study, the researcher had a list of key themes, issues, and questions that were covered and the order of the questions changed depending on the direction of the interview. The semi-structured interview, therefore, offers the merit of using a list of predetermined themes and questions as in a structured interview, while keeping enough flexibility to enable the interviewee to talk freely about any topic raised during the interview (Wahyuni, 2012).

In semi-structured interviews, it is anticipated that the researcher will need to ask for examples or more explanation on the answer given in order to gain a deep understanding of the issues pertaining to strategies used in secondary schools to maintain positive discipline (Wahyuni, 2012). In the current study, the researcher

played a more active role in moving the discussion through specific areas about which the participants' experiences, feelings, attitudes and thoughts on maintenance of positive in secondary schools were sought, although there was scope for participants to move on to these areas spontaneously, and the researcher was still open to unanticipated issues raised by participants (Arthur & Nazroo, 2003).

An interview guide is also an essential component for conducting semi-structured interviews (Kajornboon, 2005). In this study, an interview guide which guided the research had a list of the key questions the interviewer liked to cover, with some useful prompts to encourage the interviewee to talk about specific issues if they did not come up spontaneously (Patton & Cochran, 2002; Hancock et al., 2007). It is very important to develop the right question to ask and to remember that the respondent is unlikely to share the researcher's perspective on the world (Patton & Cochran, 2002). The interview guide should be clear and avoid ambiguity (Kajornboon, 2005). Thus, the interview guide in this study assisted the researcher to " … explore, probe, and ask questions that will elucidate and illuminate that particular subject … to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that has been predetermined" (Patton, 2002, p. 343).

Hancock et al. (2007) advised that a good interviewer needs to be able to put an interviewee at ease, needs good listening skills and needs to be able to manage an interview situation so as to collect data which truly reflect the opinions and feelings of the interviewee concerning the chosen topic. In this case, the researcher interviewed the participants in their natural setting, that is, secondary schools so that they were at ease as they were used to the environment. The researcher also listened attentively to the participants' responses and allowed them to give their views, feelings, opinions and experiences on the implementation of strategies used in secondary schools to maintain positive discipline. However, Arthur and Nazroo (2003) warn that a poorly designed interview guide at best will be confusing and at worst will restrict the exploratory and reflective nature of qualitative research. Regardless of the nature of the research, the use of interview guides in qualitative research is strongly recommended and careful investment in their design is needed.

Prior to conducting the formal interview, the researcher held mock interviews with participants similar to the study participants to fine-tune the research instruments. As a result, some expressions and words were changed to make the questions clearer. The structure of the main questions was reordered to improve the flow of the discussions during the planned interviews (Wahyuni, 2012; Patton & Cochran, 2002).

Nieuwenhuis (2007) stresses that recording an interview is essential and should be done in meticulous manner. In this study, a digital voice recorder was used because it is excellent for capturing data during interviews and this minimised the risk of recording inaccurate data. A digital voice recorder was also easier to use and less intrusive compared to a tape recorder. Permission was sought from participants before recording began (Hancock et al., 2007; Nieuwenhuis, 2007). Besides voice recording the interview, the researcher also took notes during each interview (Wahyuni, 2012). As soon as the researcher had finished the interview, she listened to recorded interviews, reviewed notes, and reflected on the interview to identify gaps that she needed to explore in follow-up interviews. The researcher also made a written record (transcript) of what was said for the purposes of data analysis (Nieuwenhuis, 2007).

In the current study, semi-structured interviews were held with 4 school heads, 2 EOs, 4 school counsellors and 4 SDC chairpersons, while 20 members of the disciplinary committee and 40 prefects were put into focus group interviews. Using semi-structured interviews assisted the researcher to refocus the discussion so that accurate information was gained from participants through rephrasing questions and observing non-verbal cues such as facial expressions.

3.7.1.1 Strengths of face to face interviews

Kajornboon (2005) points out that the interview gives the researcher opportunities to probe for views and opinions of the interviewee. Probing is a way for the interview to explore new paths which were not initially considered (Gray, 2004). Having " … key themes and sub-questions in advance lies in giving the researcher a sense of order from which to draw questions from unplanned encounters" (David & Sutton, 2004, p. 87). In the current study, semi-structured interviews enabled the interviewer to probe or ask more detailed questions of participants' experiences, views, perceptions,

feelings and thoughts and did not adhere only to the interview guide. In addition, the researcher explained and rephrased the questions if participants were not clear about the questions. Consequently, there was greater flexibility in using semi-structured interviews as the opportunity to restructure questions was always there. This resulted in the researcher obtaining more in-depth information about the implementation of strategies used in secondary schools to maintain positive discipline.

Another benefit of using an interview as identified by Kothari (2004) is that the language of the interview can be adapted to the ability or educational level of the person interviewed; as such misinterpretations concerning questions can be avoided. In this case, the researcher used vernacular when interviewing some of the SDC chairpersons to suit their level of education. This helped the participants to understand the questions and provided information that is relevant to the study.

In addition, using interviews benefited the researcher in the sense that supplementary information about the participants' personal characteristics and environment was collected, which was of great value in interpreting results (Kothari, 2004). Gray (2004) also cites a good return rate as one of the advantages of using interview.

3.7.1.2 Weaknesses of face to face interviews

Despite the highlighted strengths of using interviews as a data collection instrument, Yin (2009) identifies quite a number of weaknesses associated with interviews. The weaknesses include the fact that data collected may contain biased information as a result of poorly phrased questions. Since it is possible to have poorly articulated questions in the research, in the current study, a pilot study was conducted to allow modification of questions to be done before conducting the actual research.

Inaccuracy due to poor recall may be another limitation of interviews (Yin, 2009). That is, some participants may fail to remember exact details but feel inhibited to own up to this weakness. It is also possible for reflexivity to contribute to collection of false data because at times participants get enthusiastic and give the researcher information they think will be better appreciated than what may be authentic. The presence of the interviewer on the spot may over-stimulate the participant,

sometimes even to the extent that he/she may give imaginary information just to make the interview interesting (Kothari, 2004). At other times participants may feel uncomfortable to discuss their views and feelings with a complete stranger (Yin, 2009). That results in several options the participant may choose to take. The participant may profess ignorance, or may hide the real views and create false data as a cover-up or may just go along agreeing with the researcher in an uninformative way. Kothari (2004) and Yin (2009) further warn that interviews are costly and time consuming. Another demerit of interviews as stated by Creswell (2003) is that some participants might not be articulate and this affects the data provided.

Regardless of the stated limitations, interviews remain a suitable data collection instrument for this study. To counteract bias due to poorly constructed questions, the researcher utilised the input of experienced researchers. Poor recall and reflexivity on the part of participants was overcome by triangulating data collection methods to bring out correct information. Finally, rigorous effort was employed by the researcher who was fully aware of the possible obstructions and worked to put participants' fears to rest and made them participate fully. The researcher used a digital voice recorder in collecting interview data after permission was granted by the participants. The researcher also took notes during each interview.

3.8 Focus group interviews

A focus group interview is an exploratory research tool, a 'structured group process' that collects data through interaction to explore people's thoughts, attitudes, behaviour, opinions or perceptions and feelings and obtain detailed information about a particular topic or issue determined by the researcher (Sherraden, 2001; Morgan, 2002; Hennink, 2007). A focus group interview can be defined as an interview with a small group of about 6-12 members selected purposively, based on a set of criteria, on a specific topic (Thomas & Nelson, 2001; Sherraden, 2001; MacDonald & Headlam, 2009). Focus group interviews were used to gather data from 40 prefect participants who comprised 20 female and 20 male prefects and 20 members of the disciplinary committees. This size yielded a variety of viewpoints and good participation (Sherraden, 2001).

Focus group interviews allowed the researcher to freely interact with the participants in a more natural and comfortable environment, which permitted the participants to discuss a wide range of perceptions, ideas, opinions, feelings and thoughts on the implementation of strategies used in secondary schools to maintain positive discipline (Krueger & Casey, 2000). The discussions were well managed, to allow deep-seated feelings on the subject to emerge naturally (Sherraden, 2001). The members of the disciplinary committees were divided into 4 focus group interviews and the prefect participants were also be divided into 4 focus group interviews. During focus group interviews, the researcher's role was critical to the success of the group discussion (Finch & Lewis, 2003). The researcher ensured that each participant was given an opportunity to participate in order to balance the contributions of individual members (Finch & Lewis, 2003). The researcher developed a permissive, non-threatening environment within the group where the participants felt comfortable to discuss their opinions and experiences without fear that they were judged or ridiculed by others in the group (Hennink, 2007). Thus, the researcher used the group process to encourage open, interactive discussions, but also controlling the process to bring everyone in, preventing dominance, and steering the group away from irrelevant areas (Finch & Lewis, 2003). The researcher's aim was to allow as much relevant discussion as possible to be generated from within the group, while at the same time ensuring that the objectives of the research were met (Finch & Lewis, 2003).

Recording the discussion is an important aspect in focus group interviews. This can be done through the use of a tape recorder or by taking notes (MacDonald & Headlam, 2009; Mack, Woodsong, MacQueen, Guest & Namey, 2005). In the current study, the researcher ensured that she got participant’s permission to record the sessions. The researcher used a digital voice recorder to minimise the risk of recording inaccurate data and to ensure that no important points were missed during discussions. The identification of themes to guide the study also minimised discussions outside the implementation of strategies used in secondary schools to maintain positive discipline. The researcher pre-tested the focus group interview guides with mock focus groups. The aim was to structure questions so that they were clear and stimulated discussion. Several stages of revisions were observed before the guide was ready to be used (Sherraden, 2001).

One of the benefits of focus group interviews is that interactions among participants enhance data quality because respondents will provide checks and balances regarding the implementation of strategies used in secondary schools to maintain positive discipline and these will weed out false or extreme views (Kruger, as cited in Patton, 2002). That is, participants are able to express views that they might not be able to express in other settings, or if interviewed as individuals. Social interaction within the group yields freer and more complex responses, when there is interactive synergy, spontaneity and security of participants within the group (Sherraden, 2001). Another merit of focus group interviews is flexibility, that is, the researcher probed for clarification or greater detail to ensure issues pertaining to the implementation of strategies used in secondary schools to maintain positive discipline were covered in depth. The aim of probing was to clarify, to delve deeper and to cover all angles, rather than accepting an answer at its face value (Sherraden, 2001; Finch and Lewis, 2003). However, Mack et al. (2005) warn that probing requires practice, thorough knowledge of the focus group guide and research objectives, and a solid understanding of what kind of information each question is intended to elicit. It also requires patience and sensitivity, effective time management, and good interpersonal skills. Hence, the researcher mastered the focus group interview guides, arrived early for appointments so that the group discussions commenced and ended on scheduled time. At the same time, the researcher managed time by directing the discussions to avoid the discussion of irrelevant issues which might have wasted time.

In spite of the stated advantages, focus groups can be difficult to assemble and to persuade them to give up their time; and to find a time suitable for all participants (Sherraden, 2001; Hancock et al., 2009). To counter the shortcoming, the researcher made appointments with the participants to meet them during the time convenient to them.

3.9 Document analysis

Documents are standardised artefacts in various formats which can be in the form of notes, policy documents, mission statements, minutes of meetings, codes of

conduct, web sites, series of letters or emails, case reports, contracts, annual reports or expert opinions which serve as institutionalised traces on activities that take place in an institution (Flick, von Kardoff & Steinke, 2004; Hancock et al., 2009). Researchers analyse written documents which are found in institutions under investigation as data sources (Gall, Gall & Borg, 2006). Document analysis serves to add knowledge to research and explains certain social events (Best & Kahn, 2006). Patton (2002) adds that document analysis provides a behind-the-scenes look at the phenomenon that may not be directly observable and about which the interviewer might not ask questions without the leads provided through documents. The documents may reveal issues that are not found in face to face interviews and focus group interviews. In the current study, documents were used to corroborate face to face interviews and focus group interviews; this improved the trustworthiness of the findings on the implementation of strategies used to maintain positive discipline in secondary schools.

In this study, sources of documentary data included policy circulars, codes of conduct, mission statements, log books, disciplinary committee meetings minutes, minutes of meetings with prefects, minutes of meetings with parents and minutes of staff meetings. Document analysis assisted the researcher to gather more knowledge on the implementation of strategies used to maintain positive in secondary schools. The strength of documents as data source lies in the fact that they already exist in the situation; they do not intrude upon or alter the setting in ways that the presence of the researcher might. Nor are they dependent upon the whims of human beings whose cooperation is essential for collecting data through interviews (Merriam, 2002). Since data contained in documents can be distorted and irrelevant (Best & Kahn, 2006), the researcher ensured that the documents used were subjected to a thorough scrutiny, guided by research questions. Document analysis was used to triangulate where possible what emanated from face to face interviews and focus group interviews.

In this study, the data collected from documents was analysed thematically. The researcher noted that issues of reliability should be ensured so that the rigour of processing the data ascertained dependability.

3.10 Data analysis

Data analysis is the process of systematically searching and arranging interview transcripts, field notes, video or audio recordings, and other materials that are accumulated by the researcher so that she can make the findings (Bodgan & Bilken, 2007; Remler & Ryzin, 2011). Data analysis can also be viewed as a dynamic and creative process through which the researcher continuously tries to gain a deeper understanding of the phenomenon under study and to refine the interpretation of data continually (Mazibuko, as cited in Masuku, 2011). Analysis of qualitative data is concerned with organising and working with the data, breaking them into manageable units, coding and synthesising them, and searching for patterns (Bogdan & Bilken, 2007). Data analysis was conducted to reduce, organise and give meaning to the data collected in a way that communicated the most important features pertaining to the implementation of strategies used to maintain positive discipline in secondary schools (Burns & Grove, 2003; Hancock et al., 2009). There are three main steps involved in qualitative data analysis as observed by Creswell (2009):

- Preparing and organizing the data
- Reducing and summarising the data, possibly through a process of coding
- Presenting the data, in narrative form, figures, and/or tables.

In this study, data were systematically built through recording proceedings during interviews, focus group interviews and document analysis. Data were analysed simultaneously with the collection of data through interviews, focus group interviews and document analysis. As the researcher conducted interviews, patterns and interpretations occurred to the researcher, and these influenced the course of further data collection (Remler & Ryzin, 2011). Thus, simultaneous data collection and analysis allowed the researcher to make adjustments along the way (Merriam, 2002). The qualitative data were coded systematically according to specific themes and then analysed to address the main research question. Some of the more specific activities of qualitative data analysis included sketching ideas, making notes, reducing codes into themes, relating themes to each other, and relating themes to relevant literature or theory (Creswell, 2009).

Since the major sources of data were face to face interviews and focus group interviews, it was essential for the researcher to prepare transcripts from audio-taped interviews. Hancock et al. (2009) describe transcribing as the procedure for producing a written version of an interview or conversation. It is a full script of the interview or conversation. Thus, the researcher transcribed data soon after the interviews had been completed, while the researcher still remembered the whole process. During transcription, the researcher played and carefully listened to the recorded interviews and then transcribed the data. The familiarity with data and attention to what was actually there or what was expected facilitated realisations or ideas which emerged during data analysis (Bailey, 2008).

3.11 Credibility and Trustworthiness

In qualitative research, when researchers speak of research “validity and reliability” they are usually referring to research that is credible and trustworthy (Nieuwenhuis, 2007). Guba and Lincoln (2005) include credibility, transferability, dependability and confirmability as key criteria of trustworthiness and these are constructed to parallel the conventional criteria of inquiry of internal and external validity, reliability and neutrality respectively.

Credibility enabled the researcher to establish confidence in the ‘truth’ of her findings. To ensure credibility, the researcher used member checks where participants were given their interview transcripts and the research reports so that they could confirm whether the researcher captured their responses correctly during face to face interviews and focus group interviews. In addition, the researcher achieved credibility through triangulation of data (Guba & Lincoln, 2005). A single method can never adequately shed light on a phenomenon under study. Using multiple methods facilitated deeper understanding of the implementation of strategies used to maintain positive discipline in secondary schools (Cohen & Crabtree, 2006). Accordingly, data triangulation was realised through use of face to face interviews, focus group interviews and document analysis.

Cohen and Crabtree (2006) however warn that the process of member-checking may lead to confusion rather than confirmation because participants may change their minds about an issue, the interview itself may have an impact on their original assessment, and new experiences (since the time of contact) may have intervened. To counter the problem the researcher referred to the original voice recorded data to come with credible findings.

Transferability entails showing the applicability of the findings to other settings or contexts (Cohen & Crabtree, 2006). Applicability was achieved by carefully selecting the sample within the context of the study. The concept of dependability on the other hand replaces the idea of reliability. Dependability encourages researchers to provide an audit trail (the documentation of data, methods and decisions about the research) which can be laid open to external scrutiny (Finlay, 2006). That is, dependability shows that the findings are consistent and could be repeated (Cohen & Crabtree, 2006). Thus, as for dependability, the researcher conformed to the laid down procedures of conducting the study, that is, the researcher was constantly interacting with the supervisor. Confirmability as another aspect of credibility and trustworthiness is a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest (Cohen & Crabtree, 2006). To achieve cofirmability, the researcher offered a self-critically reflexive analysis of the methodology used in the research.

3.12 Ethical considerations

Ethics has become a cornerstone for conducting effective and meaningful research. As such, the ethical behaviour of individual researchers is under unprecedented scrutiny (Best & Kahn, 2006; Trimble & Fish, as cited in Drew, Hardman & Hosp, 2008). Hence, it was imperative to consider ethics when the researcher was conducting the study. Research ethics refer to rules of morally good conduct for researchers (Gomm, 2008). Every researcher has a responsibility to protect the participants in an investigation. The Ethical Standards of the American Educational Research Association (AERA) (as cited in Drew et al., 2008) states that it is of paramount importance that educational researchers respect the rights, privacy,

dignity, and sensitivities of their research populations and also the integrity of the institutions within which the research occurs. Consequently, the primary responsibilities of the researcher to participants are clear, that is, obtain consent, protect from harm, and ensure privacy (Drew et al., 2008). In this study, the researcher made sure that individual rights were not infringed by observing the rights of participants, their values and desires when carrying out research (Creswell, 2009). Issues of consent, honesty, respect for the integrity of the individual, confidentiality of certain information and anonymity were considered when carrying out the study.

3.12.1 Confidentiality and anonymity

When carrying out research, each participant is entitled to privacy and confidentiality both on ethical grounds and in terms of the protection of their personal and sensitive data (Canterbury Christ Church University, 2006). In this study, participants' right to privacy were protected to ensure confidentiality. The term confidentiality refers to control of access to information and the guarantee that data will not be shared with unauthorised people (Krathwohl, 2004; Anderson, 2009). Drew et al. (2008) distinguish between anonymity and confidentiality when they state that anonymity means that the participants' identity should be kept secret even to the researcher, whereas, confidentiality means that the participants' identity though known by the researcher should be kept secret from any other person and shielded from any possible exposure. Thus, confidentiality exists when only the researcher is aware of the participants' identities and has promised not to reveal their identities to others. It is therefore essential to note that information that could prove damaging to participants should be kept safe and not disclosed to unauthorised persons. Babbie and Mouton (2005) advise researchers not to disclose participants' identity and link or what they say to reveal who said it. The authors maintain that the researcher should not be able to identify a given response with a given participant. Mertens (2005) advises that research data should not be presented in such a way that people in a locality can easily identify participants. Hence, the researcher observed confidentiality at all times so that responses were not linked to specific participants. Even if the researcher knew the names of the participants, she did not divulge them instead codes were used in the place of names in order to disguise the identity of the participants. Data collected through voice recorder during face to face interviews and

focus group interviews, and document analysis was secured by keeping all information obtained during the study confidential.

3.12.2 Informed consent

The principle of informed consent arises from the participants' right to freedom and self-determination (Masuku, 2011). Mokoena (as cited in Masuku, 2011) explains informed consent as a means of informing the participants about the research study in a way that is clear to them. Informed consent involves the procedure by which an individual may choose whether or not to participate in a study (Drew et al., 2008; Johnson & Christensen, 2011). The researcher ensured that participants were given sufficient detail about the nature of the study and the procedures involved. The researcher made sure that participants had a complete understanding of the purpose and methods to be used in the study, the potential risks and benefits involved, and the demands placed upon them as participants (Best & Kahn, 2006; Jones & Kottler, 2006; Canterbury Christ Church University, 2006; Creswell, 2009). The participants were made to understand that they had the right to participate voluntarily and the right to withdraw from the study at any time, so that the individuals were not being coerced into participation (Drew et al., 2008; Creswell, 2009). To acknowledge voluntary participation, the researcher gave the participants informed consent letters to read with understanding and sign, and these were kept by the researcher. In order to dispel fears among participants and also to achieve cooperation from them, the researcher elucidated the reasons for conducting the study; that the information will only be used for academic purposes.

3.12.3 Protection from harm

The most basic concern in all research is that no individual is harmed by serving as a participant (Drew et al., 2008). In the context of research ethics, harm may be broadly defined to include extreme physical pain or death, but also involves such factors as psychological stress, personal embarrassment or humiliation, or myriad influences that may adversely affect the participants in a significant way (Drew et al., 2008). Leedy and Ormrod (2005) explain that researchers should not expose participants to undue danger or injury. In this study, the researcher assured participants that their involvement in the study would not result in them getting to any

injury, discomfort, or danger in any manner. The researcher had to abide by the code of ethics to make sure that the participants were protected from harm.

3.13 Summary

The methodology adopted by the study was discussed in this chapter under various sub-headings that included the research paradigm that directed the focus of the study. The paradigm followed was the interpretive whose strengths and weaknesses were expounded and justification for the choice of the paradigm was given. The research approach which is qualitative was delineated explaining its features and deficiencies. The research design chosen was the case study which was clarified, justifying its choice and also highlighting its shortcomings. The chapter also discussed the population, sample and sampling procedures followed. The sampling procedures were clearly defined and the purposive sampling technique was explained qualifying its choice for the study. Data collection techniques that include face to face interviews, focus group interviews and document analysis were discussed. The data analysis, credibility and trustworthiness of the study and ethical considerations were also discussed in the chapter. The next chapter focuses on data analysis and presentation.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyses the collected data. The main purpose of this chapter is to amass the data collected through interviews, focus group interviews and documents analysis, and presents it in line with the research questions which guided the study. The study sought to examine the implementation of strategies used to maintain positive discipline in secondary schools. Basically the study envisaged to respond to the research questions based on the implementation of strategies used in secondary schools to maintain positive discipline and monitoring and supporting the implementation of positive discipline management strategies in secondary schools. Purposive sampling was used in the study to select participants from four Bulawayo Metropolitan Secondary Schools. The study sample comprised 1 EO responsible for discipline in schools, 1 EO in charge of guidance and counselling in schools, 4 school heads, 4 school counsellors, 20 members of the disciplinary committee, that is, 5 members from each school, 40 prefects (10 prefects from each school) that is, 20 female prefects and 20 male prefects were selected and 4 SDC chairpersons. The identification of participants in this study is as follows:

EO1= Education Officer responsible for discipline in schools

EO2 = Education Officer responsible for guidance and counselling in schools

SH1-SH4 = School Heads

SC1-SC4 = School Counsellors

SDC1-SDC4 = School Development Committee chairpersons

FGDC1-FGDC4 = Focus Group interview for Members of the Disciplinary Committee

FGP1-FGP4 = Focus Group interview for Prefects

The opinions of the participants regarding the questions asked were voice recorded. The chapter will first present the biographical data of the participants.

4.2 Biographical data of participants

The researcher found it necessary to first of all gather the participants' background information since biographic data act as a mirror relating to the participants' understanding of strategies used to maintain positive discipline in secondary schools. For example profiling gender is important since the perceptions of participants are normally attached to gender. In this case it was possible to categorise responses and make inferences on the dominant gender in the study. The examination of academic and professional qualifications of participants assisted in determining the ability of the participants to understand the concept of positive discipline management strategies since perceptions can be influenced by educational background. It is in view of the above realisation, that the chapter presents biographical data of the participants. Thus, Table 4.1 presents the gender of Education Officers, school heads, members of the disciplinary committee and school counsellors.

Table 4-1: Gender of Education Officers (EOs), School Heads (SH), Members of the Disciplinary Committee (DC) and School Counsellors (SC)

Gender	**EOs (N=2)** **f**	**%**	**SH (N=4)** **F**	**%**	**DC (N=20)** **f**	**%**	**SC (N=4)** **f**	**%**
Males	1	50	1	25	6	30	0	0
Females	1	50	3	75	14	70	4	100
Total	2	100	4	100	20	100	4	100

Key

N = Number of participants

f = Frequency

As indicated on Table 4.1 above, 2 Education Officers, 4 school heads, 20 members of the disciplinary committee and 4 school counsellors were interviewed in the study. Of the 2 Education Officers, 1 (50%) was male while 1 (50%) was female. It is also revealed that out of the 4 school heads, 1 (25%) was male and 3 (75%) were females. The above table also shows that there were 6 (30%) males and 14 (70%) females among the members of the disciplinary committee. It is further indicated that all 4 (100%) school counsellors were females. This means that the views of both sexes were captured during the interviews. Acquiring information from both sexes was necessary for this study so that the views of both males and females pertaining to implementation of strategies used to maintain positive discipline in secondary schools were represented. In addition, the data reveals that none of the school counsellors was male. The participants were purposively selected on the basis that they were the suitable informants on the implementation of strategies used in secondary schools to maintain positive discipline. Their inclusion in the study was irrespective of their gender status. Table 4.2 below presents the age range of the participants who include EOs, school heads, members of the disciplinary committee and school counsellors.

Table 4-2: Age range of Education Officers (EOs), School Heads (SH), Members of the Disciplinary Committee (DC) and School Counsellors (SC)

Age range in years	EOs (N=2) f	%	SH (N=4) f	%	DC (N=20) f	%	SC (N=4) f	%
Below 30	0	0	0	0	0	0	0	0
30 – 39	1	50	0	0	2	10	2	50
40 – 49	0	0	0	0	13	65	1	25
50 – 59	1	50	4	100	4	20	1	25
60+	0	0	0	0	1	5	0	0
Total	2	100	4	100	20	100	4	100

Table 4.2 reveals that 1 (50%) of the Education Officers was aged between 30 – 39 and the other 1 (50%) fell in the 50 – 59 age group range. As for the school head participants, the data show that all of them were in the 50 -59 age group category. It is also evident from the table that 2 (10%) of the members of the disciplinary committee were aged between 30 – 39 years, 13 (65%) were in the 40 – 49 age range, 4 (20%) fell in the 50 – 59 age group category and 1 (5%) was in the 60 years and above age range. Relating to the ages of school counsellors, 2 (50%) belonged to the 30 – 39 age range, 1 (25%) was aged between 40 – 49 years and the other 1 (25%) was in the 50 – 59 age group category. The age range of Education Officers, school heads, members of the disciplinary committee and school counsellors show that all participants were mature people. Usually, there are certain expectations that come with some age groups. For instance, from the age range of the participants, it could be assumed that they are accustomed to dealing with secondary school learners who are at the adolescence stage. Hence, it is presumed that implementation of positive discipline management strategies to control the behaviour of learners in secondary schools should not be much of the problem to them. The following Table 4.3 presents the job experiences of EOs, school heads, members of the disciplinary committee and school counsellors.

Table 4-3: Experiences of Education Officers (EOs), School Heads (SH), Members of the Disciplinary Committee (DC) and School Counsellors (SC)

Experience in years	EOs (N=2) f	%	SH (N=4) f	%	DC (N=20) f	%	SC (N=4) f	%
Below 5	1	50	0	0	4	20	0	0
5 – 9	1	50	0	0	10	50	2	50
10 – 14	0	0	2	50	3	15	2	50
15 – 19	0	0	1	25	1	5	0	0
20 – 24	0	0	0	0	0	0	0	0
25+	0	0	1	25	2	10	0	0
Total	2	100	4	100	20	100	4	100

Table 4.3 presents the experience of Education Officers, school heads, members of the disciplinary committee and school counsellors. The study sought to find out the experience of the participants because it is assumed that the length of service in the job has a direct bearing on their knowledge, in this case knowledge of strategies that can be used to discipline learners in a positive manner. The researcher assumed that Education Officers, school heads, members of the discipline committee and school counsellors who have been in the service for a long time, have more knowledge and can shed light on issues pertaining to dealing with learners' ill behaviour in a positive way, than those with relatively fewer years in service.

The information on Table 4.3 reveals that 1 (50%) Education Officer had less than 5 years of experience, while the other 1 (50%) had experience which ranged from 5 – 9 years. In the case of school heads, 2 (50%) had experience that ranged from 10 – 14 years; 1 (25%) whose experience ranged from 15 – 19 years and the other 1 (25%) had experience which fell in the 25 years and above category. As for the members of the disciplinary committee, 4 (20%) of them were in their positions for less than 5 years, 10 (50%) were in the 5 – 9 years range, 3 (15%) were in their positions

between 10 – 14 years, only 1 (5%) had experience of 15 – 19 years and 2 (10%) were in their positions for 25 years and above. 2 (50%) of the school counsellors' years of experience ranged between 5 – 9 years, while the other 2 (50%) were in the 10 – 14 years category. This suggests that the majority of participants under study had vast experience in dealing with learner behaviour, save for a few who could have been included so that they also gain experience in maintenance of positive discipline management strategies in secondary schools.

The experience of the participants assisted the researcher to source vital information for the study on the implementation of strategies used in secondary schools to maintain positive discipline. Following is a discussion of the appointment status of the participants, and the data were presented in Table 4.4 below.

Table 4-4: Appointment status of Education Officers (EOs), School Heads (SH), Members of the Disciplinary Committee (DC) and School Counsellors (SC)

Appointment status	EOs (N=2) f	%	SH (N=4) f	%	DC (N=20) f	%	SC (N=4) f	%
Substantive	2	100	4	100	8	40	0	0
Acting	0	0	0	0	12	60	4	100
Total	2	100	4	100	20	100	4	100

Table 4.4 shows that the 2 (100%) Education Officers and 4 (100%) school heads were in substantive appointments. In the case of members of the disciplinary committee, 8 (40%) of them were in substantive appointments and 12 (60%) were in acting capacity. As for the school counsellors, the information on the table shows that all 4 (100%) were in acting appointments. Though most of the members of the disciplinary committee and school counsellors were in acting appointments, this did not have a negative effect on implementing strategies used to maintain positive discipline in the secondary schools under study. This is because they work under the supervision of substantive Education Officers and school heads. This suggests that the Education Officers, school heads, members of the disciplinary committee and school counsellors were in a position to correctly interpret and implement discipline

policies with understanding, since they underwent induction during their appointments to substantive and acting positions. The subsequent Table 4.5 presents the academic and professional qualifications of EOs, school heads, members of the disciplinary committee and school counsellors.

Table 4-5: Academic and Professional qualifications of Education Officers (EOs), School Heads (SH), Members of the Disciplinary Committee (DC) and School Counsellors (SC)

Academic and Professional qualifications	EOs (N=2) f	%	SH (N=4) f	%	DC (N=20) f	%	SC (N=4) f	%
'O' Level/ 'A' Level + CE/DipEd	0	0	0	0	7	35	0	0
B.Ed.	1	50	2	50	2	10	0	0
BSc/BA + GradCE/PGDE	0	0	1	25	5	25	1	25
Med	0	0	1	25	2	10	0	0
BSc/BA	1	50	0	0	2	10	1	25
CE/DipEd + Dip/Cert in Counselling	0	0	0	0	1	5	1	25
B.Ed./ BSc/BA + Dip/Cert in Counselling	0	0	0	0	1	5	1	25
Total	2	100	4	100	20	100	4	100

Participants' academic and professional qualifications are identified as follows:

'O' Level = Ordinary Level

'A' Level = Advanced Level

CE = Certificate in Education

DipEd = Diploma in Education

B.Ed. = Bachelor of Education Degree

BSc = Bachelor of Science Degree

BA = Bachelor of Arts Degree

GradCE = Graduate Certificate in Education

PGDE = Post Graduate Diploma in Education

MEd = Master of Education Degree

Dip = Diploma in Counselling

Cert = Certificate in Counselling

The data in Table 4.5 indicates that 1 (50%) Education Officer was a professionally qualified teacher who held a B.Ed. degree which was obtained after she had acquired either CE or DipEd and 1 (50%) Education Officer possessed BSc/BA as an academic qualification. This suggests that this particular Education Officer with BSc/BA was not a professionally qualified teacher. However, this does not suggest that the Education Officer was not able to supervise schools in implementing discipline policies since he seemed to have many years of experience in his position as a substantive officer. The information given on the table above also reveals that 2 (50%) school heads held B.Ed. degrees, 1 (25%) had a BSc/BA and GradCE/PGDE and 1 (25%) possessed a MEd degree.

The data also indicate that all the school heads were professionally qualified teachers who had undergone training in teacher education colleges. The information on the table also shows that 7 (35%) members of the disciplinary committee held either a Certificate or Diploma in Education after completing Ordinary or Advanced levels. Two (10%) of the members of the disciplinary committee possessed a B.Ed. degree in addition to CE/DipEd, 5 (25%) held either BSc or BA plus GradCE or PGDE, 2 (10%) had MEd, the other 2 (10%) held either BSc or BA but were not professionally trained as teachers, 1 (5%) possessed either a CE or DipEd plus Dip or Certificate in Counselling and the other member of the disciplinary committee held either B.Ed., BSc or BA plus Dip or Certificate in Counselling.

As for the school counsellors, 1(25%) had BSc or BA plus GradCE or PGDE, 1 (25%) was in possession of BSc or BA without teaching qualification, 1 (25%) held CE or DipEd plus Dip or Certificate in Counselling and the other 1 (25%) had a B.Ed., BSc or BA plus Dip or Certificate in Counselling. Thus, the data presented on the table suggest that the majority of the participants possessed both academic and professional qualifications. This indicates that the participants had the relevant

knowledge and skills in handling secondary school learners since they were qualified teachers. The succeeding Table 4.6 presents the gender of prefect participants.

Table 4-6: Gender of Prefects participants

Gender	Prefects (N=40) F	Percentage
Males	20	50
Females	20	50
Total	40	100

Table 4.6 presents the gender of prefects participants. The information on the table indicates that there was equal representation of male and female participants. That is, the data given show that out of 40 prefects interviewed during focus group discussions, 20 (50%) were males and 20 (50%) were females. The indication is that the views of both male and female learners regarding the implementation of strategies used to maintain positive discipline in secondary schools were captured in the study. The age range of the prefects is presented in Table 4.7 as follows.

Table 4-7: Age range of Prefects participants

Age range in years	Prefects (N=40) F	Percentage
Below 15	1	2.5
15 – 17	5	12.5
18 – 20	32	80
21+	2	5
Total	40	100

Table 4.7 reveals that 1 (2.5%) of the participants was aged below 15 years; 5 (12.5%) between 15 – 17 years category; the majority 32 (80%) were in the 18 – 20 years age range and 2 (5%) were aged 21 years and above. The age range of prefects shows that the majority of participants were mature learners. According to

the Zimbabwean law, an 18 year old is regarded as an adult. It is therefore evident that most of the prefects were 18 years and above which suggests that they were adults who are mature enough to understand and implement discipline policies accordingly. Table 4.8 below presents the prefects' level of education.

Table 4-8: Prefects participants' level of education

Level at school	Prefects (N=40) F	Percentage
Form 3	2	5
Form 4	2	5
Lower 6th	0	0
Upper 6th	36	90
Total	40	100

Table 4.8 gives information on prefects' level of education at school. The data gathered indicate that there were 2 (5%) form 3 prefects; 2 (5%) form 4 prefects and 36 upper sixth prefects. The information presented shows that the prefects' body is composed of both senior and junior prefects, however, with more senior members. This reveals that the views of senior and junior prefects regarding the implementation of strategies used to maintain positive discipline in secondary schools were represented. The fact that the majority of prefects were in upper sixth suggests that prefects at this level were able to interpret and implement positive discipline management policies. They are also expected to make informed decisions when implementing strategies used to maintain positive discipline in secondary schools. Another element that was considered during data collection was the gender of the SDC chairpersons and the information is presented in Table 4.9 below.

Table 4-9: Gender of School Development Committee (SDC) Chairpersons

Gender	SDC Chairpersons (N=4) F	Percentage
Males	4	100
Females	0	0
Total	4	100

From the table above, all 4 (100%) participants were males. Though there was gender imbalance among the SDC chairpersons, it should be noted that the views of parents pertaining strategies used to maintain positive discipline in secondary schools were captured in the study. In the study, the age range of the SDC chairpersons was also considered and the data are presented in Table 4.10 below.

Table 4-10: Age range of School Development Committee (SDC) Chairpersons

Age range in years	SDC Chairpersons (N=4) f	Percentage
Below 30	0	0
30 – 39	0	0
40 – 49	2	50
50 – 59	2	50
60+	0	0
Total	4	100

The information presented in the table above shows that 2 (50%) of the participants fell in the 40 – 49 years category and the other 2 (50%) were in the 50 – 59 age range. The presented data suggest that all the interviewed SDC chairpersons were mature parents who had secondary school going age children. It is assumed that as mature parents' and leaders in the school, the SDC chairpersons would encourage other parents to support the efforts made by schools to control the behaviour of their children through use of positive discipline management strategies. The following Table 4.11 presents the experience of the SDC chairpersons.

Table 4-11: Experience of School Development Committee (SDC) Chairpersons

Experience in years	SDC Chairpersons (N=4) f	Percentage
Below 2	2	50
2 – 4	1	25
5 – 7	0	0
8+	1	25
Total	4	100

Table 4.11 gives data on experience of SDC chairpersons. The table indicates that 2 (50%) of the participants had been chairpersons for less than 2 years; 1 (25%) had experience ranging between 2 – 4 years and the other 1 (25%) had been in the position for more than 8 years. This shows that the SDC chairpersons had varied years of experience in their positions. The reason why some SDC chairpersons have less years of experience is that according to government policy, the SDC is elected annually by parents. Those with more years of experience could have been re-elected for successive years. Despite the variations in years of experience, it could be assumed that their exposure to school administration enables them to understand positive discipline management issues. Table 4.12 below presents the academic and professional qualifications of the SDC chairpersons.

Table 4-12: Academic and Professional qualifications of School Development Committee (SDC) Chairpersons

Academic and Professional qualifications	SDC Chairpersons (N=4) f	Percentage
Advanced Level	0	0
Ordinary Level	3	75
Zimbabwe Junior Certificate (ZJC)	1	25
Total	**4**	**100**
Certificate	3	75
Diploma	1	25
Bachelor's Degree	0	0
Master's Degree	0	0
Total	**4**	**100**

Table 4.12 provides information on academic and professional qualifications of SDC chairpersons. It is evident from the table that 3 (75%) of the SDC chairpersons had Ordinary Level as academic qualifications and 1 (25%) only went up to ZJC level. As for professional qualifications, 3 (75%) had certificates in various courses and 1 (25%) was a diploma holder. Basically, it could be said that most of SDC chairpersons possessed basic academic and professional qualifications. It is assumed that the qualifications enhance their interpretation and understanding of discipline policies, in particular positive discipline management strategies policies which schools have adopted as means of curbing ill behaviour among learners.

Having presented the participants' biographical data, attention is now given to responses pertaining to research questions based on the implementation of strategies used to maintain positive discipline in secondary schools and monitoring and supporting the implementation of positive discipline management strategies in secondary schools. However, before addressing the research questions, the researcher deemed it necessary to find out from participants whether they understood the concept of positive and negative discipline.

4.3 The concepts of positive and negative discipline

The study further inquired if the participants understood the concepts of positive and negative discipline. This was meant to ascertain if the participants were aware of the differences between the two concepts. It was necessary to establish their knowledge of the two concepts because the knowledge the participants had about the two concepts would influence their practice in terms of positive discipline management strategies. It therefore emerged from the data gathered that most of the participants understood positive discipline as inclined towards correcting the behaviour of the learners amicably without applying any force. The participants viewed positive discipline as that which inculcates wanted behaviour in learners while negative discipline is punitive, has the element of inflicting pain, sometimes causing psychological and emotional disturbances to the learner. Participant SH1 gave the following response,

Positive discipline is corrective, it corrects the situation. Then negative discipline at times inflicts pain on the offender, at the same time hardens and reinforces the unwanted behaviour. Once the learner is hardened even if you punish the learner he/she does not change the behaviour.

SH4 highlighted that,

Positive discipline is when you talk to the learner, make the person realise their mistake. The learner should end up realising his/her mistakes and then correct accordingly, that is positive discipline. Negative discipline on the other hand is discipline that dehumanises, reduces the learners' dignity which is highly discouraged in our staff meetings. I will give you an example: (i) "You look at me like that as if I am your grandmother!" (ii) "Why do you look at me as if I am your boyfriend?"

FGDC2 reinforced this view saying,

Positive discipline is the one that grooms up the learners, the kind of discipline that makes them reform or turn out to be better in terms of their behaviour e. g. when you punish learners, you do not just punish them but at the same time you need to counsel them and the punishment that you give should not be excessive. Negative

discipline is the kind of discipline that has a negative impact upon learners; the kind of discipline that may hurt the feelings of learners instead of fairly building them up may end up having a negative impact upon them. For instance, excessive corporal punishment is an example of negative discipline and also shouting at learners.

SC1 has this to say,

Negative discipline is the infliction of pain like corporal punishment whilst positive discipline is talking to the learner in trying to get rid of unwanted behaviour.

SC2 explained,

Negative discipline is that form of punishment which does not change the learner but worsens the behaviour of the learner. Positive discipline is whereby the learner is made to realise that whatever she/he did could not have been done if afforded a chance with different strategies as to how he/she should have behaved in that particular situation.

Most of the prefect participants also showed an understanding of positive and negative discipline. Their responses were as follows,

FGP2: *When you talk about negative discipline it is that kind of discipline that may cause physical harm or psychological harm to a learner so that he/she thinks about it and keeps on having memories on how it was done. Positive discipline looks at that kind of discipline that builds up someone. For example, counselling helps the learner to recover from that bad behaviour.*

FGP3: *Negative discipline is when the learner who has broken the school rules is beaten and pain inflicted on him/her whilst positive discipline is when teachers speak to learners indicating and trying to make them understand the importance of adhering to school rules.*

On the same issue, SDC chairpersons responded as follows,

SDC2: *Negative discipline does not build the learner. Positive discipline encourages the learner, and it builds up the learner.*

SDC4*: Negative discipline is the one that has force and positive is this other one that is soft.*

EO1's view of positive and negative discipline is,

Negative discipline is measures or means of controlling learner behaviour that inflict pain when applied or that causes emotional disturbance to the learner. Positive discipline is ways of controlling the learner's behaviour which results in moulding the learner without any harm caused.

EO2 had this to say,

Well, maybe positive meaning where a learner is involved in trying to shape his/her life where decisions are not imposed upon them as opposed to negative which could have negative repercussions on the learner being disciplined. This could include things like corporal punishment, disciplinary action that is taken against the learner by a disciplinary committee where the learner is not involved at all.

However, it also came out that some participants had no idea of what positive and negative discipline entail. The participants appealed for enlightenment. Among them was the school participant SH3 whose response was …*I am not sure, maybe you can highlight the positive discipline and negative discipline to me so that we do not differ in understanding.* FGP1 said …*we are not sure what positive discipline and negative discipline involve.* SDC3 echoed the same sentiments when he responded, *I am not sure, you can explain to me.*

The data gathered reveal that most of the participants were able to differentiate between positive discipline and negative discipline; save for a few who asked for clarification of the two concepts. This implies that in selecting the discipline strategies to discipline learners, schools were aware of the impact of the applied strategies on the learner.

4.4 Implementation of strategies used to maintain positive discipline in secondary schools

This section focuses on the presentation of data on the implementation of various strategies used to maintain positive discipline in secondary schools which is the gist of this study. The positive discipline management strategies encompass the code of conduct, guidance and counselling, teaching social skills, school-wide positive

behaviour support (SWPBS), communication, positive reinforcement, modelling positive behaviour and training of staff and parents. The participants' responses are presented in the succeeding sub-sections.

4.4.1 Code of Conduct

The code of conduct, which in schools understudy was mainly referred to as school rules and regulations has been viewed as an essential strategy in the maintenance of positive discipline in secondary schools. The participants were asked several questions to give an insight into how the strategy was implemented. The participants' responses were captured as presented under the following sub-themes.

4.4.1.1 Familiarity with the school code of conduct and its implications

On this issue, the participants were required to respond to the question on how they were familiar with the school code of conduct and its implications. The responses from the most of the participants implied that they were conversant with the school codes of conduct and implications. The codes of conduct were made available to members of staff, learners and parents. SH1 revealed that,

I am very much familiar, we have the code of conduct to mould positive behaviour of learners and discourage learners' negative traits.

FGDC2 conceded,

We are quite familiar with that because we have our school rules coupled with government policies which are sent to school, that is, circulars, we read those to the teachers especially the disciplinary committee members because they are the ones who implement those.

FGDC3 has this to say,

We are familiar with that, we instil school rules on our learners, we hold meetings with prefects once a term so that they can properly implement the code of conduct and the school rules are printed on each and every learner's report card.

FGDC4 declared,

We are the custodians, the summary of school rules are in their school reports and for the severe cases the consequences are indicated.

FGP1 postulated,

We are familiar with it because on our reports there are school rules and also in the front office there is a list of rules so that any learner can look at them. The implication is that the code of conduct assists in maintaining order in the school.

FGP3 explained,

Some of the rules in the school code of conduct are that learners should dress in proper uniform, no consumption of alcohol when in school uniform, no fighting and bullying. When a learner has been caught drinking alcohol in the school premises, what the school code of conduct implies is that we should take the learner to the senior master's office to be counselled first before any punishment is given, also the parent of the learner is invited to the school so as to understand the measures which should be taken against the learner.

EO1 agreed,

Well, I am familiar with the schools codes of conduct and their implications really is to maintain discipline among the learners population to ensure that they are at school to learn and nothing else and also ensure that the environment through their behaviour is safe for everyone, their colleagues as well as teachers. We have heard cases of learners who attack their colleagues and some go to the extent of even attacking teachers. So the schools codes of conduct are there to ensure that there is order in schools.

However, among the SDC chairpersons, all save for one were not sure of the school code of conduct. Their responses were as follows,

SDC1*: I wouldn't want to say I am quite familiar with the school code of conduct, this is the administration part and the administration might shade more light on this code of conduct because we are the SDC we are there to assist.*

SDC2*: I am not sure but what I know is that when a learner is enrolled to school for the first time we are given a list of school rules and then the parent signs and one copy is left at the school and the other is given to the parent.*

SDC3*: I have never read the school code of conduct. I have always taken it for granted.*

The school heads acknowledged that parents are given the school code of conduct together with their children when their children enrol for the first time so that they become familiar with the school rules. They responded as follows,

SH4: *What we normally do is that we enrol learners and then we call their parents for induction, as part of induction we normally read or offer school rules, these are the rules that parents must read and know, and these are the rules that learners must know as well so that we aim at reducing problems that may arise due to reasons that might be given as "I did not know".*

SH2: *In our school we have rules which are already crafted. Any learner coming to our school for the first time will be accompanied by either their parent or guardian, we explain the rules to them, we provide a copy, they read, normally we encourage them to take the rules home so that they have all the time to read, explain to each other and then if they agree with our rules we ask them to acknowledge by signing.*

The responses of the three SDC chairpersons are puzzling because these are the people who are expected to be in the forefront in explaining to the rest of the parents some of the contents of the schools codes of conduct. Since they are parents or guardians in the schools, it is assumed that they were also issued out with the code of conduct when their children were enrolled in the school. This suggests that they do not even discuss the school code of conduct with their children at home to remind them of good behaviour at school.

However, since the responses of most of the participants indicate that they are familiar with the code of conduct; it could be said that they are in a position to clearly explain it to the learners, so that the learners adhere to the code of conduct. This would enhance maintenance of positive discipline in selected schools.

4.4.1.2 Involvement of school community in developing the code of conduct

Participation of the whole school community in the development of the school code of conduct is crucial if positive discipline is to be successfully maintained in schools. The responses from the study participants indicate that the crafting of the codes of conduct in the schools involves administration, teachers and in some cases learners. It also emerged that in some cases learners were only involved in the implementation stage. The collected data once again reveal that parents were not consulted when developing the school codes of conduct. The participants gave the following responses,

SH1: *Though we maintain the code of conduct which has been there for years but on a yearly basis we sit down as staff, that is, everybody, teachers, administration, learner representatives, that is, head-boy, head-girl, deputy head-boy and deputy head-girl to see what to add and what to refine or eliminate from the existing code of conduct. We include learners so that they can say what they think is uncomfortable or unfair on their part. But of late I have seen that it has been the same, we have been adopting the same code of conduct.*

SH3: *The crafting of the code of conduct in our school involves the school administration including senior teachers and HODs. Then when the administration members are satisfied with the code of conduct, it is taken to teachers and prefects, that is, the head-boy and head-girl, for their input. In most cases we have workshops where they raise their concerns and their own opinions we do not leave them out. However, what I can say is that the code of conduct we are using has been crafted sometime back but we always want them to be part of it. Parents are not yet involved, we talk to them in meetings but at times they raise issues then we become alert that we need to change.*

SH4: *It usually starts with administration, there is a disciplinary committee; those are the people who assist us, that is, the crafting part. The implementation, we have prefects who keep on reminding learners.*

FGDC2*: It is rather a wide base consultation because we consult the prefects, what they think should be done to improve our school and also the teachers in general, then the disciplinary committee finally sits together with the administration and then*

come up with the rules. Parents are consulted in their general meetings, we talk about learner's behaviour then they put forward their suggestions, if their suggestions are constructive we consider them.

FGDC3: *Usually it is the administration, that is, the head, deputy head and senior teachers, then after that we take it to the members of staff so that they bring forth their input, add or subtract some of the issues, no parents' inputs, parents only come in when we are holding meetings. The document will be read to the parents. No input from learners, we discuss the readymade rules with the prefects during the meeting with prefects. Prefects are not involved.*

FGDC4: *To be honest this has been passed on from generation to generation, we can say it is the administration, but it also comes straight from the ministry as well.*

FGP1: *Basically the school rules come from the senior woman to the prefects and then to the monitors, but as of late we are being consulted in developing the school rules. The input from learners is requested through the prefects' body. Then we can say prefects, senior woman, senior master and administration are involved in developing the code of conduct. We are not sure if parents are consulted.*

FGP2: *The administration comes up with what should be included in the school code of conduct. The administration then consults members of staff and the disciplinary committee who also bring in the issues which should be included in the school rules. As learners, our role is either to agree with those rules or disagree. We usually raise our disagreements through the suggestion box. In rare cases prefects are asked the ways in which school rules can be improved.*

Whilst some participants highlighted that parents are consulted in developing the code of conduct, all SDC chairpersons disputed that. They all agreed that parents are never consulted when crafting the schools codes of conduct. These are their sentiments,

SDC1: *Parents do not have an input when developing the code of conduct.*

SDC2: *The administration is involved, parents are not involved, and we have never been asked to participate.*

SDC3: *As parents we are never involved. I think the school administration and teachers are the ones who are involved.*

EO1 was also not sure about the involvement of parents and learners when he said,

Obviously, I suppose it is the head who chairs and there is the senior master and senior woman, these are the people who are in charge of discipline at secondary schools. I am not sure if there is any input from parents and learners in developing the code of conduct.

The information gathered from participants depicts that learners and parents are not involved in developing the code of conduct. Though there are a few who have indicated that learners are involved, it seems learners and parents are mainly involved in the implementation stage. Thus, lack of involvement of learners and parents can have a negative impact on the implementation of the code of conduct as a strategy to maintain positive discipline in selected schools, since learners and parents might lose the sense of ownership of the code of conduct. Nevertheless, there is evidence of pockets of good practice in this section as some schools consult learners through the prefects' body for their input in the development of codes of conduct.

4.4.1.3 Adherence to the code of conduct

The code of conduct is expected to govern the behaviour of all learners in the school. However, evidence from the participants' responses indicates that there are some learners who breach the code of conduct for various reasons. The participants were responding to the question whether all learners adhered to the code of conduct. It came out from the participants that some learners do not adhere to the code of conduct due to personality differences, lack of parental guidance at home, large enrolment at schools, negative influence of the community, developmental crisis, influence of media, peer pressure, lack of understanding of the rules and economic situation. The sentiments of the participants are presented below. For example, SH1 said,

No, they are not, not all of them adhere to the code of conduct, being a big family like this obviously there are personality differences, no matter how hard you try to develop positive discipline in them; there are some personalities who will always go

against the available code of conduct. The reason is that learners differ and their backgrounds are different. Some come from child-headed families, there is no role model at home they lack guidance. The community also at times does contribute to non-adherence to the code of conduct. Some members of the community are bribed by learners to buy alcohol for learners.

However, SH1 acknowledged the positive contribution of the community that …*at times there are some members of the community who come up and assist in correcting the behaviour of learners. They come to school and report unbecoming behaviour which learners might display outside school premises, bringing back learners to school.*

SH2 concurs with SH1's first response that,

Not everybody adheres to the code of conduct, sometimes learners may not even have understood in the first place the expectations of the school when we initially explain the rules to them when they are in form one; they would be eager to get a place and not to listen to the rules even if explained to them. Sometimes it is just delinquency. Home background also contributes to the breaching of the code of conduct. Some learners come from child-headed families; some live alone or with grand-parents who are too old to look after them because parents are living outside the country or have died.

SH3 supports the view that,

Not all learners adhere to the code of conduct because of large numbers, the enrolment is too high, and it is like four schools in one. Our school has about one thousand six hundred learners; we are just uncomfortable with large numbers. So, managing positive discipline in such a situation becomes difficult. Sometimes prefects become relaxed because they are afraid of being victimised after school and no one will be protecting them. Peer pressure also becomes a problem because they want to align themselves with certain groups.

On the same question on learners' adherence to the schools codes of conduct, the members of the disciplinary committee gave the following responses. FGDC1 explained,

The majority of learners are adhering to the code of conduct, of course because this is a large school with over one thousand five hundred students you will find a few who do not conform to the code of conduct. The reasons could be individual differences, peer pressure, developmental crisis since they are at adolescence stage. Home background, that is, some come from child headed families, they lack parental guidance, some come from broken families, and the mother and father are not in.

FGDC4 confirmed that,

Not all learners adhere to the code of conduct, the reasons could be varied; it could be that the learner stays far away from school, some might not have enough money to purchase the right school uniform while other learners might indulge in drug and alcohol abuse due to peer pressure.

On the same issue all the prefect participants were in agreement with what was raised by other participants. This is what they said, FGP1 expounded,

They are not and the reason could be the home background, we could have cases of learners consuming alcohol, for example, there is a situation whereby mum and dad are drinking and you are also involved, when you come here you have that culture at home so to them it is normal. Since our culture is different, there are some people who believe that when you are over eighteen years of age you are free to drink, but I am above eighteen years I am still at school I am not allowed.

FGP1 explained further that,

Some learners' behaviour is influenced by the behaviour of the community members. Some learners who come from the communities with rowdy behaviour will always show that behaviour at school. For example, if they are exposed to violence they transfer that sort of behaviour to school; they would think that solving issues through violence is normal.

FGP2 alluded to the above view,

Not everyone is following the rules because as learners we might behave in certain ways as a result of emotional or financial problems at home, maybe it is a generational problem. Sometimes apart from home background there are some

learners who are just rude and would want to break the school rules because of individual differences, developmental crisis or maybe peer pressure.

The SDC chairpersons also echoed the same sentiments when responding to the same question. This is what came from them,

SDC2 conceded,

They are not adhering to the code of conduct because of lack of communication between the parents and the school. Parents just read and sign the list of rules without explaining them to their children, home background also contributes e.g. some learners come from child-headed families, bad influence from the community and peer pressure.

SDC3 affirmed that,

Most of them adhere but there are few individual learners who do not adhere yet they are fully aware of the code of conduct. I think it is the home background because some children live alone when their parents are away. Maybe parents are living in rural homes or working outside the country or sometimes the children would be orphans. Such children lack parental guidance and become a problem at school. Some learners are misdirected from home; they do not get proper guidance from their parents even if they live with them. The negative influence of the community also contributes to non-adherence. Sometimes children pick bad language and rowdy behaviour from the members of the community.

EO1 also concurred,

I would say most, not all; it is very difficult to say all because you are bound to have cases of indiscipline at any institution. Well, the reasons for non-adherence vary but generally it is just the teenage stage where they give in to peer pressure, developmental crisis, and exposure to probably certain foreign movies where learners would want to experiment with what they see on television. Home background also contributes because a learner who comes from an abusive background is likely to vent his/her anger on other learners. Background actually plays a part in terms of learner indiscipline.

EO1 further stressed that …*the community or society also does contribute to non-adherence of the code of conduct because learners do not live in isolation. Learners come from people and people who surround them if, for example, do not have much to do, spend most of the time seated at home and end up indulging in abuse of drugs, and in some areas there is still that element of gangsters. Such an environment actually influences the learners to the extent that some of them end up being members of those gangsters.*

The data presented portrays that though most of the learners adhere to the school code of conduct, there are a few who breach the code of conduct for various reasons which include lack of parental guidance, peer pressure, individual's personality, negative influence from the community and many others. The highlighted responses reveal that there are some challenges that impede successful implementation of the code of conduct strategy in maintaining positive discipline in schools.

4.4.1.4 Participants' role in the implementation of the code of conduct

Participants were requested to explain their role in the implementation of the code of conduct. Their responses reveal that most of them played supervisory and advisory role in the implementation of the school code of conduct. Their responses are indicated below.

SH1 explained,

My role is to supervise the implementation of the code of conduct. It is to see that the code of conduct is implemented to the fullest.

SH3 also stated that,

My role is to supervise, to make sure that the code of conduct is implemented. I supervise and observe the implementation. I also organise meetings and just talk about how things are going and what action should we take.

SH4 explained,

My role is to monitor the implementation of the code of conduct because as I walk around the school, I ask learners about the code of conduct. I usually ask: "Why are

you not following the school rules?" Then it makes them conscious of the code of conduct and probably to adhere.

In response to the same question, the members of the disciplinary committee aligned their responses with other participants' responses. FGDC1 asserted,

Our role is basically to enforce the school rules and regulations and make sure that all learners comply. We monitor and supervise the implementation of the code of conduct.

FGDC2 stressed,

I think we are the biggest stakeholder considering that we are the ones who normally get involved in discipline issues in the school. We bring in both the parents and the learners, and even the community; we can even involve the police sometimes depending on the case. In other words we supervise the implementation of the code of conduct. We are also involved in making learners aware of the rules. Accordingly, our role is to prevent ill-behaviour, and also correct in case a learner is involved in bad behaviour.

The prefect participants were also asked the same question and conceded that their role was to implement the code of conduct and make sure that all learners tow the line in the implementation process. In their responses FGP1 pointed out that,

As prefects we make sure that learners abide by the school rules, we are there to enforce the school code of conduct.

FGP2 explained,

Our role is to make sure that we take those rules into consideration to make sure that we follow them and make sure that the whole school follow those rules. We can say we implement the rules, supervise other learners to make sure that they abide by the school rules.

FGP3 concurred,

Our role as learners and prefects is to make sure that learners abide by rules of the school and if there are any law breakers we make them understand what they have done before they are counselled or punished depending on what they have done.

The prefects are also tasked to talk to learners during every morning patrols and after break prefects get into classes and teach other learners about school rules. Prefects can choose one or two rules so that learners will be well versed with the school code of conduct and then in the process they will be implementing it.

FGP4 supported the responses of other participants that their role … *is to monitor and supervise the implementation of the code of conduct.*

However, the prefects mentioned that they encountered some challenges which thwarted their performance in the implementation of the code of conduct. For example, FGP2 complained about …*lack of cooperation from some of the learners. Threats and hostility from some of the learners make us not perform our duties effectively.*

On the same question, the SDC chairpersons expounded that they make sure that parents participate in the implementation of the code of conduct by including discipline issues in the agenda of the parents' meetings. In some cases the SDC is invited in the hearing of critical indiscipline cases. The inclusion of discipline issues in the agenda of parents' meetings was evident in the minutes of the parents' meetings which were analysed during the data collection process.

SDC2 highlighted,

If we have parents' meetings we talk about the need for the learners to conduct themselves properly at school. We encourage parents to keep on referring to the list of school rules which they are given by the school when the child is enrolled. We encourage parents to keep on reminding their children about those school rules. Sometimes as the SDC we are invited to the hearing if there is a serious case.

SDC3 alluded,

As I said, we should be able to contribute and understand the code of conduct so that we encourage each other as parents to work together with the school in moulding the behaviour of learners.

Despite the efforts made by the SDC chairpersons, some challenges that hinder the implementation of the code of conduct in schools have been observed. For instance, SDC2 highlighted that,

There is lack of respect from some parents and some members of staff, that is, some parents talk negatively about teachers in the presence of their children and some teachers also pass negative comments about some parents in the presence of the learners.

Responding to the same question EO1 cited that,

Our role is to ensure that learners behave accordingly, but the actual duty of ensuring that learners behave accordingly is done at school level. Our role is advisory, we advise school administrators on how to handle certain situations in accordance with regulations.

The above responses show that the Education officer, school heads, members of the disciplinary committee, prefects and SDC chairpersons are all involved in the implementation of the code of conduct strategy in different capacities and roles. It should also be noted that despite the challenges encountered, some of the participants' responses indicate some pockets of good practices in terms of implementation of the code of conduct in the selected schools. This is evident in cases where prefects take up the responsibility of teaching school rules to other learners during morning patrols and after break time. Another pocket of good practice that has been raised in this section is the inclusion of discipline issues in the parents' meeting agenda, in particular the encouragement of parents to keep on reminding learners about the importance of adhering to school rules.

4.4.1.5 Dealing with learners who breach the code of conduct

Identifying the choice of strategies adopted in dealing with learners who breach the code of conduct is crucial. The selection of strategies should be done based on the consequences stipulated on the code of conduct as failure to do that might yield negative results. The participants were asked how they dealt with learners who breach the code of conduct and they indicated that they used various strategies. The strategies included having dialogue with the learner to establish the root cause of the problem so that the learner could be assisted accordingly; inviting the learners' parents to school so that they have a picture of their child's problem if necessary; learners were also counselled. But still, there was also the use of negative discipline strategies. The participants' responses were as follows:

SH1 explicated that,

There are some cases like in our code of conduct it is stated that there should be no bullying and if the learner bullies other learners, for the first time we talk to the learner, counsel and try to understand the cause, but if it becomes persistent we resort to negative discipline strategies where we give them some kind of punishment.

SH2 expounded,

It depends on what they have done. There are minor cases like late coming, not putting on correct uniform, the punishment is light, sometimes just to talk to them to make sure they have understood, or sometimes just to say pick papers, water the flowers. But there are serious cases where a learner has been found drinking beer on school premises or smoking or not coming to school regularly, normally we invite the parents.

SH3 said,

We caution offenders, we give them a very strong warning, we sometimes ask them to come to the office and then where we feel this issue has a lot of social disturbances around it we refer to the counsellors, it helps a lot, they have improved.

As for serious offences the school heads acknowledged that they referred learners to experts who have the capacity to deal with such cases accordingly. At times schools are forced to recommend exclusion or expulsion as per Policy Circular P35 of 1999. SH2 explained,

If it is criminal case like coming across a learner who has pornographic magazine we phone the police or even when in possession of marijuana we phone the police depending on the gravity of the offence. We refer them to the police because we do not have the capacity.

SH3 presented the same view,

At times we use negative discipline strategies such as punishment, sometimes if the case is serious we act according to Ministry Circular P35 of 1999, we have done it before, where we apply for exclusion, expulsion of a learner for cases that are just bad, like drug abuse and alcohol abuse.

The school heads' responses confirm what was found in disciplinary cases log book during document analysis where cases of exclusion and expulsion were recorded. In addition, the log book also gave evidence of use of corporal punishment. Referring learners to the police was also recorded in some of the disciplinary cases log books that were analysed.

On the same question, members of the disciplinary committee concurred with the school heads as they gave the following responses. FGDC1 explained,

We counsel, basically I would say it depends on the extent of the breach, some just need counselling, for some you would find that counselling no longer helps then we call in the parents, worst cases we exclude, isolate, punish or detain.

FGDC2 elaborated,

We should first of all understand the reason why they have to breach the rules. Then from there you make them understand that they have actually made a mistake, they know and appreciate that. So as long as they know and appreciate sometimes they are the ones who give a solution to their problem, instead of us giving them the solution, so when they give the solution it means they have understood and they are able to be corrected, that is, counselling.

FGDC2 further explained that,

We do invite parents or guardians to come especially on extreme cases. Some learners would bring in the behaviour from the community, they carry dangerous weapons, they are involved in serious fighting not this normal one, whereby they bring in gangs, so definitely parents have to come in and know what is happening. And some miss school for no reason, they are absconders; all those issues really need parents.

FGDC4: *We punish depending on the nature of the offence, for minor cases we give light punishment like picking of litter around the school. If it is a serious offence we call the learner to the office and first of all talk to him/her before giving punishment. Sometimes we give corporal punishment but rarely.*

The prefect participants were asked the same question on how they dealt with learners who breached the code of conduct. Most of their responses imply that they

use punishment on those who go against the code of conduct. The responses are in agreement with school heads' and members of the disciplinary committee's responses. As an example, FGP1 explained,

We punish them, detain them, they do manual labour, we refer them for counselling. We also have a junior disciplinary committee chosen from the prefects' body which deals with some of discipline issues as a disciplinary committee. We take up some of the cases to the senior disciplinary committee members if we do not have the capacity to handle the case.

FGP2 authoritatively said,

As we are prefects we make sure that the school rules are followed. If other learners go against the rules, there are some cases where we have to consult the disciplinary committee and the disciplinary committee will see what they can do with those learners. At times there are some cases that we as prefects might take action, for example, we might give them light punishment like picking of litter. As prefects we are not supposed to give severe punishment, if someone has committed a heavy offence we have to consult teachers. We often inform the teachers.

FGP3 clarified,

We talk to the learners to understand the reason why he/she is doing that. If it is a genuine reason then I will not punish the learner, for example, the learner may be dressed in a wrong uniform because they cannot afford to buy one but if the learner is intolerant or arrogant to the school authorities I take him/her to the senior teacher or his/her class teacher so that he/she may talk to the learner. That is, we refer cases which we cannot handle to the class teachers or senior master and senior woman.

FGP4: *In a way, I would say that to maintain discipline at our school there are some forms of correctional activities such as punishment where if one is caught not adhering to the school rules or any kind of activity which are required of a learner, one may be subjected to punishment such as digging the garden or digging rockeries.*

As for the SDC chairpersons, most of their responses concurred with the views of other participants except for one SDC chairperson. This is how they responded to the question.

SDC1 said,

Punishable offences are there and dismissal offences are there if learners breach the school code of conduct, and if those are government stipulations I think the administration just follows that as long as they have evidence of the gravity of the state of the situation. Basically they punish learners depending on the nature of the offence; they also talk to learners and sometimes invite parents and talk to them.

SDC2 confirmed this view,

They are given light punishment, learners are also referred to counsellors and parents are also invited to school. At times if the school counsellors cannot handle the case the child is referred to the experts so that she/he can be assisted.

SDC3 agreed,

As usual the children are given light punishment but because of the new government regulations which no longer allow punishment, the school usually looks at the nature of the offence and deals with it accordingly.

However, SDC4 seemed not to have an idea on how schools deal with learners who breach the code of conduct. He admitted that ...*I may not know just now. I am not sure how they deal with them.* The response is quite interesting as it contradicts with the previous response of some SDC participants that they are sometimes invited to witness some of the disciplinary cases hearings.

Regarding the same question, EO1 explained,

Discipline in schools is maintained through the application of Policy Circular P35 which emanated from Statutory Instrument 362 of 98. However, schools have their own local arrangements of maintaining discipline but whatever rules, whatever local arrangements they have, must be in line with Circular P35 which is a ministerial document governing the conduct of learners at various institutions.

EO1 further stated,

In secondary schools, there is the application of corporal punishment which is unfortunately now unlawful, but the reason why I am talking about corporal punishment is that we do not have a replacement of Circular P35. Although the supreme law now says it is unlawful but we have not yet received any new policy document that replaces Circular P35, so schools apply corporal punishment. Some give learners punishment but they are not allowed to exclude learners from lessons, whatever punishment, whatever measure that is taken it must be in such a way that the learner is not affected in terms of lesson attendance.

The issue of not excluding learners from lessons when they are punished was observed during document analysis, where in one of the disciplinary cases log book, it was clearly indicated that the learner was to carry out punishment when he/she was off session. This suggests that Policy Circular P35 of 1999 was applied in this situation.

However, one of the problems that has been observed in dealing with learners who breached the code of conduct as identified by EO1 is that,

Some schools do not follow the guidelines, you hear of certain learners who get expelled from schools but the policy is clear that the head merely recommends and the Provincial Education Director is the one who makes the decision. Also there are some teachers who end up administering corporal punishment which is unlawful and some go to the extent that they do it in front of other learners. The circular is very clear that it should be done in a private place where other learners do not see but some school authorities want to discipline learners in places like assemblies so that they set the record straight that indiscipline is not tolerated, which is unlawful.

EO1's sentiments concur with information found in one of the documents, the disciplinary cases log book, which was analysed by the researcher and it indicated that most of the schools under study applied different forms of punishment such as manual labour and corporal punishment. The researcher found that in one of the log books a female learner was subjected to corporal punishment which is against the stipulations of Policy Circular P35 of 1999.

The information presented above suggests that schools use various methods in controlling the behaviour of those learners who breach the code of conduct. From the responses it is indicative that schools apply both positive and negative discipline strategies when dealing with learners who breach the code of conduct. However, from the participants' responses, there has been mention of pockets of good practices in the implementation of the code of conduct strategy. It has been pointed out that in some schools there is a junior disciplinary committee which deliberates on discipline issues at learners' level. This gives learners an opportunity to encourage each other to be responsible of their behaviour. Other good practices noted are that schools counsel learners who breach the code of conduct, talk to learners as individuals to establish the source of the problem and communicate with parents so that they work together with parents to correct the behaviour of the learners.

4.4.1.6 Code of conduct review

Reviewing of the school code of conduct is one of the important aspects if the schools are to maintain positive discipline. This is because reviewing the code of conduct indicates that the school is sensitive to the environmental and technological changes and other issues that might influence learners' behaviours. The participants were requested to explain how often they reviewed the school code of conduct. The participants' responses revealed that schools periodically review their codes of conduct. It emerged from the participants that schools usually review the codes of conduct annually during induction of new prefects and when form one learners are enrolled. It also came out that if there are any suggestions made during the review, changes would be reflected in the minutes of the meetings, but not in the code of conduct. The participants acknowledged that the same codes of conduct had been adopted for a number of years.

SH1explained,

We review the code of conduct each time we have new prefects, but at times when it is necessary. We appoint new prefects during third term, when we are inducting the new set of prefects we generally go through the code of conduct and ask them where they want to change, and what they want to add. Basically we can say we review the code of conduct annually but there are no major changes.

SH2 said,

We usually review the code of conduct whenever there is need but what is time-tabled is towards the end of the year when we have a large number of new learners coming in. We are saying, "What has happened during the course of the year? "What has affected us?" "Is there a need to change before these come in?" Because in September we are enrolling form ones so that we give them a new thing which is suitable to our situation. We can say we review annually towards the end of the year when we are enrolling new learners, form ones in particular.

SH4 explicated,

I would think on average we review the code of conduct annually, because we would be consolidating how we performed the whole year but it is very general. It could be verbal and remain in the minutes, we can say we review when there is a need, but does not affect the amendment of the code of conduct.

While school heads SH1, SH2 and SH4 claim to be reviewing the codes of conduct annually, SH3 declared that,

We are still using the old one, we do not normally review it, but we always hold some meetings have some new ideas but we do not change the existing one. But we will consider reviewing it because at times in schools we force things to be relevant when they are out dated.

The members of the disciplinary committee were also asked the same question and their responses show that the code of conduct is reviewed when necessary and not annually as stated by school heads SH1, SH2 and SH4. This is how they responded to the question.

FGDC2 asserted,

The current code of conduct has been there for five years now. We only review when there is need. When it comes to the code of conduct, the reviewing part, sometimes what happens is that you may review say a certain section of the code of conduct without putting it in black and white to say maybe from now on as situations arise you no longer allow this but without putting it in black and white. So there is constant reviewing without specifically writing the new code of conduct.

FGDC3 agreed with SH3 by saying …*It was reviewed at once more than five years ago. It is not always reviewed.*

FGDC4 affirmed,

We review when there is a need, though we do not effect changes on the document we have added some of the rules, for example, learners are not allowed to bring cell phones to school, this rule is not written among other rules but it has been adopted and is being implemented.

The majority of prefect participants' responses indicate that schools rarely reviewed the codes of conduct.

FGP1 maintained,

For the past six years when I have been here, we have never changed it. We wrote down what we thought should be included in the code of conduct but they are not yet included in the existing code of conduct. However, some of the issues are implemented without being included in the list of rules, for example, the single file policy, everyone who is going for a lesson has to line up in a single file, open way for teachers, visitors, it came from prefects, it is implemented but not yet included in the list of school rules.

FGP3 said,

We have never had any review of the code of conduct since we were chosen as prefects.

FGP4 corroborated,

As far as I am concerned there has never been a review of the code of conduct. The rules that were there when I was in form one and now I am in upper sixth are still the same.

The SDC chairpersons were also asked the same question and their responses concurred with prefect participants' responses which suggest that schools rarely reviewed the codes of conduct. SDC1 agreed …*I am not sure, this is a government school unlike the private school, and if it is a private school you are involved.*

SDC2 said,

I am not sure, all my children who have attended the school in different years from form one to form four, and all of them were bringing the same list of rules which suggests that the school never reviews its code of conduct. As a parent when my child is enrolled I end up not reading the paper with the rules, I just sign because I know that it is the same thing every year, they never reviewed.

SDC4 revealed …*they have taken a long time; they have never reviewed the code of conduct.*

Even EO1 was not sure how often schools reviewed the codes of conduct. He pronounced,

On that, I am not really sure. I think it actually depends on whether the situation has changed; it is always changed to suit the prevailing situation. Whatever societal developments or revolutions that take place it is then tailor made to ensure that it keeps apace with trends and also in line with new government regulations.

The participants' responses illustrate that secondary schools periodically review their codes of conduct. It emerged from the responses that some schools usually review the codes of conduct towards the end of each year where new perfects are exposed to the schools codes of conduct. It came out that some of the school rules are agreed upon during staff meetings and are left as minutes of meetings, where not all participants are members. This could negatively affect the implementation of the code of conduct as some learners might trivialise some of the school rules which are not yet documented yet they are essential.

4.4.1.7 Participation of teachers in the implementation of the code of conduct

As alluded to earlier; teachers participate in various ways to implement the code of conduct. Teachers are involved during registration time, when teaching during lessons, during weekly assemblies and during consultation sessions. In addition, it was mentioned by participants that teachers are also involved in the orientation of new learners. Participants had this to say,

SH1: *We have registration period every morning from 7.15 a.m. – 7.30 a.m., during that time the class teachers go to their classes and they talk to learners counselling them on behaviours, reminding them about the code of conduct, and other discipline issues. Then at assemblies, each week there are teachers on duty, say ten teachers, and then one is supposed to conduct assembly, read scriptures, give learners moral lesson, that is, the teacher talks of the code of conduct.*

SH2*: Teachers participate during registration time; they remind learners of the school rules and how they should conduct themselves. At assemblies the teacher on duty normally keeps on emphasising on the conduct of learners.*

SH3*: They participate first as class teachers; we normally encourage class teachers that before they mark the register they should talk to learners in terms of discipline, reminding learners about the code of conduct. There is a duty roster so that teachers on duty monitor learners and also conduct assemblies where learners are also reminded of the school code of conduct.*

The responses of the members of the disciplinary committee seem to be in agreement with school heads' responses. Their answers to the question were as follows,

FGDC1: *During registration time teachers remind learners about the code of conduct. Even when teaching other subjects during the lessons teachers talk of the importance of good conduct.*

FGDC3: *Class teachers remind learners of the code of conduct during registration time and during lessons they sometimes remind learners. During assembly the teacher on duty always talk about good conduct.*

FGDC4: *It starts with orientation, particularly form ones, it is the teacher that we expect to orient particularly form one learners who are new within the school, they should be exposed to what the school expects of them, how to conduct themselves in as far as the school environment is concerned. So during orientation the teacher cascades those rules to the learners themselves. Again, when they are on duty they remind learners of the code of conduct, also during registration time, and even during lesson delivery there is a certain conduct the teacher observes, and to conduct that lesson properly the teacher can talk to them about their conduct.*

In answering the same question, the prefect participants presented similar responses to the school heads and members of the disciplinary committee. FGP1 said …*there is a duty roster for teachers, class teachers talk about school rules and conduct during registration time.*

FGP3 corroborated,

Class teachers remind learners about school rules during registration time. There is a duty roster for teachers so the teachers on duty also remind learners about school rules at assembly.

FGP4 substantiated,

During registration time class teachers remind learners about the code of conduct. Also when they are on duty they monitor the behaviour of learners.

The SDC chairpersons were also asked the same question as other participants and they gave the following responses. For example, SDC1 said,

I think teachers play a major role because most of the time they are in classes with learners. They assess the learners' behaviour and act according to the ministry policies.

SDC2 explained,

Class teachers invite parents if they notice that the learner is misbehaving. The teacher and the parents work together to correct the behaviour of the learners. They also talk to learners during the lessons to remind them about the code of conduct.

SDC2 noted …*teachers implement the code of conduct, to see to it that learners abide by the code of conduct.*

Though some of the SDC chairpersons were familiar with the participation of teachers on the implementation of the code of conduct, one SDC chairperson, SDC3 seemed not to have an idea about the issue. He said …*I am not sure how the administration deals with that.*

On the same question, EO1 explained,

Class teachers are the ones who are in contact with the learners, so whatever case of indiscipline, in fact during register making time, teachers are always encouraged to have a chat with their respective classes and always insist on good behaviour on the part of learners. It is actually a requirement that they talk about such issues during registration time and also during guidance and counselling lessons. And then in the event that they encounter a situation where a learner behaves untowardly, they then refer to the authorities, but it depends on the nature of the act of misconduct. If it is a minor one they deal with it, but for those other complicated ones they involve the school authorities.

Some schools have encountered some challenges pertaining to participation of teachers in the implementation of the codes of conduct. This is evident in FGDC1's and FGDC2's responses which reveal that some members of staff still believe in using traditional methods of disciplining learners. It is clear that such teachers will not participate in using positive methods of disciplining learners. For instance, FGDC2 observed,

Not all teachers participate because some of the teachers still believe in traditional methods of disciplining learners, e.g., corporal punishment, and that one through experience we have found that it hardens the learner or it actually reinforces negative behaviour.

The presented data depict that teachers participate in the implementation of the codes of conduct in schools, though there are some who still resist. This, therefore, portrays that the maintenance of positive discipline in selected schools is a teamwork effort.

4.4.1.8 The role of the disciplinary committee in the implementation of the code of conduct

The participants' responses regarding the role of the disciplinary committee in the implementation of the codes of conduct indicate that the disciplinary committee deliberates on disciplinary cases in the school and comes up with final decisions on action to be taken to discipline learners who have shown untoward behaviour. If the decision is to expel or exclude the learner from school, the disciplinary committee

recommends to the Provincial Education Director because the Policy Circular P35 of 1999 states that the schools should recommend for such actions to be taken. Responses show that the disciplinary committee sees to it that the code of conduct is implemented. The disciplinary committee makes a follow up of all cases referred to them to make sure that the disciplinary measures they have given the offenders are implemented accordingly. Participant SH1 attested,

The disciplinary committee sees that the code of conduct is implemented. They play a supervisory role, it is the committee that when a learner breaches the code of conduct recommends that is one goes for counselling, this learner goes for punishment, this one goes for verbal cautioning. In other words they refer the learners who breach the code of conduct.

SH3 validated,

The disciplinary committee sits down if there are indiscipline cases, looks at the nature of the offence, weights it and sees the way forward on action to be taken. They see whether they can refer to the school counsellors or can give them light punishment, may be inviting the parent to discuss the issue.

SH4 confirmed the above views,

They handle serious cases like drug abuse, consumption of beer and fighting, those actually according to the Ministry regulations in this country, the learners are supposed be expelled but at this school we do not expel, we talk to them, counsel them, invite parents, a learner should always be given a second chance.

Responding to the same question, the prefect participants gave the following responses,

FGP1: *They suggest forms of disciplinary measures and make sure they are followed; they do the close follow up. The disciplinary committee is closer to learners so the committee assigns us to follow up whether the learner has done the task, learners report to us and we give the disciplinary committee feedback.*

FGP2: *To see that whenever cases arise they are dealt with fairly, that is, consulting both parties so as to give clear evidence in an offence whether a person was wrong or right.*

FGP3: *The disciplinary committee's main focus is not to punish only but to understand the learner and have them counselled for what he/she has done and in some cases the parent is involved during the session when the child is counselled. Their role is also to handle some serious cases.*

FGP4: *They supervise the implementation of the code of conduct.*

SDC chairpersons were also asked the same question, the responses from some of the SDC chairperson participants were in agreement with other participants. This is what they said,

SDC2: *The role of the disciplinary committee is to enforce the implementation of the code of conduct.*

SDC3: *They try and educate the offender, they correct the offender to bring him/her to the right road, they try and educate the learner, and they try to shape the learner and that is their main role. They implement through the use of negative strategies and also positive strategies.*

The answers given by some of the SDC chairpersons show that they are not well versed with the role of the disciplinary committee in implementation of the code of conduct. SDC1 admitted …*I am not sure on that one.* While SDC3 affirmed …*I think this is administrative, I am not sure of their role.*

Regarding the same question, EO1 spelled out the role of the disciplinary committee as follows,

Their first and key role is to institute an investigation or to carry out an investigation; whenever there is a case you do not just take action before you conduct investigations. So they conduct investigations to establish the facts surrounding the matter, and then there after they take action from an informed point of view.

From the information given, it seems the disciplinary committee plays a pivotal role in deliberating on indiscipline cases in schools. It is shown from the responses that the disciplinary committee decides on the disciplinary measures to be given to offenders after the case has been thoroughly examined.

4.4.1.9 Effectiveness of the code of conduct in the maintenance of positive discipline

In response to the question on the effectiveness of the code of conduct as a strategy of maintaining positive discipline in schools, basically, all participants agreed that the strategy was effective. It was pointed out by participants that the code of conduct brings order to the school. SH1 justified …*I think the code of conduct is very effective because without a code of conduct the situation can be chaotic in the school.*

SH2 supported,

The code of conduct is very effective because the parent at home knows our code of conduct, the learner is aware and the teacher is also aware. The three of us are aware that each one of us is aware. The learners run to the parents and the parents say 'but we signed the code of conduct'.

SH3 agreed,

I think the code of conduct is effective in the sense that learners appreciate when we keep on referring to the code of conduct.

SH4 declared,

The code of conduct helps a lot; it is a guideline that unifies learners. That is the only way we can control them, they can learn to accept one another, respect one another and even going further to respecting other people's property and also safety of the environment.

The members of the disciplinary committee also gave the responses which concurred with school heads. FGDC1 confirmed,

The code of conduct is quite effective because it directs the pupils and they know when they have breached the code of conduct so they try to stay in the safe zone.

FGDC2 affirmed,

The code of conduct is effective in that it creates order in the school community that we have at that particular time because they know what to do at a particular time. So when the bell rings they know they are supposed to be in class, they need to be quiet, they are supposed to do this and that, so actually it happens to maintain order.

Regarding the same question, the prefect participants were in agreement with other participants' responses. FGP2 stated,

The code of conduct is effective because it does not create conflict among learners, the learners will be aware of the rules and their consequences.

In agreement, FGP3 said,

I think the code of conduct is effective because for the past six months the cases of bullying and assault have decreased drastically. So I can say it is very effective.

FGP4 substantiated the above view,

I think the code of conduct is effective to a larger extent as learners would know what they may be subjected to in case of ignoring the code of conduct. By virtue of the learners knowing the implications of not adhering to the code of conduct it gives them an insight of what might happen to them if they do not.

The SDC chairpersons also indicated that the code of conduct was an effective strategy in maintenance of positive discipline in schools. SDC1 justified,

Yes, the code of conduct is effective because if you do not have the guidelines, then you cannot do anything because it would be like everyone would be doing willy-nilly at an institution. But if you have guidelines you are there to maintain discipline at a certain level for the smooth running of the school.

SDC2 presented the same view,

The code of conduct is effective because the code of conduct guides the learners on expected behaviour at school.

EO1 concurred,

It is actually effective because there are fewer cases of indiscipline in schools. Of course, we have here and there but generally it is effective because learners behave accordingly, whether it is within the school premises when they are having lessons or even if they go outside for sporting activities that code of conduct is still in force to ensure that they always remain ambassadors of their schools.

It is evident from the participants' responses that the code of conduct is an indispensable instrument in maintaining positive discipline in schools. The responses also indicate that the code of conduct governs the behaviour of learners in different situations in the school. Thus, the code of conduct assists learners to become responsible for their behaviour under any given circumstance. It is also noted from the participants' responses that as the code of conduct is implemented, there is an integration of other positive discipline management strategies such as guidance and counselling where learners who breach the code of conduct are counselled. The communication strategy is also used as revealed by the participants that the code of conduct is made accessible to learners and parents through notice boards, report cards, as hard copies issued out during orientation of new learners and many others. Inviting parents to school when the learner has breached the code of conduct is another way in which the code of conduct links with the communication strategy. The orientation of new prefects to acquaint them with the implementation of the code of conduct relates well with training as a positive discipline management strategy. In addition, having junior disciplinary committee blends well with the teaching social skills strategy as learners are groomed to be responsible for their behaviour. Thus, the integration of positive discipline management strategies revealed in the data indicates that the strategies are not implemented in isolation.

4.4.2 Guidance and Counselling

Guidance and counselling is another positive discipline management strategy which has been recently adopted in Zimbabwean Secondary Schools in a bid to discourage the use of negative discipline strategies in schools. Under this strategy, the study sought to establish the criteria that was used by schools to appoint school counsellors; how guidance and services were offered in schools; the role of the school counsellors in the implementation of guidance and counselling services/programmes; participation of learners in implementation of guidance and counselling programmes in schools; how participants were involved in the implementation of guidance and counselling programmes in schools; how stakeholders were involved in the implementation of guidance and counselling services in schools and the methods/techniques used by counsellors to counsel learners. The participants' responses are presented accordingly.

4.4.2.1 Criteria used to appoint a school counsellor

Pertaining to the criteria used to appoint school counsellors, the participants' responses revealed that a number of attributes are considered which include knowledge in counselling, level of maturity, seniority and personality. This is what the school head participants said,

SH1: We appoint *someone with knowledge and issues to deal with adolescents mostly. We choose any teacher with counselling qualification awarded by institutions such as Contact and others. Sometimes we also look at maturity, personality, humbleness and approachable.*

SH3: *When appointing school counsellors in most cases we take professionals, those with certificates in counselling, and those who did the course.*

SH4: *We appoint the school counsellor according to qualifications and expertise.*

However, according to SH2 qualification was not considered. She admitted,

In our case she does not have qualifications, even these two we are introducing do not have qualifications but we look at the skills, we observe the teachers as they do things, you see that this one is a parent indeed, this one is knowledgeable on a number of subjects they can assist us, we also consider seniority and maturity.

In their response to the same question, the members of the disciplinary committee concurred. For instance, FGDC1 affirmed …*we consider experience, qualifications and maturity.*

FGDC2 supported this view,

The school counsellor was appointed after a survey on the characters of the job. We realised that some people could keep learners' secrets also not harsh with learners, and to boost that those teachers usually go for workshops for Child Friendly Schools, that is, we looked at the expertise, personality and maturity of the person.

The schools counsellors were also asked how they were appointed to their guidance and counselling posts. They were in agreement with school heads and members of the disciplinary committee. SC1 explained,

I had attended so many workshops and I got certificates for all the workshops I attended.

SC2 revealed,

When I joined the school, I attended quite a number of workshops on guidance and counselling… So we can say I was appointed according to the expertise I have in this area.

SC3 stated …*they looked at qualifications and expertise.*

SC4 confirmed the above stated views,

They looked at the level of maturity, passion and expertise. At college when I was doing diploma in education, we were taught counselling as part of our subjects. In addition, as a teacher there were so many workshops that I attended which were dealing with counselling.

The Education Officers were also asked the same question and their responses confirmed what was raised by other participants. EO1 explained,

I am sure it is people with requisite qualifications, it is not just anyone, and they look at people with requisite qualifications because counselling is a very sensitive area which you do not just assign to any ordinary teacher.

EO2 confirmed,

For now, very few teachers hold degrees in guidance and counselling, so basically, teachers have been appointed according to maturity, experience in teaching and maybe considering their social standing with the learners.

Thus, the issue of appointing unqualified counsellors was raised by the participants as one of the major challenges that schools encountered. For example, SH2 lamented,

There is a problem of lack of qualified counsellors who have the necessary skills or expertise, we are using someone who is not trained though she is good, she might not have all the skills.

The data presented reveal that the appointment of school counsellors is not only based on qualifications but also other attributes are considered. This could be because of the EO2's revelation that currently there are very few teachers who hold degrees in guidance and counselling. This suggests that the majority of school counsellors in secondary schools do not possess guidance and counselling qualifications. However, it has emerged from the participants that most of the counsellors in the selected schools had attended workshops on counselling. From the above assertions, it can be deduced that school counsellors did not specialise in counselling, as most of them had the basic knowledge and skills to assist learners who needed counselling services.

4.4.2.2 Guidance and counselling services in schools

Participants were requested to shed light on how guidance and counselling services in the schools were offered. Their responses reveal that most participants are in agreement that guidance and counselling services are now part of the curriculum in schools. It emerged from the responses that workshops are organised by schools to empower teachers with basic counselling skills so that the teachers who implement the guidance and counselling strategy are equipped to maintain positive discipline in schools. In addition, learners participate in different clubs which aim at encouraging positive behaviour in learners. It also came out from participants that counselling sessions, which could be individual or group counselling, are conducted mainly by school counsellors. Presenting their responses, SH2 stated,

Guidance and counselling are now in the curriculum, all schools are now expected to teach guidance and counselling. There are time-tabled lessons, one period per week which is 35 minutes long.

SH3 added,

Guidance and counselling is now offered through time-tabled lessons, one 35 minutes lesson per week for all classes. Sometimes we invite the outsiders to conduct workshops, for example, on behaviour change and many others. We have a very useful club in the school which is called Boy Empowerment Movement (BEM)/Girl Empowerment Movement (GEM). In our school it is headed by our

counsellors, they often talk, they do even community work. They do a lot of things that empower learners in terms life skills and discipline through that club.

Validating the views raised by the school heads, the members of the disciplinary committee, FGDC1 say …*we have time-tabled lessons, one period a week. We also do individual counselling.*

FGD2 confirmed,

We have time-tabled lessons generally, and when there are certain cases which need individual counselling then we send these to the counsellor. At assemblies we offer some counselling to the whole school.

FGDC4 affirmed,

Sometimes we refer cases to the guidance and counselling department, also through guidance and counselling lessons, and through counselling sessions.

The school counsellors were also asked the same question and concurred with other participants' views. SC1 explicated,

The learner is referred through the head or disciplinary committee to the school counsellor. Guidance and counselling is time-tabled and is taught from form one to 'A' level; and I am the only one teaching guidance and counselling.

SC2 conceded that,

There are time-tabled guidance and counselling lessons from form one up to 'A' level and any identified learners with problems we hold sessions with them. So there is group counselling where we touch different topics where all learners can benefit, e.g. there are topics like drugs and substance abuse, HIV/AIDS and all that stuff where we are presenting to them as a group as preventive measure. Where there are cases that need individual counselling we deal with them accordingly.

SC3 explained,

We have one on one counselling sessions, and we also have group counselling, gender counselling, that is, counselling girls and boys on their own. The services are also offered through guidance and counselling lessons and through clubs.

SC4 explained further,

We have time-tabled lessons and counselling sessions where our learners apart from the guidance and counselling lessons, can contact the counselling team which constitute of seven teachers who are counsellors those that deal with male learners' issues and those that deal with female learners' issues.

Prefects also gave their opinions on the same issue. They gave similar responses to other participants. For instance, FGP1 confirmed,

There are time-tabled guidance and counselling lessons once a week for all forms, that is, from form one to form 6.

FGP2 affirmed,

Guidance and counselling services are offered through time-tabled guidance and counselling lessons and also through clubs, e.g., Health Club, Child Forum Law Club.

FGP3 corroborated,

Guidance and counselling services are offered through clubs and lessons, e.g., BEM/GEM club. Through these clubs you will be groomed as a child, social skills that may impact on how you live as a child and that might help in maintaining positive discipline in the school.

FGP4 added,

The guidance and counselling services are offered through guidance and counselling lessons and also offered through clubs such as Young Men Christian Association (YMCA), Girl Development Initiative (GDI), and Sesikhathele club.

The responses from the SDC chairpersons on the same issue reveal that some of the SDC participants concurred with other participants while others were not sure. They gave the following responses, for example, SDC1 said,

Not quite sure about guidance and counselling services but what I know, they might have it maybe in a curricular kind of situation because these days all these things are coming into the time-table, so I can say it is being taught during lessons.

SDC2 explained,

The guidance and counselling services in the school are offered through time-tabled guidance and counselling lessons.

SDC3 declared,

Like someone who is not a counsellor, I have never witnessed how the programmes are done.

SDC4 simply said …*I am not sure.*

On the same question, the Education Officers confirmed,

EO1: *There are actually lessons, time-tabled lessons, and then for certain individual cases where probably a learner needs special attention the learner is given such attention by either the Head of Department for guidance and counselling or to the teachers for guidance and counselling.*

EO2: *Guidance and counselling services are offered through lessons; we have guidance and counselling as a subject in secondary schools. Guidance and counselling services are also offered through services such as Boy Empowerment Movement/ Girl Empowerment Movement (BEM/GEM) and then also through general discussions with stakeholders whom we invite into schools.*

Nevertheless, the implementation of guidance and counselling services in schools is negatively affected by many factors as stated by the participants. For instance, SH3 laments the lack of counselling facilities as she says …*unfortunately we do not have proper counselling facilities. Currently the school counsellor uses a storeroom and she says it is not convenient for counselling sessions because some learners may not even want to pass through the class to get to the storeroom.*

FGDC4 added,

The challenge experienced is that of inadequate time to effectively conduct counselling sessions, we know that counselling is a process but unfortunately the time is not on our side, we would want those sessions to continue with a particular learner but at the same time I am expected to go to class and teach, even that

guidance and counselling teacher is supposed to go to class and in the end you do not have that time you need with learners.

EO2 supported other participants' views,

Of concern is the issue of lack of expertise in teachers who teach guidance and counselling. We also have the issue of lack of resources; there is very little literature on guidance and counselling which makes it difficult for teachers to effectively implement some of the programmes. Lack of counselling facilities, that is, lack of proper infrastructure also thwart the implementation of the guidance and counselling programmes in schools.

Evidence from the above data indicates that guidance and counselling services are offered in varied ways. It emerged from the participants' responses that guidance and counselling services are offered mainly through lessons, clubs and counselling sessions. This implies that learners are exposed to various activities in the implementation of the guidance and counselling strategy in selected schools. In spite of the drawbacks encountered by schools in the implementation of guidance and counselling services, it has come out from the data that there are pockets of good practices in the implementation of guidance and counselling strategy. It was revealed that learners are involved in clubs which teach them community involvement at the same time teaching them positive behaviour. Thus, as learners interact during club sessions, they are actually engaged in peer counselling where they assist each other at learner to learner level and also refer difficult cases to teachers or school counsellors.

The use of assemblies for group counselling acts as a preventive measure to encourage the whole school to desist from indulging on unbecoming behaviour. Gender counselling is also another element of good practice which has emerged in the implementation of guidance and counselling strategy in selected schools. The separation of male and female learners during counselling sessions shows that schools are sensitive to learners' problems which might be gender based. It further emerged that schools use storerooms as a way of improvising the counselling facilities. This is an example of pockets of good practice because learners are offered the counselling services even though the facilities are not conducive for

counselling. At least learners with behaviour problems have access to the counselling services.

4.4.2.3 The role of school counsellors in the implementation of guidance and counselling programmes

In response to the question which focused on the role of a school counsellor in the implementation of guidance and counselling programmes, the participants revealed the varied roles of school counsellors. The responses indicate that school counsellors coordinate and monitor the implementation of guidance and counselling programmes, conduct counselling sessions and organise workshops for members of staff. It was mentioned that school counsellors also refer cases they cannot manage to the experts. Giving their responses, SH1acknowledged,

The school counsellor monitors mostly to see that the programmes are implemented. They also conduct counselling sessions.

SH2 stated,

The school counsellor becomes Head of the Department; she is in charge of the subject. She provides teachers with the syllabus, teaching material, and supervises other teachers to ensure that the lessons go on well. Sometimes she brings facilitators from outside. She conducts counselling sessions. Teachers refer the learners to her; even here when I come across a difficult learner I refer to our good school counsellor.

SH3 concurred …*the counsellor organises workshops, supervises the teaching of guidance and counselling lessons and she holds counselling sessions.*

SH4 explained,

The counsellor coordinates teaching and learning of the implementation of guidance and counselling lessons, and also conducts counselling sessions. Though I have said form teachers are in charge of teaching guidance and counselling, there are cases that need individual counselling and these are referred to the chief guidance and counsellor. Sometimes they sit as a committee and talk to learners who require counselling.

In agreement with the school heads, the members of the disciplinary committee concurred. For instance, FGDC1 pointed out that,

The school counsellor monitors the implementation of guidance and counselling programmes.

FGDC2 confirmed,

The role of the school counsellor is to correct the behaviour and guides children; prevention of bad behaviour then maybe comes up with guidance and counselling syllabus and also selects other teachers who can assist those who offer guidance and counselling lessons. That is, the counsellor conducts counselling sessions

FGDC3 explained further,

She has too many roles; normally she helps learners who are experiencing behaviour problems, even social problems. She coordinates the BEM/GEM club. We always refer problematic learners to her.

FGDC4 also elaborated further,

The counsellor is there to make sure that there are set topics in a term which teachers are supposed to cover with learners. Those topics include order and discipline in schools. If the topics are well taught you expect certain behaviour from our learners. The counsellor is there to make sure that if those lessons are conducted well and we must get a better person at the end. In other words she supervises and coordinates the implementation of guidance and counselling programmes. She also conducts counselling sessions.

The school counsellors were asked about their roles in the implementation of guidance and counselling programmes. In response to the question, the school counsellors confirmed what other participants had already said. SC1 said,

I am the school counsellor, I attend to almost all the cases, referred cases or I go to all classes and tell them that they should not be suffering in problems, if they get time they should come to my office. That is how they come. So I talk to the learners and some are referred.

SC2 explicated,

I am the teacher in guidance and counselling as a subject as well as a school counsellor and I am also involved in the prefects' body. They do invite me on the capacity of a counsellor to come and share with them. I also conduct counselling sessions.

SC3 also explained,

My role is to help the learners to handle different situations positively. I teach guidance and counselling lessons, coordinate guidance and counselling programmes and conduct counselling sessions.

SC4 corroborated,

My role is to supervise the teaching and learning of guidance and counselling lessons. I also organise mass discussions with different forms from form one to 'A' levels. This is done during form assemblies where we are given time as counsellors to teach and discuss with learners certain issues, for example, conduct. We also conduct individual counselling during counselling sessions and refer some cases to experts.

Prefect participants' responses affirmed the views of other participants on the roles of the school counsellor. FGP1 validated,

The school counsellor gives guidance and tries to set a pace for learners' understanding of the problem. We can say they assist learners who have behaviour problems so that they can show a positive change in their behaviour.

FGP2 added

The role of the school counsellor is to assist learners with behaviour problems, they hold counselling sessions, and they also teach guidance and counselling lessons.

FGP3 substantiated,

The role of the school counsellor is to teach learners the principles of positive discipline which involve positive interaction with the society, they also highlight the child abuse and child bullying at school, and then if there are any cases, they advise

learners to report to school authorities. They counsel learners with behaviour problems.

FGP4 agreed,

The school counsellor supervises the implementation of guidance and counselling programmes and lessons, and holds counselling sessions.

On the same issue the SDC chairpersons echoed the same sentiments with other participants and gave the following responses,

SDC2: *The role of the school counsellor is to assist learners with behaviour problems to find solutions to the problems they are facing. The learners they assist end up showing positive behaviour.*

SDC4: *I can say the counsellor is there to assist learners who have behaviour problems.*

The response for Education Officer responsible for discipline indicates that there was no deviation from the responses given by other participants. This is how he responded,

EO1: *The primary role is to ensure that she monitors lesson delivery of guidance and counselling, some people might be allocated those lessons but do nothing about them. So is to ensure that it is being done, they are implemented in line with the recommended standards and also to handle those complicated cases which individual teachers cannot handle.*

The Education Officer for guidance and counselling was asked about her role in the implementation of guidance and counselling programmes in secondary schools. This is what she said,

My role is to supervise the teaching of guidance and counselling, I also follow up on issues which require learners to be counselled, I also advise in cases where decisions have to be made.

Nevertheless, school counsellors experience some challenges in performing their roles in schools such as work overload, role conflict and many others. The evidence from the participants' responses is given below.

SH3: *There is a challenge of work overload for the school counsellor who is a full time teacher and also a counsellor, this limits her counselling effectiveness.*

SC2*: I have observed the problem of role conflict, because I might be that horrible maths teacher, and then I have to change the jacket to perform counselling duties. Learners might fail to understand me. They might say how can I go to that individual who has been hash during a maths lesson? How can she be a good counsellor? It is a problem that the ministry should look into it such that when you are a school counsellor you concentrate on counselling so that there is no role conflict.*

The information gathered from participants reflects that the school counsellors had multiple roles in selected schools. It emerged from the responses that in addition to their counselling duties, school counsellors also teach. This shows that school counsellors are overloaded and this can have negative effect in the execution of their counselling duties.

Regardless of the hurdles faced by school counsellors in implementation of their counselling roles, the participants' responses reveal that there are pockets of good practices. It has been mentioned that learners are referred by other members of the school community to the school counsellors and then to expert counsellors by the school counsellors. Thus, learners are exposed to expert counselling where they get appropriate assistance. The school counsellor also works with peer counsellors who also refer difficult cases to him/her. In addition, it emerged that in some schools, the school counsellor becomes part of the prefects' body. This suggests that there is coordination in the implementation of guidance and counselling strategy in maintaining positive discipline in those selected schools.

4.4.2.4 Involvement of parents in guidance and counselling services

Parents are regarded as major stakeholders in the implementation of school programmes. The question asked the participants to establish the involvement of parents in guidance and counselling services. The responses given by participants pronounce that sometimes parents are invited when their child is counselled, if necessary. However, responses from some participants suggest that in most schools parents are not active participants in guidance and counselling services. This is evident in participants' responses that follow.

SH1 said,

Parents are consulted and we also make use of those who have expertise. Actually when the learner has a problem and needs counselling, before we counsel the learner we invite the parent so that they understand more about their child's problem. Then there are some counselling sessions when the parent has to be there and there are counselling sessions when the learner is alone with the counsellor.

SH1 indicated that parents are involved in guidance and counselling services, the school heads in other schools declared that parents were not involved. SH2 pointed out that …*parents are not invited for counselling sessions, we have never thought of it.*

SH3 concurred,

Parents are not much involved except when they are invited when their child has a problem. We call them, talk to them together with the learner. At times when we have the parents' meetings we mention the problematic areas that we want parents to be aware of, even when dealing with children at home we advise them to be vigilant. We encourage parents to assist in changing their children's behaviour. We talk about that during parents' meeting but it is not all that effective, however, some parents listen and implement it at home.

SH4 explained,

In that matter we have generalised it, throughout meetings with the parents and then where there is need we invite the parent and discuss the issue with the parent. We usually ask the learner to go out while we discuss the issue with the parent so that we could establish where the possible problem could be coming from. We then advise the parent as well as the learner accordingly. When there is need the two parties are joined.

Whilst most of the school heads' responses indicate that parents were not involved in guidance and counselling services in schools, members of the disciplinary committee insisted that parents participated in guidance and counselling services in the schools. These are their responses,

FGDC2: *Sometimes parents are invited during counselling sessions for their children if there is need. Sometimes the parents might need to be counselled too so that they understand the behaviour of their children. Sometimes parents also contribute during the counselling sessions of their children when they are invited to school.*

FGDC3: *Some parents are invited to the school when their child has a problem and needs counselling so that the counsellor works with the parent to assist the child in changing the behaviour.*

FGDC4: *Parents are sometimes invited to counselling sessions of their children. When we have a challenge with a learner, before we deal with the learner we also want to involve the parent so that we get to know if there are reasons behind the learner's behaviour that may cause him/her to behaviour in that manner. At times we find that the parent also needs counselling.*

The school counsellors' responses also aligned with those of the members of the disciplinary committee. They pointed out that,

SC2: *Those parents with children who have wayward behaviour when they are invited to the school they are also given a chance to talk to their children during the counselling sessions. We actually even discuss with parents what their child has done, the actual measures to be taken; we even give parents that platform to talk to their children.*

SC3: *Parents will be called in to say this is what was found about their child so how can we as a team help the child. The parents should know how their child would be assisted in the process of behaviour change. Maybe their child everyday will be remaining at school for counselling session for an hour. So the parents have to support that.*

SC4: *Sometimes the parents are also counselled especially by the deputy head and senior woman.*

The prefects were also asked the same question and they gave varied responses. Some prefects' responses were in agreement with what was said by other participants while others seemed not to be aware of how parents were involved in guidance and counselling services in schools. This is what they said,

FGP2: *Parents are invited when their children are supposed to be counselled because they have to know the problem of their child and how best they can assist their child when they are at home.*

FGP3: *Parents are invited to school if their child has a case which needs counselling so that they also understand the behaviour of the child.*

FGP1: and FGP4: simply said …*we are not sure.*

Responding to the same question, the SDC chairpersons concurred with most of the participants. SDC1 agreed with SH1 when he said,

I think we also play our major part outside the institution, some of the parents are counsellors, they are professional counsellors, you will find that we also do our counselling assessment at home.

SDC2 maintained that,

Parents are involved when they are invited when their children are to be counselled. Even during parents' meetings we encourage parents to counsel their children at home, to teach them positive behaviour so that parents reinforce the sort of behaviour commended by the school.

SDC3 revealed that,

Parents should start counselling their children at home. But at times parents are invited if their children are to be counselled, so that they understand the problem that their children are facing and work with the counsellor to assist their children.

EO1 also confirmed the involvement of parents in guidance and counselling services in schools. He affirmed that,

Parents are involved especially when a learner is facing severe problems. What normally happens is that an investigation is done to establish the causal factors of the learner's problem and then the parents or guardian are also invited and then they are told about the problem. Then both parents and learners are given counselling so that it is not given to the learners only but also to the parents so that they understand the problems being faced by the learner and also how best they can position to assist the learner outside the school.

Responding to the same question, EO2 gave insight that,

We involve parents only when there is need for the parents to come in when we have identified a problem with the learner and we need to counsel the learner sometimes we involve the parents.

Nonetheless, the participants pointed out that they experienced drawbacks in participation of parents during the implementation guidance and counselling strategy. They mentioned that some parents were not forth coming when invited during the counselling session of the children. For example, SC3 lamented,

We are still facing resistance from some of the parents or guardians who do not respond when we invite them.

From the data given above, it seems most of the participants were in agreement that parents were involved in guidance and counselling services, especially, if there was need. The distinct pocket of good practice that came out from data shows collaboration of parents and school counsellors in implementing guidance and counselling strategy. The fact that parents are invited and informed about their role when the learners undergo counselling sessions encourages teamwork between parents and counsellors. This can lead to behaviour modification among learners, since the parents would be reinforcing positive behaviour at home. Such partnership is encouraged as it can lead to the successful implementation of guidance and counselling strategy in maintaining positive discipline in schools.

4.4.2.5 Participation of learners in guidance and counselling programmes

Active participation of learners in guidance and counselling programmes has been shown as a major way of maintaining positive discipline in schools. Responses from the participants reveal that learners participate through lessons, clubs, as peer counsellors, as well as giving motivational speeches at assemblies. Their responses are as follows:

SH1 said,

Learners participate through lessons and discussions, there are clubs like Scripture Union that do lots of that, Interact club, peer educators/ peer counsellors who present motivational speeches.

SH2 concurred,

Learners participate through guidance and counselling lessons and clubs, for example, Interact club, BEM/GEM club.

Whilst the majority of the school heads were in agreement in their responses, the other head, SH4 seemed to be ignorant about the participation of learners in any clubs. He declared …*they participate through guidance and counselling lessons. There are no clubs in which learners are involved.*

Responding to the same question, the members of the disciplinary committee confirmed what was said by the majority of school heads. FGDC2 stated,

Learners are involved in peer education or peer counselling. They are also involved in clubs, for example, BEM/GEM, Girl Development Initiative (G. D. I.), Justice for Children. They also participate through guidance and counselling lessons.

FGDC4 supported this view,

Learners participate through guidance and counselling lessons and also through clubs, e.g., BEM/GEM, Young Men Christian Association (YMCA), HIV/AIDS club, Sesikhathele Club for peer counsellors.

In answering the same question, the school counsellors confirmed what was expressed by other participants. SC1 said,

Learners are very much involved; they believe it is one way of opening up, of finding solutions to their problems.

SC2 agreed,

Learners are actively involved in guidance counselling programmes. They are also involved in peer counselling, this is done mainly by those who are in the AIDS club, and there is also BEM/GEM club.

SC4 substantiated,

Our learners love guidance and counselling, I also feel that they sometimes feel it should be allocated more time because when you discuss with them they do not even want to go to attend other lessons. They participate as peer educators and peer counsellors, and in clubs, e.g., AIDS Action Club, Debate Club, and Sesikhathele Club.

As part of the learners, prefects were also asked how they participated in guidance and counselling programmes. The evidence of their responses is as follows:

FGP1 illustrated,

We attend lessons, we do research on tasks that we are given, we participate through clubs, e.g., Human Rights club, AIDS club, BEM/GEM club.

FGP2 concurred,

We participate through guidance and counselling lessons, through clubs, as peer counsellors, for example, there is a learner counsellor who is a member of Justice for Children Trust (J.C.T.) the role of the learner counsellor is to peer educate other learners.

FGP3 alluded to what other prefects in focus groups said,

We participate by making presentations, peer education. Our presentations involve telling other learners the different aspects of life, through guidance and counselling lessons and through clubs.

FGP4's response, however, suggests that learners' participation in their school was limited to guidance and counselling lessons only. They said …*we participate through guidance and counselling lessons.* Their response is in agreement with SH4 but contradicts with responses from other participants, FGDC4 and SC4, in the same school who mentioned that in addition to guidance and counselling lessons, learners were involved in clubs.

On the same question, some SDC chairpersons acknowledged the involvement of learners in guidance and counselling lessons while other SDC chairpersons indicated that they had no idea how learners participated in guidance and

counselling programmes. For instance, SDC1 explicated …*I think in the curricular they have now in their classrooms learners who are nurtured into guidance and counselling.*

SDC2 supported SDC1's view,

Learners participate through guidance and counselling lessons, and also attend counselling sessions.

However, SDC3 had this to say,

I am not sure of how learners participate in guidance and counselling and I am not aware if there are any lessons being taught.

SDC4 only knew one aspect in which learners contribute, he stated,

They are involved in counselling sessions. There are no lessons that are being taught yet.

The Education Officers reinforced other participants' views when EO1 ascertained that,

Learners participate through the lessons and then others get involved in the counselling when they face problems. We have situations where if a problem happens in a classroom situation, let us say a learner physically attacks another fellow learner or something terrible happens to the fellow learner, the victim is given counselling and also the colleagues are given counselling and even the offender is given counselling.

Then EO2 attested,

Well, learners are active members as I have said we have got clubs that are guidance and counselling clubs, we also train peer counsellors, so they are active participants.

The statements above reveal that learners are exposed to various activities as they participate in the implementation of guidance and counselling strategy to maintain positive discipline in schools. The participants' responses indicate that there are pockets of good practices in the implementation of guidance and counselling

strategy in selected schools. It has also emerged that learners are members of various clubs where they encourage each other on positive behaviour. Some learners also participate in peer counselling where peer counsellors engage fellow learners in counselling sessions at their level. Peer counselling is very important since some learners find it easy to accept issues from their peers' point of view than from adults. Thus, learners' participation enhances the maintenance of positive discipline in secondary schools.

4.4.2.6 Participation of school heads, members of the disciplinary committee and members of staff in the implementation of the guidance and counselling programmes

Responding to the question on how school heads and members of staff participate in guidance and counselling programmes, the participants mentioned that school heads and teachers teach guidance and counselling lessons. It also emerged that school heads supervise and support the implementation of guidance and counselling programmes by providing some of the needed resources. It came out from the participants that school heads and members of staff offer group counselling during lessons and at assemblies. The learners who need individual counselling are identified, sometimes counselled but in most cases they are referred to school counsellors. The participants' responses are captured as follows:

SH1 stated,

I have lessons, I teach, I have two classes that I attend to, whenever I have a gathering or assembly I encourage them in one way or another.

SH2 elaborated,

I make sure that I provide the necessary teaching material, I am also a teacher, and I teach the subject. I supervise the teachers who teach the subject. I see to it that it is properly time-tabled through the deputy head's office.

SH3 added,

I teach guidance and counselling lessons. I also use assemblies to encourage learners to desist from ill behaviour.

However, SH4 did not mention his involvement in the teaching of guidance and counselling lessons, he declared,

My overall duty is just supervision of the implementation of the guidance and counselling programmes.

As they responded to the same question, the members of the disciplinary committee gave evidence of how they participate in guidance and counselling programmes:

FGDC1 said,

We refer to the counsellor the cases which we think the counsellor can handle them better. Because keeping on punishing them does not help, so we always refer to the counsellor.

FGDC2indicated,

We participate in the teaching of guidance and counselling lessons, this is indirect participation because when you know the problems prevailing in the school you take them into the classroom and just teach them in general. Then we directly deal with individual cases.

FGDC3illustrated

When learners have problems we invite them here, talk to them, sometimes invite parents and refer to the counsellor if the learner needs counselling. If it is something that we can handle we also counsel.

FGDC4concurred,

We identify and refer learners to the school counsellor. Through investigations we identify that this kind of behaviour needs counselling, so we refer.

On the same issue, the school counsellors confirmed the views of other participants. For example, SC1 explained,

The head is part of the group that also teaches guidance and counselling and the other members are also involved in the teaching of guidance and counselling, whilst others do not teach the subject, they refer the learners with problems to me.

SC2 agreed,

The school head also has lessons in guidance and counselling. In fact all members of the administration are part of the department. They have classes where they teach guidance and counselling, they are also offering individual counselling to the learners and group counselling at assembly, they choose a theme or topic they want to talk about. Other members of staff also participate in teaching guidance and counselling time-tabled lessons once a week.

SC4 stated,

The school system is very supportive of guidance and counselling, the members of staff are involved in the teaching of guidance and counselling lessons, then the head makes sure he monitors and supervises the implementation of guidance and counselling services in the school.

When EO2 was asked to give an insight on how school heads and members of staff participate in guidance and counselling lessons, she explained,

I have noticed that in most schools the form teachers automatically become the guidance and counselling teachers for their forms. Well, for the heads of schools, they come in to support the programmes materially and maybe financially and they also facilitate in the invitation of stakeholders into the schools.

However, it emerged from the participants' responses that there are obstacles that impede the implementation of the guidance and counselling strategy in schools. It has been mentioned that some teachers are not interested to teach guidance and counselling lessons. They concentrate on teaching their examinable subjects. For example, FGDC1 revealed,

The problem we have is that some teachers give much attention to their subjects such that they do not bother teaching guidance and counselling lessons. They even teach their subject during the guidance and counselling period.

SH2 concurred …*some teachers are reluctant to teach guidance and counselling lessons since they view it as extra load.*

Basically, the data presented above indicate that the majority of school heads and members of staff are active participants in implementing the guidance and counselling strategy to maintain positive discipline in schools. Despite the fact that there are some teachers who are unwilling to participate in teaching guidance and counselling lessons, the data suggest that the guidance and counselling programmes are implemented in schools to encourage positive behaviour in learners.

4.4.2.7 Involvement of other stakeholders in guidance and counselling services in schools

The participants were asked to give their views on the involvement of other stakeholders in implementing guidance and counselling services in the schools. In their response, the participants pointed out that other stakeholders assisted in various ways. For example, schools referred critical cases to experts for professional counselling. It also emerged from participants that stakeholders are invited to facilitate during workshops organised by the schools. Sometimes other stakeholders like Contact, organise counselling workshops and invite teachers to attend. Other stakeholders also come in as guest speakers at assembly, for instance, police officers and pastors. Other stakeholders sometimes do group counselling to learners at assemblies and also come in as trainers. Participants provided the following evidence as they respond to the question. SC1 said,

Non-Governmental Organisations (NGOs) come in and talk to the learners and they advise them to come to Child line and Contact, these are some of the organisations we refer our learners for professional counselling. In other words they come in to assist with their expertise.

SC2 elaborated,

I will give the example of the Zimbabwe Republic Police (Z.R.P.), they normally come here and are given the opportunity during assembly to address learners on positive behaviour issues. At the end of the term we normally invite external facilitators from different organisations to deliberate on positive behaviour issues, for example, Contact and New Start Centre personnel. We have worked with the Ward Action Group and the Child Protection Unit. We do collect information and pamphlets

from Contact personnel. Teachers have also undergone training organised by Contact. We have also referred some of our learners to other stakeholders who have expertise in professional counselling.

In addition, SC3 brought up the issue of referring parents to some of the stakeholders:

We do refer some cases to them. They come in with their expertise, for instance, if we realise that parents need counselling and we do not have the capacity to assist them, we always refer them to Msasa Project.

SC4 *added,*

…stakeholders come in as facilitators. They sometimes bring reading material for our learners but we monitor the type of material that they give to our learners. We do that because the government policies on how we should teach HIV/AIDS issues in schools is different from how it is taught out there. For example, they could teach our learners to use condoms yet in schools we emphasise on abstinence. So we select the information and we allow them to give the material that is relevant to our learners. When they present to learners we always monitor how they facilitate, and we always state that they should emphasize on abstinence other than other forms.

EO2 summarised that,

Some stakeholders come in as trainers, they train our teachers in basic counselling skills, some come in to assist in issues where learners themselves have to be counselled because there are times when we really need specialised counsellors to take up our learners. That is, we refer our learners to them for professional counselling.

The information given by participants indicates that other stakeholders offer different services in implementing guidance and counselling strategy to maintain positive discipline in schools. The involvement of other stakeholders in offering their expert services to schools is an indicator of a pocket of good practice. This shows that schools work in partnership with other members of the community to implement the guidance and counselling strategy. The incorporation of other stakeholders confirms

a holistic approach adopted by selected schools to implement guidance and counselling strategy in maintenance of positive discipline in schools.

4.4.2.8 Methods/techniques used in counselling of learners

The school counsellors and Education Officer for guidance and counselling were asked to give an insight on the methods/techniques used to counsel learners. The participants unanimously agreed that counsellors mainly use individual and group counselling, based on the systems theory. SC2 said …*we use group counselling and individual counselling.*

SC3 elaborated …*We use systemic method, group counselling and individual counselling.*

SC4 concurred …*We use individual counselling, mass counselling during assemblies and during lessons.*

EO2 declared,

Basically, we agreed as a province that the systems theory would be the best that is the basic one we use. We do group counselling of course but with group counselling you know it is always like a discussion. When it comes to real counselling where we have identified a need and we need to counsel, that is when we employ the use of the systems theory which is face to face. We adopted systems theory because we are saying the learner does not exist in a vacuum, so we want to know the root; the family tree and other people around him/her, the environment so that we get to know or understand the root of the problem.

It is evident from the participants' responses that the school counsellors use the basic counselling methods when counselling learners. This is an indicator that school counsellors employ counselling methods that respond to the needs of individual learners. Such a practice has a positive effect on the implementation of guidance and counselling strategy to maintain positive discipline in schools.

4.4.2.9 Meeting learners for counselling sessions

The school counsellors and Education Officer for guidance and counselling were asked how often the school counsellors met the learners for counselling sessions. In

response the participants revealed that they met the learners once a week during guidance and counselling lessons, where mainly it will be group counselling. As for individual counselling, the counsellors concurred that they meet learners when need arises. SC1 explained,

Every class it is once a week for 35 minutes, that is the time-tabled one. Then if the learner needs individual counselling they come in for sessions. That is, if there is need they come.

SC2 corroborated,

It depends on referred cases, sometimes daily you may have a learner that you are talking to. I also meet them weekly during lessons.

SC3 substantiated this view,

Once a week there is a day which is fully booked for counselling sessions, and then as at when there is need, they know that, they just come anytime and say ma'am can I see you and I attend to them. That is once a week I have a day which I do not have a teaching load, the day will be set aside for counselling the whole day.

SC4 added,

For counselling sessions we usually say if a learner has a problem they should come any time for counselling sessions, that is, whenever the need arises.

EO2 supported the school counsellors' responses when she said,

Well, depending on the need but otherwise for lessons it is one lesson per week for each class and then for all other learners as need arises.

However, one of the challenges that hinder the counsellors from effectively conducting the counselling sessions is that they also have classes to teach. For instance, SC1 explained …*the counsellor is also a teacher as a result she becomes overloaded and this limits my accessibility to learners for individual counselling sessions.*

The data gathered expose that school counsellors play their role in assisting learners during counselling sessions. The responses also reveal that individual learners can

access counselling services any time they need counselling regardless of the counsellors' tight schedules. This is an example of a pocket of good practice in the implementation of the guidance and counselling strategy to maintain positive discipline in schools. The practice encourages learners to expose their problems to counsellors so that they get immediate assistance. Another significant pocket of good practice that has emerged from the data is that some schools have reduced the teaching load for counsellors to allow counsellors to have more time for counselling learners. This gives room for the counsellor to be more accessible to learners who need counselling. The practice enhances the implementation of the guidance and counselling strategy in maintaining positive discipline in selected schools.

4.4.2.10 Effectiveness of guidance and counselling programmes in maintaining positive discipline in schools

The majority of the participants expressed their satisfaction on the use of the guidance and counselling strategy in maintaining positive discipline in secondary schools. They unanimously agreed that the guidance and counselling strategy was effective in maintaining positive discipline because the use of the strategy has produced positive results in terms of learner behaviour. The participants expressed their views as follows:

SH3 admitted,

I think the strategy is quite effective because quite a number of learners are changing their behaviour through counselling.

SH4 acknowledged,

I think guidance and counselling has helped quite a number of learners. The strategy is quite effective.

In agreement with school heads, the members of the disciplinary committee show their content with the strategy. For instance, FGDC1 stated,

Certainly, the strategy is very effective because you see a positive change in terms of behaviour on the part of the learner.

FGDC2 concurred,

The guidance and counselling strategy is effective because quite a number of learners have reformed through counselling.

FGDC3 supported this view,

The guidance and counselling strategy is very effective; it is reducing indiscipline cases in the school.

The school counsellors also concurred with the views of other participants when they gave the following observations. SC1 said,

The guidance and counselling strategy is effective because it has really made a difference in the behaviour of the learners and in the way they look at things.

SC2 commented,

The guidance and counselling strategy is very effective because it actually enlightens the learner on the wrong that he/she will be doing and the possible solution to his/her action. The learner is actually involved in coming up with solutions to the problem that he/she would have presented.

The prefect participants echoed the same sentiments on the issue. FGP2explicated,

The guidance and counselling strategy is effective because there are some learners who have attended counselling sessions and have reformed.

FGP3 substantiated,

There have been changes noticed because previously the school was known for having bully learners but currently because of the interaction of learners with the counsellors and involvement in clubs, there has been a decrease drastically in those cases. Guidance and counselling has groomed learners to behave positively in their community. So it is very effective.

The school development committee chairpersons expressed the same views on the effectiveness of guidance and counselling strategy. SDC1 acknowledged,

I think the guidance and counselling strategy is playing a major role, it gives learners confidence.

SDC2 accepted that,

The guidance and counselling strategy is effective because some of those learners who have attended counselling sessions have changed their behaviour positively. Even parents have come forth to acknowledge that their children's behaviour has changed.

The Education Officers also agreed with the rest of the participants' opinions. This is what they said,

EO1: It is actually very effective.

EO2: *I would say, we really appreciate the guidance and counselling services they seem to be effective. Looking at the rise of cases that are being reported to the province, learners have now opened up. Since the introduction of guidance and counselling, they can speak out. It has been easy for us to follow up cases basing on belief that the basics of guidance and counselling have come up as an assisting factor there.*

From the participants' responses, it is clear that the guidance and counselling strategy is essential in maintaining positive discipline in schools. There is evidence from the collected data that the use of the strategy in schools has resulted in positive change of behaviour in some of the learners. Data also reveal that there is a relationship between the guidance and counselling strategy and other strategies during the implementation process. The participants mentioned that teachers undergo training through workshops organised by other stakeholders. Thus, the training of teachers to implement guidance and counselling strategy links well with the training strategy which focuses on equipping teachers with knowledge and skills on how to implement positive discipline management strategies. Data also show that the exposure of learners to various clubs integrates the guidance and counselling strategy with the teaching social skills strategy and School Wide Positive Behaviour Support (SWPBS) strategy where learners are taught how to control their emotions and behaviour as they work in teams during club sessions. There is also evidence of use of the communication strategy in the implementation of the guidance and counselling strategy. It was mentioned that some learners are given an opportunity

to give motivational speeches during assemblies. Members of staff and other stakeholders also conduct group counselling at assemblies.

4.4.3 Teaching social skills

Developing the learner holistically is one of the schools' mandates. This could be achieved if learners are exposed to various social skills. Exposing learners to social skills has a positive impact on learners' behaviour. Hence, the teaching of social skills is one of the strategies that contribute positively to the maintenance of discipline in schools. The participants' views on this positive discipline management strategy are presented under respective sub-themes below.

4.4.3.1 Teaching of social skills in schools

The participants were asked to give an overview of how social skills are taught in schools. In response, most of the participants concurred that the teaching of social skills in schools is done mainly through clubs and guidance and counselling lessons. Their responses are presented below.

SH1: *The teaching of social skills is done either through clubs or through guidance and counselling lessons. They do a lot on how to deal with different behaviours in guidance and counselling lessons.*

SH2: *I think teaching of social skills is done in a number of ways; there are guidance and counselling lessons which cover a lot of ground concerning social skills. There are also some clubs such as public speaking, debate and quiz clubs, drama club where the learners dramatize what is happening at home e. g. domestic violence, how to deal with it and who is affected, such issues.*

SH3: *Social skills are done through clubs e. g. BEM/GEM club that is what they concentrate on, they do things which will benefit them in terms of behaviour, in terms of life, they also engage in community activities. At one time they mobilised the community around and cleaned the environment and of late they took part in cleaning the market situated at the shopping centre, this activity was organised by the local business person.*

The members of the disciplinary committee were also asked to give their opinions regarding the same question; their responses echoed the same sentiments with those of school heads. This is what was said,

FGDC1: *The teaching of social skills is done through guidance and counselling lessons, and public speaking.*

FGDC2: *The teaching of social skills in the school is done through clubs e.g. junior police, junior air cadets, Boy Scouts, Girl Guides, grassroots soccer club, HIV/ADS club.*

Responding to the same question, the school counsellors were also in agreement with the views of school heads and members of the disciplinary committee. For instance, they responded as follows,

SC1: *Social skills are taught through guidance and counselling lessons, at assemblies and also through clubs.*

SC4: *Social skills are taught under guidance and counselling lessons. I think it is important for learners, we always emphasise as the guidance and counselling department that it does not have weight to teach the learner to be an engineer yet that learner does not have social skills and will be rejected by the society. So you should build an individual who is holistic who will be able to integrate into the society and be able to make decisions which society expects. Social skills are also taught through clubs, e.g. AIDS club, Interact club, Sesikhathele club, YMCA, SU, etc.*

SC2: *The teaching of social skills is done but it has not reached much advanced level. Yes, learners at advanced level are taught communication skills and in guidance and counselling there are topics that cover that, e.g., the attributes of "Ubuntu" humanity. It is also taught through clubs e.g. Interact club, BEM/GEM club and many other clubs. Though we feel we should be doing more so that all the learners are involved in the clubs.*

On the same issue, the prefect participants' responses concurred with other participants' responses. They gave evidence that,

FGP1: *Social skills are taught through guidance and counselling lessons and through clubs, e.g., Interact Club, BEM/GEM. Some facilitators are also invited.*

FGP3: *The teaching of social skills in the school is done through clubs, peer education and during guidance and counselling lessons.*

The SDC chairpersons were also asked to give their observations on the same issue; it is evident from their responses that a few had an idea on how social skills are taught in schools. Their answers to the question are presented below.

SDC1: *I think social skills are taught during lessons.*

SDC2: *Social skills are taught through clubs like debate club, culture club, and many others. All learners are encouraged to be a member of at least one club in the school.*

SDC3: *I am not sure how the teaching of social skills is done at the school.*

SDC4: *It is not done that much.*

Regarding the same question, the Education Officers' responses were in support of the majority of other participants' responses. Thus, their responses are presented below.

EO1: *Other areas that are not covered in the academic subjects is mainly through guidance and counselling and also addressed by other stakeholders who come in to schools, invited by schools to address learners.*

EO2: *Well, it is taught through guidance and counselling lessons and in the clubs as well because in these clubs learners are exposed to some challenging tasks that they have to sometimes sit down as a group and work on and then make presentations.*

Nonetheless, it has come out from participants' responses that schools experience challenges in implementing teaching social skills strategy to maintain positive discipline. Data reveal that the attitudes of some teachers and some parents are a barrier to implementing the teaching social skills strategy. Examples of participants' responses are as follows,

FGDC4: *The teaching of social skills sometimes depends on the attitude of the teacher because the learners might want to attend social skills activities but the*

teacher might want the learners to focus on the academic subjects because learners are not examined on the social skills, so it is a big challenge.

FGDC2: *Some parents might not appreciate the value of social skills because of bias they have towards academic subjects. As a result they discourage their children to take part in club activities.*

It is evident from the presented data that selected schools implement teaching social skills strategy to maintain positive discipline. This is done mainly through clubs and guidance and counselling lessons. Despite the stated challenges, the responses show that there are pockets of good practice in the implementation of teaching social skills strategy. It emerged that all learners are encouraged to be members of at least one club in the school so that no learner is left out. It was also mentioned that learners are involved in community service which stimulates a sense of responsibility on learners. As learners participate in such activities, their behaviour is moulded. Thus, selected schools notice the importance of developing the social attributes of learners in the implementation of teaching social skills strategy to maintain positive discipline.

4.4.3.2 Topics included in the teaching of social skills

For the schools to effectively maintain positive discipline, it is essential that they identify appropriate topics to be taught to learners in the implementation of teaching social skills strategy. This will make learners realise the value of being involved in social skills activities at the same time shaping learner behaviour in a positive way. The participants were asked to give an insight into the aspects that were included in the teaching social skills in schools. It emerged from the participants' responses that various topics were covered to equip learners with social skills. The participants' responses also confirm what was found in the core values of the schools' mission statements during document analysis. The core values included aspects like honesty, respect, co-operation, discipline, responsibility, commitment and integrity. The participants' responses are as follows:

SH1: *At times they look at personal grooming and relationships since they are now at the adolescence stage. How to handle their emotions at adolescence stage, love*

affairs which they engage in, they talk about pregnancies, we will be equipping them on what they should do when they are sexually active.

SH2: *We focus on communication skills, drug and alcohol abuse, career guidance, decision-making, relationships, domestic violence.*

SH3: *The aspects taught include conduct, survival skills, relationships, community involvement; they once took part in cleaning at the market, and decision-making skills among others.*

The members of the disciplinary committee also concurred with the school heads when they said,

FGDC1: *We teach them team work, responsibility, good decision making, negotiations and critical thinking, stress management, health and life skills, honesty and integrity.*

FGDC2: *They are taught interactive aspects, that is, how to interact effectively with other people, tolerance, self-sufficiency, relationships, self-esteem and many others.*

FGDC3: *The issues taught include self-control, communication skills, conflict resolution, and relationships.*

FGDC4: *I think mostly we are focusing on the social side, life issues like relationships, e.g., talk about abstinence, health issues, leadership skills and communication skills, community involvement.*

On the same question, the school counsellors' responses were also similar to those given by other participants. Their responses are given below.

SC1: *We teach them decision making, conflict resolution, communication, negotiations, assertiveness, relationships, stress management.*

SC3: *We talk of decision-making, assertiveness, self-confidence, self-awareness, community involvement and many others.*

SC4: *They are taught decision – making, assertiveness, judgement, relationships, health issues, e.g. sexual reproductive health, communication skills, conflict resolution.*

It is also evident from the prefect participants' responses that they are in agreement with what was said by the majority of the participants. They indicated that,

FGP1: *The issues included are health issues, drug and substance abuse, decision-making, relationships.*

FGP3: *The aspects included are self-esteem, how you present yourself, communication, conflict resolution, relationships, community involvement and decision-making.*

FGP4: *The issues included are relationships, communication, career guidance, tolerance, decision-making, leadership skills and many others.*

The SDC chairpersons' responses suggest that some chairpersons concur with most of the participants' responses, while others were not informed about the issues included in the teaching of social skills. SDC1 explained,

The aspects that are included are: risk management where I attended the workshop with the head-boy and head-girl, conflict resolution, communication, and health issues.

SDC2 agreed,

The aspects that are focused on include public speaking, health issues, moral values, relationships, decision-making, tolerance and community involvement. However, both SDC3 and SDC4 did not know the aspects included in the teaching of social skills. SDC3 admits …*I am not sure of the aspects that are included in the teaching of social skills.*

The responses of both Education Officers show that they are in consensus with the responses of the majority of the participants. For instance, EO1 acknowledged that …*the issues included in discussions include crime reduction, drug and alcohol abuse, health issues, stress management.* EO2 buttress the view when she confirmed that …*they are taught conflict resolution, sexuality, relationships, and decision-making skills.*

The information given by the participants reveals that learners are exposed to a variety of topics during the implementation of teaching social skills strategy to

maintain positive discipline in schools. The implication is that if learners are informed through these topics, they will be encouraged to maintain good conduct in schools.

4.4.3.3 Participation of learners in the teaching and learning of social skills

In any learning situation, for any teaching and learning activity to be effective, learners should be at the forefront. This also applies to the teaching of social skills where learners are expected to be active participants so that their behaviour is shaped positively through active participation. In the light of this, participants were requested to shed light on how learners participated during the teaching and learning of social skills. In response to the question, most of the participants agreed that learners were actively involved in the social skills activities. The evidence of their responses is given below.

SH1: *Learners are actively involved, learners open up, actively participate, and they learn a lot from the lessons because they no longer have aunts at their homes whom culturally would discuss such issues with them. You will be* surprised *by the knowledge that they have and some of the questions they ask, and I would say at this stage I would not talk about such things.*

SH2: *Learners are actively involved because it is not as stressful as academic subjects. They really enjoy it.*

In their responses to the same question, the members of the disciplinary committee supported the school heads' observations. They said,

FGDC1: *Learners are very much free when performing the activities; this helps them to open up because the atmosphere will be relaxed.*

FGDC4: *Learners participate actively especially depending on the methods used. For example, members of the Interact Club would ask for donations and they would go to Mpilo Hospital and other institutions to distribute their donations to the needy. They become involved in community activities.*

Regarding the same issue, the school counsellors' answers also reiterated what came out from other participants. For example, this is what was said,

SC1: *Learners are physically involved and they are participative, actively involved. They also actively participate in the clubs.*

SC2: *Learners are quite active, though there are some who still need to improve on the aspects of confidence, there are some of our learners who lack confidence especially during guidance and counselling lessons. Whilst we use English when communicating with learners, we also encourage teachers to use vernacular so that every learner will be in a position to participate.*

SC3: *Learners actively participate through activities like drama, poems. They also do research because we have the internet we ask them to go and find out how certain things are done in different places. Again they do community service, they do community dialogues, like the other time we called the nurses, church leaders, some of the parents and school leavers to come and teach learners how certain skills are done. They really actively participate during these activities.*

SC4 explained,

Learners are very participative especially in sexual reproductive health. They like to understand issues that affect them in life. The fact that we no longer have aunts and uncles who would talk to them, you would find that some are worrying about the developments which take place in their bodies, you just tell them that it is just a passing phase; it is just a growing up stage. So they love these lessons.

The responses given by prefect participants pertaining to the same issue indicate that they were also in accord with other participants' responses. Thus, FGP2 acknowledges that …*learners are actively involved in social skills activities.*

FGP3 adds …*learners are sometimes allocated assignments which they research on and make presentations. They are very active during social skills activities.*

However, the implementation of teaching social skills strategy to maintain positive discipline in schools has been hindered by some challenges. For example, FGDC4 lamented,

In the teaching of social skills to the learners, I am worried about time on the part of the learners, because of the load that the learners have. Sometimes the learners do not have enough time to fully participate in social skills activities.

The data presented above indicate that learners are actively involved in the teaching social skills strategy to maintain positive discipline in schools. It emerged from the participants' responses that vernacular language is used during teaching of social skills activities to encourage every learner actively participate. The participants also mentioned that learners are involved in community dialogue where members of the community with expertise are invited to schools to share their experiences with learners. At the same time learners are given an opportunity to ask questions on social issues. Another important aspect which was raised by the participants is that during the teaching of social skills, schools play the roles of traditional aunts and uncles who would culturally teach learners some of the social skills at home. Such social skills are now taught in schools because some learners are orphans who live alone at home. Schools teach learners these social skills so that all learners get proper guidance. The cited data prove that there are pockets of good practices in selected schools in the implementation of the teaching social skills strategy to maintain positive discipline.

4.4.3.4 Effectiveness of teaching social skills in maintaining positive discipline in schools

The participants were asked to shade light on the effectiveness of teaching social skills as a positive discipline management strategy. The responses that were given by most of the participants show that the strategy is an effective tool of maintaining positive discipline in selected schools. SH3 attested,

Teaching social skills strategy is effective because it teaches learners to be responsible of their behaviour or actions.

SH4 concurred,

This strategy is very effective as it teaches learners self-control. Some cases of indiscipline have reduced in the school because most of the learners will be occupied in clubs during their free time.

The members of the disciplinary committee also supported the school heads' views on the effectiveness of teaching social skills strategy. This is what was said,

FGDC1: *The teaching social skills strategy is very effective because we see some of those who have left the school coming back into the school to now share with learners whatever they learnt. Involvement of learners in social skills also keeps learners occupied instead of being idle, and loitering around. That is, it minimises cases if indiscipline in the school.*

FGDC4: *The strategy is very effective because we realise that learners who have left this school with those skills they have been able to integrate well with communities anywhere in the world.*

In agreement with other participants' responses are the school counsellors. SC2 confirmed …*the strategy is quite effective, it has brought good results.*

SC4 explained,

I think this one I will scale it number one of them all, this strategy is very effective because someone who has social skills is willing to learn, he/she actually finds the reason to learn but someone who does not have the social skills is problematic, you correct them in one aspect and tomorrow it will be the other. So I feel teaching of social skills is the best as we witnessed its positive results.

The prefect participants also echoed the same sentiments as other participants. FGP1 explained,

The strategy is effective in the sense that the learners get to know what is good and what is bad. They know what they have to do and what not to do. It prevents them from misbehaving.

FGP4 corroborated,

The teaching social skills strategy is effective to a greater extent in the sense that through the carrying out of these activities one gets to make sound decisions so by virtue of that, I think it is effective.

The SDC chairpersons also viewed teaching social skills strategy as effective in maintaining positive discipline in schools. Their responses were in consensus with other participants' views. SDC2 acknowledged that …*the strategy is quite effective because it teaches children to be responsible for their behaviour.*

SDC3 added …*the strategy is effective because it promotes positive discipline in the school.*

The Education Officers also expressed that the teaching social skills strategy was effective in maintaining positive discipline in schools. Their views were in accord with other participants' responses. EO1 explained,

The strategy is actually very effective because learners are empowered with skills on how they can solve problems they encounter in life; and this has reduced the cases of unbecoming behaviour in schools.

EO2 concurred

I think the strategy is effective; actually it helps us to produce a disciplined self-reliant and positive thinking community.

The data presented above show that the implementation of teaching social skills strategy to maintain positive discipline in selected schools is effective regardless of the challenges encountered during the implementation process. The responses also revealed that as schools implement the teaching social skills strategy, they link with other strategies such as guidance and counselling, code of conduct, communication and behaviour modelling. It emerged that learners are taught social skills during guidance and counselling lessons. In addition, the issues emphasised during the teaching of social skills include good conduct which reinforces the code of conduct strategy; communication skills which strengthen the implementation of communication strategy and behaviour modelling as learners are encouraged emulate good behaviour as they interact during club sessions.

4.4.4 School-wide Positive Behaviour Support (SWPBS)

The involvement of the whole school community in the maintenance of positive discipline in schools is pivotal. On this important aspect, the participants were asked how the SWPBS programme was implemented in schools; the prevention programmes that were in place for the whole school and how effective the SWPBS was in maintaining positive discipline in schools.

4.4.4.1 Implementation of the SWPBS programme in schools

Responding to the question on the implementation of the SWPBS programme in schools, the participants highlighted that SWPBS was implemented mainly through various clubs. Their responses are as follows:

SH1 explained,

We have in existence the junior police operating in this school. We have trained junior police; we wanted other learners to hear from their age mates. They are trained and they put on police uniforms on certain days. To enforce such activities we work with Donington Zimbabwe Republic Police (ZRP). There is also the Scripture Union club which teaches them morale values. The Interact Club is another club which exposes them to rehabilitation centres where children who live in those centres share their experiences with them. Then the club members further share the information with the whole school.

SH2 said,

We have the police (ZRP) who come and address learners on drug abuse, alcohol abuse and crime. Scripture Union club members also meet with neighbouring schools and sometimes they go for camping at Masiye Camp and in other places.

Responding to the same question, members of the disciplinary committee concurred with school heads. For instance, FGDC1 stated *…some of the learners are members of the junior police force, Scripture Union, Air cadets, Interact club, sporting activities and various clubs that are in the school.*

FGDC2 acknowledged *…there are clubs like Scripture Union, Interact club, Health and Hygiene club.*

FGDC3 said,

It is done through the clubs such as BEM/GEM, grassroots soccer, Scripture Union, AIDS club, Drama, Arts and Culture club.

FGDC4 explained,

The programme is implemented through clubs, e.g., junior police club, junior air cadets club.

On the same issue, the prefect participants raised similar views as other participants. Their responses are indicated as follows:

FGP1 expounded,

We have different clubs in the school, e.g., Junior Police Force, Junior Air Cadets, Scripture Union, Interact Club, various sporting activities.

FGP2 concurred,

SWPBS programme is implemented in the form of clubs, e. g., AIDS club, Quiz and Debate club, Scripture Union, Interact club, Junior Air Cadets and Junior Police Officers.

FGP3 added,

We are involved in various clubs, learners are encouraged to be members of different clubs and do co-curricular activities.

FGP4 corroborated,

The programme is *done through clubs, e.g., Interact club, Junior Police Force, Junior Air Cadets, YMCA, GDI, AIDS club and Scripture Union (SU).*

On the same question, EO1 explained,

Well, there are some institutions, other stakeholders who have keen interest in such areas who either through their own initiative or through invitation they go into schools to advise learners on issues pertaining to positive behaviour. For example, we have stakeholders like ZRP who are invited in the schools to have a chat with learners. On the other hand they take the initiative to seek authority to go into schools as a crime awareness campaign, to tell learners about consequences of bad behaviour. We also have health institutions that also go into schools. We have like right now a general hospital has applied for authorisation to invite a certain school to participate on drug abuse campaign.

Though the schools do implement SWPBS to maintain positive discipline in schools, the participants observed that there are some problems that thwart successful implementation of SWPBS. For example, participant SH1 stated,

There is limited involvement of parents, schools take too much role and leave parents behind. While SH2 expresses concern about the issue of time …*time is also limiting the effective implementation of positive discipline strategies, in particular SWPBS programme.*

SH1 elaborated further on the same issue,

There is inadequate time, i. e. the time-table is too congested, this results in teachers lacking quality time with the learners as teachers rush to meet the requirements of the curriculum which has been stretched too wide.

The given information portrays that the SWPBS programme as a positive discipline management strategy is implemented in selected schools despite the challenges encountered. The involvement of learners in clubs and their active participation during club sessions indicates that there is collaborative approach in implementing SWPBS programme to maintain positive discipline in schools.

4.4.4.2 Prevention programmes for the whole school

The participants were asked if the schools had prevention programmes for the whole school in implementing the SWPBS strategy to maintain positive discipline. It emerged from the responses that schools mainly invited guest speakers from various institutions. The participants' responses are as follows:

SH1: *We invite different organisations to come and talk to learners at different times, for example, Z.R.P. on crime prevention. We also invite facilitators from health institutions who bring slides to show the end results of drug and alcohol abuse, prostitution leading to STIs and many others.*

SH2: *Facilitators like pastors and the Z.R.P come to talk about good behaviour to our learners.*

SH4: *There are some stakeholders like Z.R.P., Childline, NAC, and Scripture Union who come and address learners on positive behaviour issues, drug and alcohol abuse issues.*

Responses from members of the disciplinary committee also tallied with the school heads' views. FGDC1 said,

We invite the Zimbabwe Republic Police to come and address learners during assemblies on issues like drug and alcohol abuse, crime prevention, sometimes we invite health personnel to also address learners. We also invite facilitators from various organisations to come and talk to our learners about the consequences of ill behaviour, e.g., NAC.

FGDC2 maintained,

We invite stakeholders from different organisations to come and talk to our learners about positive behaviour issues. For example, ZRP come to talk about drug abuse, alcohol abuse and violence. Pastors preach to them during assemblies.

FGDC4 substantiated,

We invite stakeholders to come as facilitators to address learners on positive behaviour issues, e.g., the ZRP do come to address the learners themselves. It is through these sessions where police officers actually invite the learners to also join the junior police force. The other personnel that we invite as a school are motivational speakers; they come and address learners in a way of instilling positive behaviour in them.

The responses from the prefect participants confirmed the responses of other participants. FGP1indicated that,

Sometimes there are outside speakers who come and address learners during assembly, e.g., the ZRP come and speak to learners about drug and alcohol abuse, and respect for other people's property.

FGP2 concurred,

The school invites facilitators to talk to learners about good behaviour during assembly, e.g., pastors, ZRP, and they often come and advise us on positive behaviour issues enlightening us on what to do and not to do.

On the same issue EO1 had this to say …*various stakeholders go to schools to talk to learners about the negative effects of bad behaviour.*

From the responses above, it seems that schools have some prevention programmes for learners in implementing the SWPBS strategy to maintain positive discipline in schools. It seems schools incorporate other stakeholders from the community in the prevention programmes. This indicates that selected schools do not work in isolation in implementing the SWPBS strategy to maintain positive discipline.

4.4.4.3 Effectiveness of the SWPBS programme in maintaining discipline in schools

The participants were asked if the SWPBS programme was an effective strategy of maintaining positive discipline in schools. Their responses reveal that most of participants acknowledged that the SWPBS programme was effective in controlling learner behaviour since learners are actively involved in the activities. They gave the following responses,

SH2: *The programme is effective because learners participate and they will be listening to someone whom they do not see everyday.*

SH4: *SWPBS programme is effective since it prevents learners from engaging in unbecoming behaviour.*

However, SH3 was not quite sure when she said …*I think it is effective especially as a preventive measure.*

The members of the disciplinary committee seem to share the same sentiments with most of the school heads. They mentioned that,

FGDC1: *SWPBS programme is very effective, I remember some time we had a female learner who used to smoke dagga, we talked to her and she confessed that*

she could not get out of it, but through these programmes she was assisted and she ended up getting out of it and continued with her learning very well.

FGDC2: *The programme is very effective in that we have seen positive results; these programmes have a positive influence on learners. What we have observed is that learners now actually know how to deal with each other, sometimes even before we get to know.*

FGDC4: *The programme is effective because everyone is involved.*

The prefect participants reiterated what has been observed by other participants. FGP1 said,

The programme is effective because it makes learners to be responsible for their behaviour.

FGP2 explained,

The programme is effective because learners are involved in clubs which are the best way of promoting positive behaviour in learners. Clubs encourage peer education, learners learn a lot from peers than having rules being dictated to them. Through such programmes, sometimes learners gain confidence. Clubs keep learners away from doing wrong things, rather than being in the streets or out there, they can be attending club sessions.

On the same question, EO1 admitted …*Yes, the programme is certainly effective, it is actually assisting learners.*

The participants' responses presented above reveal that the SWPBS programme is an effective strategy in maintaining positive discipline in schools. It came out from the participants that the strength of the programme lies on the active participation of learners. From the participants' responses, it can be noted that as schools implement the SWPBS strategy, they link it with teaching social skills strategy and communication strategy. For example, the involvement of learners in clubs results in learners learning how to work and live in harmony with others.

4.4.5 Communication

Communication is a fundamental aspect in the maintenance of positive discipline in schools. Whatever activity is performed at school, communication as a strategy is involved. Communication is therefore the cornerstone in managing untoward behaviour among learners. In this study, the participants were asked to respond on communication channels used in schools to communicate positive discipline issues; participation of teachers in communicating positive discipline issues and participation of learners in communicating positive discipline issues.

4.4.5.1 Communication channels used to communicate positive discipline issues

It is vital for schools to choose appropriate channels of communication when managing learner behaviour. Hence, participants were asked to shade light on communication channels they used in schools to communicate positive discipline issues. In response to the question, the participants gave numerous communication channels that are used in schools. It also came out that learners are encouraged to observe the hierarchy that is in place if they have issues which should be brought to the attention of the school administration. The participants' views concur with what came out during document analysis. The participants' responses are presented below.

SH1 noted,

We use assemblies, prefects' assemblies, these are special assemblies addressed by prefects which focus on disciplinary issues. We do write newsletters at the end of the term where discipline issues are included. We communicate through monitors, prefects, and class teachers.

SH2 explained,

We use suggestion box and we normally encourage the learners to first of all see their class teachers before coming to the administration, before seeing the senior woman or senior master. During orientation of new learners at the beginning of the year we have a full week when they are outside the classroom. We will be teaching them and inducting them into our system. We even show them the offices, that is, the head's and deputy head's offices, playgrounds and workshops. During

assemblies we emphasise the channels of communication and remind them about school rules. We also use consultation sessions.

SH3 maintained,

We use assemblies, class teachers, notice boards, parents' meetings, phoning parents, writing letters.

SH4 acknowledged,

We communicate with them verbally, remind them that if they are in class they should tell their class monitors, and then approach the class teacher; if need be they should approach the senior master or senior woman. We also use report cards to communicate to parents and to learners. We also communicate through assemblies, notice boards and parents' meetings. We rarely write the newsletters because in the past we had a challenge for stationery but if the stationery is available we do write to them.

Regarding the same question, the members of the disciplinary committee concurred with school heads. FGDC1 indicated,

We use assemblies, report cards, class monitors, prefects, and letters written to parents, prefects' assemblies, and verbal communication.

FGDC2 confirmed,

We use assemblies, clubs, guidance and counselling time-tabled lessons, class teachers' sessions, notice boards, newsletters, class visits, e.g., administration visiting a particular class to address certain issues, because sometimes when it is the administrator or the head coming down to them they see the seriousness of the matter, report cards and suggestion box.

FGDC4 confirmed this view,

Usually the wider channel is our school assemblies where learners are reminded of good conduct. As a big school we have class assemblies on other days whereby form ones gather on Mondays, form twos on Tuesdays, form threes and fours on Thursdays and "A" Levels on their own. Report cards also have school rules.

The school counsellors were also in agreement with school heads and members of the disciplinary committee. SC1 said,

I just talk to them, that is, verbal communication, phoning the parents, use assembly; sometimes we call in the police to talk to them about positive behaviour during assembly.

SC2 elaborated,

We use assemblies, suggestion box, guidance and counselling lessons. For counselling issues, we actually have what we call 'Impendulo Box', so learners would drop their problems or concerns in that box.

SC3 concurred …*we have the notice board where we display some of the issues.*

On the same question, the prefect participants' responses tallied with other participants' responses. This is what they observed,

FGP1: *We use the report cards, assemblies, verbal communication by class prefects and class teachers, when there is a case, a letter is written to parents to invite them, we also use notice board.*

FGP2: *The school communicates through assemblies, report cards, notice board, and suggestion box, writing letters, and phoning parents.*

FGP3: *We communicate through notice board, report cards, peer education, verbal communication, assemblies, suggestion box, newsletters, parents' meetings, writing letters to parents when they are inviting them to school.*

The SDC chairpersons were also asked the same question and in their responses they reiterated what was said by other participants. They gave the following responses,

SDC1: *We communicate through memos, parents' meetings, and written letters. We also use consultation days to facilitate communication between the teacher and the parent and that is where the character or behaviour or the learner is explained or discussed so that the parent and the teacher might help each other to mould the learner to a better level.*

SDC2: *The school communicates by writing letters, phoning parents, verbal communication during orientation, suggestion box, and assemblies.*

EO1 acknowledged that,

There is a learner body set up at school level made up of the head-boy, head-girl, senior prefects, class monitors and then the learners. That is the channel being used on the learners' side. Because at times you find prefects going around, class monitors encouraging their colleagues not to either make noise, bunk lessons or even those who are found probably abusing drugs or smoking marijuana they are reported at times by their colleagues to teachers through those structures.

EO1 further explained …*for the whole school at times the institution uses assembly, and registration time. Class teachers actually address their classes, talk about discipline issues during registration time. Some schools also use suggestion boxes.*

However, it emerged from the participants' responses that there are some challenges that obstruct the implementation of the communication strategy to maintain positive discipline in schools. SDC confirmed that …*some parents do not respond when some communication is sent to them.*

On the issue of misusing some of the communication channels, SH1 acknowledged,

The suggestion box was there but it ended up not being used for its intended purpose. I do not know whether it was learners or members of staff, it has since been removed temporarily…

The participants' responses show that schools use various channels of communication to implement the communication strategy to maintain positive discipline. A pocket of good practice that has been noted from the responses is communication between learners and their representatives. It emerged that prefects are given a chance to organise prefects' assemblies so that they can talk to other learners about discipline issues. It also came out that prefects and class monitors take up the responsibility of encouraging other learners not to indulge in anti-social activities. This reveals that there is coordination in the implementation of the communication strategy among learner representatives, learners and members of staff.

4.4.5.2 Participation of teachers in communicating positive discipline issues

In response to the question pertaining to participation of teachers in communicating positive discipline issues, the participants unanimously agreed that teachers were involved during registration time, assemblies, orientation of form ones and newcomers, consultation sessions and during guidance and counselling lessons. The evidence of participants' responses is given as follows:

SH1: *During registration time teachers talk to learners about discipline issues.*

SH2: *Teachers participate through registration time and guidance and counselling lessons.*

The members of the disciplinary committee alluded to what the school heads mentioned. FGDC2 asserted,

Teachers participate through registration time and assemblies, and through guidance and counselling lessons.

FGDC4 echoed same sentiments,

Teachers participate through class assembly, registration time, and during guidance and counselling lessons.

In agreement with the school heads and members of the disciplinary committee's responses were the school counsellors. For example, SC1 explained,

Mostly teachers, whenever they have a case they bring it to me and I look at the case, if it needs the parent, I go through the head and phone the parent. They also communicate through teaching guidance and counselling lessons.

SC2 said,

Teachers participate through lessons, even the other teachers who do not teach guidance and counselling lessons are involved during registration time, in fact they are the ones at times who identify learners who need help and refer the cases to us.

The prefect participants also concurred with other participants' observations. Their responses are captured as follows:

FGP1: *Teachers see their classes every morning so that they get a chance to address their classes about positive behaviour issues.*

FGP2: *Teachers participate during registration time, orientation of new learners, during guidance and counselling lessons, one on one discussion with regular offenders, even during lessons when they are teaching their subjects, they also talk about social life to learners, and also during consultation.*

FGP3: *Teachers participate through guidance and counselling lessons, during registration time and when they are on duty they monitor the behaviour of learners and then comment on what they have seen and actions to be taken.*

Regarding the same question, the majority of SDC chairpersons echoed the same sentiments save for participant SDC4 who seemed not to be acquainted with how teachers participated in communicating positive discipline issues to learners. He simply said …I am not sure. The other SDC chairperson's responses are as follows:

SDC1: *During consultation days and during lessons teachers talk about positive discipline issues so that lessons are effectively conducted.*

SDC2: *Teachers participate during registration time, orientation of form ones and new comers, inviting parents to school and during consultation days.*

Responding to the same question, the Education Officers concurred with other participants' views. For instance, EO1 confirmed …*teachers participate during registration time.* EO2 added,

Teachers participate through lessons which they teach under guidance and counselling as a subject and also they are patrons of clubs.

However, it has emerged from the participants' responses that schools encounter difficulties in implementing the communication strategy to maintain positive discipline because some members of staff do not cooperate. For example, FGP1 stated …*some class teachers do not emphasize on positive discipline issues during registration time or when they are teaching.*

The data presented indicate that teachers are involved in various ways in implementing the communication strategy to maintain positive discipline in schools.

By communicating with learners during lessons, registration time, assemblies and with parents during consultation sessions, it seems that teachers are taking an active role in the implementation of the communication strategy to maintain positive discipline in schools.

4.4.5.3 Participation of learners in communicating positive discipline issues

Learner participation in communicating positive discipline issues is a core aspect if schools are to fully implement positive discipline management strategies. On this issue, the answers given by the majority of participants indicate that learners are fully involved in communicating positive discipline issues in schools through an array of activities offered in schools. The participants' responses are as follows:

SH1 explained,

Learners participate during prefects' assemblies. Then there is public speaking club they do a lot, they articulate important issues pertaining good behaviour. Learners listen to public speakers; they are given slots during assembly.

SH2 added that,

Through the use of the suggestion box, they inform us what they expect from us and in turn we talk to them at assembly. The Child Rights Club gives motivational talks during assembly. We also have junior counsellors, a boy and a girl, we have a junior senator, and they address other learners. Some also preach at assembly.

SH3 elaborated,

They participate through guidance and counselling lessons where they discuss issues pertaining to good behaviour. They also participate through prefects' meetings and workshops where issues of good conduct are discussed.

The members of the disciplinary committee's responses were in agreement with the school heads' observations. Thus, FGDC1 pointed out that,

We have clubs like drama club, they share some of these positive issues through music, also at assemblies we give our learners time to preach to other learners.

FGDC4 concurred,

Learners participate as peer counsellors and through the clubs, they also participate during assemblies.

As part of the learners, the prefect participants were also asked the same question and they confirmed what was said by other participants. They gave the following responses:

FGP2: *We usually communicate verbally with other learners, we also communicate through our prefects' meetings, and we also communicate through the structure that is in place in the school that is teachers, senior master, senior woman, disciplinary committee up to administration.*

FGP3: *We use verbal communication to the classes that we have been allocated. We also peer educate other learners on good behaviour. When we are on duty we talk to other learners.*

Responding to the same question, most of the SDC chairpersons agreed with other participants' responses. This is an example of what was said,

SDC2: *Learners participate during lessons and prefects also talk to the classes they have been allocated. Sometimes learners communicate through drama especially when there are some functions in the school most of the plays will be encouraging positive behaviour. The messages in plays will be directed to learners, teachers and parents.*

EO1 confirmed the participation of learners in communicating positive discipline issues when he admitted that …*learners participate through their prefects' structure.*

The data presented above confirm that learners are engaged in various activities in the implementation of the communication strategy in maintenance of positive discipline in schools. Hence, involving learners in different activities in the implementation of the communication strategy indicates that schools realise the importance of learner participation in the maintenance of positive discipline.

4.4.5.4 Effectiveness of the communication strategy in maintaining positive discipline

The participants were requested to give their views on the effectiveness of the communication strategy in maintaining positive discipline in schools. Most of the participants' responses reveal that communication is an indispensable strategy in the maintenance of positive discipline in schools. The participants gave the following responses:

SH2 said,

Communication is effective; I think it is very good. We encourage learners to talk instead of fighting.

SH4 supports this view,

Communication is very important because we need to liaise with people in whatever we are doing.

However, SH3 had a different view when she said,

Communication is quite fair though not very effective. I think we really need the services of the teachers. Teachers should effectively participate in communicating positive discipline issues in order to reduce cases of indiscipline in the school.

All members of the disciplinary committee agreed that communication was an effective strategy in the maintenance of positive discipline in schools. For example, FGDC2 stated that,

Communication is quite effective because we do not get to know all problems that are prevailing, we do not see them but through the suggestion box learners are free to say out what is happening around them. Therefore, we can say it is effective to a greater extent.

On the same issue, the school counsellors were in consensus with other participants' observations. As an example, SC1 said,

I think communication is effective to a greater extent because we are seeing positive change in the behaviour of children. They know that it is not the school but even the

parents are involved, everyone is looking at them so they feel the need to really change.

SC2 affirmed the above view,

I think communication is quite effective, we have a two way form of communication, and we are getting information from the parents through the class teachers who then relay it to the administration. So I think it is good to get concerns from all stakeholders.

SC4 *concurred,*

I think communication is the best as compared to beating. Sometimes we are quick to beat learners yet the reason why they have negative behaviour is because they want to communicate something and there is no one who wants to listen to them. So if we communicate with them, we listen to them, we try and help them, usually they respond positively.

The majority of prefect participants were also in agreement with other participants' responses when they stated that communication is an effective strategy in maintaining positive discipline in schools. FGP2 acknowledged …*It is effective to a greater extent.* However, FGP1 argued …*It is effective to a certain extent because some learners resist even if you talk to them.*

Regarding the same question, the SDC chairpersons concurred with the majority of participants. SDC1 explained,

I think communication is the backbone of everything in life, lack of communication creates a barrier which leads to conflict.

SDC2 supported this view,

Communication is very effective because it makes teachers, learners and parents come together, clarify issues which might lead to misbehaviour and understand the need to work together to solve the behaviour problems manifested.

In addition, the Education Officers confirmed other participants' responses when they asserted that communication as a positive discipline management strategy is effective.

EO2 stressed that,

Communication is quite effective because through communication I have been able to effectively supervise guidance and counselling lessons and a lot of learners who had behaviour problems have been assisted.

The participants' responses reflect that communication is a vital strategy to be implemented in maintaining positive discipline in schools. It emerged from the data that communication unifies all members of the school community in the maintenance of positive discipline in schools. It is also evident from the data that during the implementation of communication strategy, there is coordination with other strategies. Communication therefore is central in the implementation of all positive discipline management strategies.

4.4.6 Positive reinforcement

Rewarding learner behaviours positively in most cases resulted in positive behaviour change among learners. It is therefore imperative for schools to recognise the positive behaviours demonstrated by learners so that learners are encouraged to maintain that kind of behaviour. Thus, positive reinforcement of behaviour enhances maintenance of positive discipline in schools. The participants gave various responses with regards to the implementation of positive reinforcement strategy to maintain positive discipline in schools. The responses are given below.

4.4.6.1 Reinforcement of positive behaviour in schools

The participants were asked to give an insight to how schools reinforced learners' positive behaviour. In their responses the majority of participants unanimously agreed that schools used various ways to reinforce learners' positive behaviour. These included praise, merit badges, awards for well-behaved learners, smartly dressed learners and many others. The participants' responses are presented below.

SH1 ascertained that,

Positive behaviour is reinforced through praise and merit badges, though we have not reached the level we award academic achievement. We have an award on prize giving day for the best behaved girl and best behaved boy throughout the year. We

also have an award for the smartness, a learner with ethics, and well-dressed learner.

SH2 explained,

We have awards for well-behaved learners and smartly dressed learners during speech and prize giving day. Since it is a big school we choose two learners per class, i. e. one male and one female learner per class. We also hold end of year party for prefects and class monitors to thank them for assistance they have given throughout the year.

SH3 expounded,

There are some awards for well-behaved learner and smartly dressed learner during speech and prize giving day. We also pass positive comments during assembly if we have observed behaviour change from a learner. Learners get motivated if we recognise their good conduct.

SH4 concurred with previous views,

What we normally do is that during speech and prize giving day, we have an award of citizen in the making.

The responses from the members of the disciplinary committee were also in line with those of the school heads. They gave the following evidence,

FGDC1: *We have awards for well-behaved learner and smartly dressed learner, during speech and prize giving day we recognize them. We reinforce their behaviour by promoting them to be prefects so that they become motivated.*

FGDC2: *Yes, on speech and prize giving day, we have prizes for the best behaved child, well-dressed child and the most disciplined child. At times at assembly we can call a learner, who is best dressed, and parade the learner and give positive comments, even when compiling reports we make sure that we commend good behaviour, the class teacher gives commendations for good behaviour.*

FGDC3: *We promote well behaved learners to become prefects, prefects also go for camp or outing at the end of the year, every year. We do this so that other learners might envy that and wish to become prefects also.*

The school counsellors also reiterated the responses of the school heads and members of the disciplinary committee. As an example, SC1 said,

If a learner has been misbehaving, and after attending counselling sessions shows an improvement in behaviour, the teachers pass positive comments to encourage the learner.

SC2 explicated,

Positive behaviour in the school is reinforced through promotion to prefects and class monitors. We also have awards for good behaviour, as a department we made sure that since it is a big school, the prizes are given from form one up to 'A' level. It was going to be difficult to choose a name out of over a thousand learners.

SC4 acknowledged that,

There is an award of citizen in the making which is an award that reinforces positive behaviour. Class teachers also pass positive comments to acknowledge the good behaviour which might have been shown by the learner.

The prefect participants were also asked the same question and their responses were in consensus with other participants' responses. This is how they responded,

FGP1*: We have prizes during speech and prize giving day for well-behaved learners, smartly dressed learners.*

FGP2: *We have prizes for well-behaved and smartly dressed learners so that other learners can become motivated. There is also promotion of learners to prefects.*

FGP4: *During the prize giving day there is a prize for the best citizen, also promotion of students to be prefects.*

Most of the SDC chairpersons alluded to what has been mentioned by the majority of the participants. For example, SDC1 explained,

The school has prizes for the well-behaved learners and smartly dressed learners. They are usually recognised during speech and prize giving day at the end of the year.

SDC2 agreed,

During speech and prize giving day at the end of the year there are some prizes for well-behaved learners, smartly dressed learners.

Interestingly, participant SDC4 seemed not to know how the school was rewarding positive behaviour of learners when in actual fact the members of SDC are supposed to attend the schools' important functions like speech and prize giving day. He admits …*I am not sure on how they are rewarded.*

Regarding the same question, the Education Officers' responses were also in accord with what came out from most of the participants' responses. For instance, EO1 confirmed …*yes, schools do have awards for most behaved learners and smartest learners.* EO2 added …*maybe by giving merits, promotions to prefects, if a learner is given a position of a prefect that will also positively enforce on other learners.*

Nevertheless, the participants revealed that the implementation of positive behaviour reinforcement strategy to maintain positive discipline in schools was faced by various obstacles. For example, FGDC2 complained,

In most cases schools focus mainly on rewarding learners who perform well in academic subjects ignoring improvement in learners' behaviour. None recognition of positive behaviour might result in the learner falling back to bad behaviour practices.

The information given by participants reveals that schools employ varied methods to implement positive behaviour reinforcement strategy to maintain positive discipline. There is evidence of pockets of good practice from the participants' responses, as it has been revealed that selected schools give prizes to acknowledge good conduct from form one to 'A' Level classes. It emerged that female and male learners who show good behaviour are chosen from each class at all levels. This is an indication that both male and female learners are encouraged to conduct themselves properly at all levels in schools. Hence, the selected schools groom both males and females to be responsible for their own behaviour.

4.4.6.2 Importance of reinforcing learners' positive behaviour

The participants were asked to give their views on the necessity of reinforcing learners' positive behaviour. The answers they gave show that most participants thought that reinforcing learners' positive behaviour was essential if positive discipline is to be maintained in schools. For example, SH1said,

Reinforcing learners' positive behaviour is very important because it changes the learner; the learner develops a very different picture of self. His/her self-image/esteem is boosted, if you encourage him/her positive like: "You have been behaving well, you have been dressing well, you have been doing your work well," it encourages and motivates them.

SH2 stated that,

It is very important because learners cannot learn well if they are not well groomed. First of all we should make them understand that they have to change their behaviour, they develop positive behaviour so that even in class they develop positive attitude towards learning. Learners are also motivated to always show good behaviour if positive behaviour is reinforced.

SH3 maintained that,

It is quite important, once we reinforce positive behaviour and all our learners are well behaved you will realise that even learning and teaching environment will be conducive.

The members of the disciplinary committee's responses supported the school heads' responses. This is how they expressed their views,

FGDC2: *Positive behaviour reinforcement is quite important because if positive behaviour is reinforced, the learner tends to maintain good behaviour because if you do not they may relapse. It also encourages those who will be behaving negatively to try and emulate those who are behaving positively due to reinforcement.*

FGDC3: *Reinforcing positive behaviour is very important, it encourages them to be well behaved and turn out to be well groomed good citizens.*

The school counsellors also echoed the same sentiments with school heads and members of the disciplinary committee. Thus, SC1explained,

I think reinforcing positive behaviour is very important, it gives them focus, it encourages them, they know someone is watching and someone wants the best out of them, so they try to do their best.

SC2 supported the above view,

P*ositive behaviour reinforcement makes the learner realise his/her mistakes and gains confidence. It actually empowers the learner and develops self-esteem. At least he/she will be seeing that he/she is not a write-off and there is room for change.*

On the same issue, the prefect participants also alluded to what was said by other participants. They all agreed without reservation that reinforcing learners' positive behaviour was an essential aspect in the maintenance of positive behaviour in schools. For instance, FGP1 confirmed,

Reinforcing positive behaviour is important; it gives rise to responsible and well-behaved citizens in future. It also gives confidence to those learners who have been praised and motivates them to continue showing the same behaviour. And it also teaches others to do the same.

FGP4 supported the above views,

Reinforcing positive behaviour is important, it also encourages other learners to also try and behave like those who are rewarded. It also sets other learners who have been rewarded as role models.

In response to the same question, most of the SDC chairpersons reiterated what was pointed out by other participants save for SDC4 who had a different view. SDC3 expresses that,

Reinforcing positive behaviour is very important because it encourages positive behaviour in learners. If parents and teachers always look for the good aspects in the behaviour of the learner and always give positive comments it builds confidence in the learner.

However, SDC4 disputed,

It is unfortunate because I was brought up on the negative side that is what made me clever. So I am not happy about the positive side, of course, I know both sides of the coin work. I can say it is not much important.

Pertaining to the same question, the Education Officers raised the same views as the majority of the participants. EO1 revealed that,

Reinforcing positive behaviour is actually very good and effective in the sense that from general perspective reinforcement is there to ensure that, that kind of behaviour is repeated.

EO2 buttressed the view that,

Reinforcing positive behaviour is very important, it gives a learner high self–esteem, it makes them confident to open up and speak their minds, it even encourages them to give suggestions and ideas and make recommendations.

However, the participants also observed that the positive behaviour reinforcement strategy has some drawbacks. For example, FGP3 commented …*the main challenge is that sometimes if learners are no longer rewarded positively the bad behaviour resurfaces.*

From the participants' responses it emerged that the implementation of positive behaviour reinforcement strategy to maintain positive discipline in schools is essential. It emerged that positive behaviour reinforcement empowers learners to be confident in their conduct and develop self-esteem. The image portrayed by the given information is that positive behaviour reinforcement encourages learners to continue showing good conduct. This would enhance the maintenance of positive behaviour in selected schools. From the given responses, it can be seen that there is a link between the positive behaviour reinforcement strategy and other strategies such as communication and positive behaviour modelling. That is, when positive behaviour of learners is rewarded it means schools are communicating with learners who have modelled good conduct and also with those who misbehave encouraging them to change their ill behaviour. The message conveyed is that of encouragement,

that learners should emulate those who have been rewarded because of good conduct.

4.4.7 Modelling positive behaviour

Behaviour modelling is a necessary aspect in maintaining positive discipline in schools. Thus, models should demonstrate certain kinds of behaviour which encourage learners to emulate. This is because models may have a positive or negative impact on the behaviour of the learners. This therefore calls for the presence of models in the environment who always conduct themselves in an acceptable manner so that the behaviour of learners could be influenced positively. In the light of this discussion, the participants were asked to respond to questions pertaining to how members of staff, learners, parents and members of the community were encouraged to model positive behaviour. Various answers were given by participants and these are presented in the subsequent sections.

4.4.7.1 Encouraging members of staff to model positive behaviour

Members of staff are important role models in schools who should inspire learners to emulate them. This suggests that members of staff have an obligation to adhere to the code of conduct so that they can have a positive influence on learner behaviour. Positive behaviour from members of staff will enhance the maintenance of positive discipline in schools. The participants were asked to respond to how members of staff were encouraged to model positive behaviour. In response the participants mentioned that different forums were used to encourage members of staff to model positive behaviour. Basically, most of the participants' responses reveal that the methods used to encourage members of staff to model positive behaviour were almost similar. What was reiterated by the participants is also evident in minutes of staff meetings and parents' meetings, and also on documents that were stuck on schools' notice boards. This is what was said by the participants:

SH1: *During staff meetings we talk to teachers and encourage them to be role models in whatever they do. We encourage them to dress properly, even their behaviour in the staff-room, i.e. the level of noise and orderliness should impact positively on learners. We also encourage them to be punctual for lessons.*

SH2: *There is also a code of conduct for teachers, how we should conduct ourselves which include punctuality, dress code, performing our duties as per ministry requirement. During staff meetings members of staff are always reminded of the code of conduct. When new members of staff join the school they are inducted on conduct and are given a copy of the code of conduct to file it in their personal files so that they keep on referring to it.*

SH3: *We encourage members of staff during staff meetings, workshops, and staff development sessions. We always encourage them to be good role models of learners. We also orient new members of staff and class teachers.*

SH4: *Members of staff are reminded about the dress code during staff meetings.*

On the same issue, members of the disciplinary committee's answers agreed with school heads' responses. Their responses are presented as follows:

FGDC1: *We give members of staff the charter which explains how a member of staff should present himself/herself to the learners. The charter spells out the conduct of teachers.*

FGDC2: *During staff meetings the administration read the code of conduct for the ministry encouraging members of staff to be good role models by dressing correctly, speaking to learners well, using the correct language and knowing the correct register. By doing so, they would be instilling good behaviour in learners.*

FGDC3*: We remind members of staff to dress decently through the dress code. We refer to the dress code all the time, we also encourage them to use appropriate language when talking to learners, and we always encourage them to play the loco-parentis role to the learners.*

FGDC4: *We encourage staff members through staff meetings and a copy of the Civil Service dress code is given to each teacher, so each teacher is having a copy and the other copies are stuck on the notice boards.*

The school counsellors also gave their responses which were in line with other participants' responses. SC1 states,

Teachers should not be found wanting, learners should not see what they are not supposed to see. Through staff meetings the teachers are reminded that they should reflect to learners that positive behaviour. If the teacher is showing wayward behaviour we also counsel the teacher, but we always encourage that positive behaviour in teachers.

SC2 explained,

At times we organise staff development courses and in most of the staff meetings the head always reminds them about the code of conduct and policy circulars. Even at departmental level the HODs also remind teachers to model positive behaviour during departmental meetings.

SC3 concurred,

We usually hold workshops; we have invited facilitators from Childline, Mpilo Hospital O. I. Clinic personnel and many others. They were touching behaviour modelling issues.

A similar question regarding how members of staff modelled positive behaviour at school was asked of the prefect participants. The prefect participants' responses confirmed what was said by other participants. Their responses are captured as follows:

FGP1: *Most teachers use appropriate language when talking to learners. They do not shout or they do not use bad words. They conduct themselves appropriately in front of learners. They dress formal so that learners can copy from them.*

FGP2: *Some teachers talk about their experience when they were at our age, how they would do things up until where they are, so as learners we become motivated to become one of them or more than what they are. The way which they interact on their own as teachers is an example to us on how we are supposed to treat each other as learners. They dress formally so that learners can emulate them.*

FGP3: *They model positive behaviour by trying to build a reputation of fairness in class, and the way they dress.*

FGP4: *The members of staff are always punctual, they use appropriate language when talking to learners, and they dress formally.*

Alike, the SDC chairpersons were asked to respond to how members of staff were encouraged to model positive behaviour, their responses also tallied with other participants' responses. This is what they said,

SDC1: *Generally, we encourage members of staff through the meetings and through the administration.*

SDC2: *The SDC talks to the school head to encourage teachers during their staff meetings to conduct themselves well all the time since learners emulate them. Even the way they dress, we always ask the school head to encourage and remind them to dress formally.*

SDC3: *Members of staff are encouraged through the school administration, and then during their staff meetings the head will tell the teachers the parents' observations regarding the behaviour of other staff members.*

Responding to the same question, EO1's answer as a policy maker was inclined on Statutory Instrument 1 of 2000 which is a code of conduct for all civil servants. He stipulated that,

Well, all members of staff act in loco-parentis, that is, they represent parents at school, so whatever they do is under spotlight and they are expected to be role models. Learners are supposed to copy from them to say, "I want to be like so and so…"

EO1 further explained …*those teachers who are found wanting on that depending on the nature of the behaviour they find themselves put in their defects. They might be asked to account or certain disciplinary measures may be taken against them depending on the nature of untoward behaviour. For example, the Statutory Instrument 1 of 2000 is actually a guide to all members of staff, e. g., if someone comes to school drunk, what kind of behaviour does such an individual wants the learners to emulate? It is actually a wrong kind of behaviour and in such instances such teachers are charged for that. Statutory Instrument 1 of 2000 is the code of conduct for all civil servants.*

As guidance and counselling Education Officer, EO2 stated,

Members of staff are encouraged through workshops. We have held workshops for teachers on basic counselling skills and we believe these have assisted them as individuals and to benefit again the learners.

Though selected schools make an effort to encourage members of staff to model positive behaviour, it also emerged from the participants' responses that some members of staff were not good role models for learners; they did not lead by example. For example, FGDC2 complained that …*some of the younger teachers are not good role models.*

The prefect participants were also worried about being let down by people whom they regard to be their role models. For instance FGP2 commented …*some members of staff do not model positive behaviour.*

In addition, SDC chairpersons, as parents also expressed disappointment on the way some members of staff behave in the presence of learners. This is the challenge they have observed which reiterates the observations of other participants. SDC2 remarked,

The problem is that nowadays we lack good role models from the schools… some members of staff do not conduct themselves properly in front of learners and sometimes the type of language being used is not good for learners.

In support, SDC3 confirmed,

Some members of staff show unbecoming behaviour in the presence of learners, e.g., smoking cigarette or drinking beer at a nearby bottle store during lunch time. Some members of staff do not dress according to the dress code.

Basically, what has come out of the responses is that schools use several ways to encourage members of staff to model positive behaviour. Regardless of the challenges encountered by schools, the participants' responses reveal some pockets of good practices in implementing the behaviour modelling strategy to maintain positive discipline in schools. It emerged from the responses that during staff meetings members of staff are reminded of the Civil Service Code of Conduct which governs all members of staff's behaviour. It was also mentioned that each member

of staff is given a copy of Civil Service Dress Code so that they keep on referring to it. In addition, the copies of Civil Service Code of Conduct are stuck on notice boards as a reminder to members of staff. The data also reveal that new members of staff are inducted when they join the schools to acquaint them with the practices of the schools. The participants' revelations show that schools are committed to making sure that members of staff become active participants in the implementation of behaviour modelling strategy to maintain positive discipline.

4.4.7.2 Encouraging learners to model positive behaviour

Like members of staff, learners have also an obligation to model positive behaviour to their peers so that their peers might copy recommended conduct from them. For positive behaviour to be maintained in the school, there should be some ways of encouraging learners to conduct themselves accordingly. Hence, the participants were asked to give their views on how learners were encouraged to model positive behaviour in schools. The participants' responses indicate that various methods were used to encourage learners to model positive behaviour. These include encouraging them during assemblies, lessons, and during prefects' workshops, use of prefects as role models for other learners, use of peer educators/peer counsellors, and involving learners in leading various clubs. The responses of the participants are given below.

SH1 explained that,

Learners are encouraged to show good behaviour in the way they interact with adults, the way they dress, the way they move about from one lesson to another. They are encouraged to show that the learner is demonstrating the best school behaviour and we also encourage them to do that at home, that they should greet adults, respect, and dress properly.

SH2 said …*we encourage learners to dress in complete uniform.*

SH3 elaborated,

We encourage learners during guidance and counselling lessons, through clubs. Prefects have also attended discipline and leadership workshop.

SH4 concurred,

We encourage learners during assemblies, reminding them to choose good friends, decide why you are at school, what do you want to achieve? We remind them to be honest.

The members of the disciplinary committee's responses to the question suggest that they confirm what has been raised by the school heads. For instance FGDC1 conceded that,

Prefects are encouraged to dress smartly so that other learners can copy from them.
FGDC2 agrees,

Mostly we encourage learners to be courteous, take care of themselves, dress well, wash themselves up, and be presentable. Already we will be instilling the way of appearance and mostly their appearance goes with their behaviours, you find that a rowdy learner does not dress well. On the other hand, a well behaved learner has a way of dressing because of the discipline and self-consciousness. All this is done at assembly which is one of the major platforms we use to encourage learners to model positive behaviour.

FGDC4 added,

We start with the prefects' body that they should be the ones who are exemplary, they themselves should be well behaved and then this cascades to the rest of the school.

The school counsellors were also asked to respond to the same question and their answers did not indicate any deviation from other respondents. This is how they responded:

SC1*: We encourage learners just verbally, we keep on talking to them even at assembly; I stand at assembly and talk about positive behaviour. Sometimes if we find that we are not in control we invite the police to talk to them during assembly.*

SC2: *Learners are encouraged through the team talks, the peer educators talk to other learners. Even at assembly we normally encourage our senior prefects be the ones leading the assembly in that way other learners will emulate good behaviour.*

SC3: *We encourage learners by giving them responsibilities like heading different clubs. They lead those clubs and help each other.*

SC4: *Always there is this statement that the deputy head usually uses at assembly that you are your brother's keeper. They are always reminded or encouraged to look after one another when they see someone doing a negative behaviour they should be always quick to reprimand them and help them come to positive behaviour.*

The prefect participants were also asked the same question and in their responses they reiterated what was highlighted by other participants. They responded as follows:

FGP1: *As learners we are always reminded to dress according to the school's dress code. We are encouraged to be always punctual and not to use harsh words when talking to each other.*

FGP2: *We are encouraged to lead by example, as prefects we should not focus on academic work only but we should also be involved in clubs and sporting activities, we should lead by example. That is, we should be attending clubs at the same time achieving academically and this becomes a good example to others. We dress formally, according to the school dress code, and even abide by all rules because if we do not abide by the rules we cannot tell learners to follow the rules when we do not follow them ourselves as prefects. We always use appropriate language when talking to each other.*

FGP3: *As prefects we are encouraged to present ourselves formally all the time.*

FGP4: *Prefects should be role models by following the code of conduct, showing good behaviour and always be in complete school uniform so that other learners can copy from them.*

Regarding the same issue, all SDC chairpersons' responses did not differ from other participants' responses. For example, SDC2 revealed,

They are encouraged to choose good friends who will influence them positively. They are encouraged during assemblies to always wear correct, complete uniform. Prefects as part of the learners are always advised to lead by example so that other learners can copy from them.

SDC3 agreed,

Learners are encouraged to emulate those who are disciplined. They are encouraged to show good behaviour all the time and dress properly, the language they use should not provoke other learners.

The Education Officers buttressed the responses of other participants and EO1 ascertained that,

Learners also have their role to play through their structure, that is, prefects, head-boy and head-girl; they are also expected to be exemplary because they are leaders who have been chosen by the members of staff.

EO2 elaborates further that,

We have trained some peer counsellors and we want to believe that those become models to other learners and they set the standard and mode of behaviours.

The data gathered portray that different methods are used by selected schools to implement behaviour modelling strategy to maintain positive discipline. It came out that various measures are employed to encourage learners to model positive behaviour in schools. From the participants' responses, there is evidence of pockets of good practices where prefects are used as role models to other learners. It emerged that prefects dress according to the dress codes of schools, abide by school rules, participate in co-curricular activities and also use appropriate language when communicating to each other as well as other learners. It is hoped that this would result in prefects' behaviour influencing other learners' behaviour positively. The information given by participants shows that selected schools team up with learners in the implementation of behaviour modelling strategy to maintain positive discipline.

4.4.7.3 Encouraging parents and the community to model positive behaviour

Parents and community members play a critical role in shaping the behaviour of learners. Hence, there is need for parents and the community to model positive behaviour so that their children can emulate them and transfer that good conduct to school. For schools to succeed in implementing the behaviour modelling strategy to

maintain positive discipline, parents and members of the community should be encouraged to model positive behaviour so that learners can emulate them. The participants were asked to give an insight on how parents and the community were encouraged to model positive behaviour. It emerged from the participants' responses that schools mainly use parents' meetings, consultation sessions and orientation sessions to encourage parents and community to model positive behaviour. The participants' responses confirm what was documented in the parents' meetings minute book which was accessed by the researcher during document analysis. It came out in the minutes that parents were always encouraged to be good role models to their children. The participants' responses are as follows:

SH1stated that,

During meetings, we encourage parents to be role models to their children, comment positive to children on issues about the school. We tell them that if they give negative comment about the school their children will develop negative attitude towards school and will never take the school serious.

SH2 said,

We meet the parents once in a term and talk about positive discipline issues during parents' meetings. We encourage them to be good role models so that their children can copy good attributes from them.

Responding to the same question, members of the disciplinary committee's answers tallied with school heads' responses. For instance, FGDC2 pronounced,

Whenever we meet parents during parents' meetings and consultation sessions we talk to them about the need to be exemplary and also to make sure that they become good role models to their children.

Then FGDC4 validated this view,

Parents are reminded to be good role models during parents' meetings, consultation sessions and during their orientation when their child enrols for form one. We encourage them that they should be responsible for their children; they should check their children when they leave home for school whether they are properly dressed for school.

The school counsellors also expressed their views on the same aspect. It came out that their responses supported what other participants said. This is what they said,

SC1: *As we talk to parents we also encourage them to reflect the right behaviour to their children. Even if they come in for consultation, during the parents' meetings, and orientation we encourage that behaviour, for the children to see it from them.*

SC2: *During parents' meetings, the SDC members together with administration members talk about those social ills which parents present among learners so that they can avoid them. Parents are reminded of their responsibilities which include encouraging their children to attend lessons regularly, avoid being involved in drugs and substance abuse, such issues.*

SC3: *We encourage parents during parents' meetings to be good role models so that children can copy good behaviour from them. Through drama clubs learners communicate positive discipline issues to parents.*

The SDC Chairpersons who are also parents were asked the same question; all their answers were in consensus with what other participants raised. Their responses are presented below.

SDC1 explained,

When we get to these general meetings, the administration would encourage us to have a positive attitude when dealing with children because if we do it on the negative side the administration will have a difficult time in dealing with them. The issue of parents being good role models is always emphasised during parents' meetings.

SDC2 agreed,

During parents' meetings we always encourage parents to be good role models so that their children can emulate them. Sometimes children are invited to the parents' meetings and then during the meeting we welcome teachers, parents and learners. We then advise the parents to use the proper language register when making contributions so that learners can copy the proper language use from their parents. This will encourage parents to do that even if they are at home to instil positive behaviour in their children.

In addition, the Education Officers unanimously agreed with the rest of participants' responses. For instance, EO1 confirmed that,

We have School Development meetings that are held in schools, such issues are addressed by the head of school through the parents' meetings.

However, it emerged from participants' responses that schools experienced problems in implementing the behaviour modelling strategy to maintain positive discipline. The data also reveal some members of the community are not good role models for the learners. For example, SC2 mentioned that,

Some members of the community are bribed by learners to come to school and pose as their parents/guardians if learners have cases and they are asked by the school to bring in their parents/guardians. Sometimes you find one member of the community representing quite a number of learners in the group claiming to be their relative. This kind of behaviour among community members is quite disturbing.

FGDC2 alluded to the observations of other participants when they were worried about lack of role models among some parents. They pointed out that,

The challenge we encounter is that learners lack role models from their parents or families. We have found that in some cases which we deal with, for example, when it comes to drug and alcohol abuse, we find that some parents or members of the family who are involved will give their children marijuana to come and sell at school. Some if they have shebeens at home; these children are the ones who sell beer.

SDC1 affirmed this view,

The nature of the society we are living in today has negative influence on the behaviour of children.

It is evident from the given responses that schools employ a number of methods to encourage parents and members of the community to model positive behaviour as a way of implementing the behaviour modelling strategy to maintain positive discipline. The participants' responses indicate that there is collaboration among schools, parents and members of the community in the implementation of behaviour modelling strategy to maintain positive discipline in selected schools.

4.4.7.4 Effectiveness of the positive behaviour modelling strategy in maintaining positive discipline

The participants were requested to shade light on the effectiveness the behaviour modelling strategy in maintaining positive discipline in the schools. Their responses indicate that the strategy is effective. For instance, SH2 asserts,

I think positive behaviour modelling strategy is becoming effective as we are beginning to see that it is bearing fruits. Parents also come forward, we see that they are concerned and they want to see this school maintaining a good name. We have noticed that we are moving together with parents.

SH4 affirmed that,

The positive behaviour modelling strategy is quite effective as it improves the social fibre a lot because gone are the times when the whip was the code of conduct. Today's learner wants to be taught and to see the results. They want to be taught the truth and to see the end result, if they see that they aim to achieve that.

In response to the same question, the members of the disciplinary committee also confirmed the school heads' responses. The majority of them agreed that the strategy was effective. Thus, FGDC2 stated,

Positive behaviour modelling strategy is very effective because what we are doing is that we are exposing our learners to appropriate behaviour. We are giving them no excuses for negative behaviour, because many times when you have negative behaviour it would be either a result of some teachers modelling negative behaviour or parents or some other learners. But when we get rid of all these aspects then we will not have any excuses from the learners. To add to that, it is them learners who correct each other before we actually do it because they will know the right thing.

On the same issue, the school counsellors' observations were similar to those of other participants. Their responses are presented as follows:

SC2: The *positive behaviour modelling strategy works to a greater extent because those learners who do well are chosen as prefects, they parade at assembly, and they have badges at least other learners emulate.*

SC3: *It is quite an effective strategy because it is easy for learners to copy what they observe rather than just being told to do something which they do not see.*

The prefect participants also indicated satisfaction with the strategy as other participants. Their responses are stated below.

FGP2: *The strategy is quite effective because you can hear some of the learners saying that person is doing great things, I wish I could be like that person.*

FGP3: *Positive behaviour modelling is effective because if the learners see teachers properly dressed they will emulate them.*

The SDC Chairpersons' responses were also in accord with other participants' responses. SDC1 said,

I believe if we take the responsibility of modelling positive behaviour, all the challenges experienced in schools will be minimised, so the strategy is quite effective.

SDC2 agreed …*it is effective as it encourages the learners to emulate good behaviour.*

The Education Officers buttressed the responses of the majority of other participants as EO1 confirmed,

It is indeed effective because everyone plays a part, it is not only teachers, but it is teachers, learners and parents, the whole school community, everyone plays a part.

EO2 supported this view,

I find it to be quite effective because if there are role models that learners are emulating then they should work towards achieving the expected behaviour.

However, FGDC4 argued that,

The positive behaviour modelling strategy is effective to a certain extent because if we look at the way some members of staff dress; the kind of fashion that is there today and the kind of dressing expected in the dress code they are really in conflict. A young teacher will tell you we no longer buy clothes, they no longer exist, and it is quite difficult to convince them to dress according to the dress code.

FGP4 supported the above stated view,

Positive behaviour modelling is effective to a lesser extent because learners want to follow the celebrities other than the local people.

The responses given by participants depict that there is consensus that implementing the behaviour modelling strategy to maintain positive discipline in schools is effective. The data given show that selected schools encourage all members of the school community to partake in the implementation of behaviour modelling strategy to maintain positive discipline. Thus, the participatory approach adopted by selected schools reveals that there is teamwork in the implementation of behaviour modelling strategy to maintain positive discipline. The information given also indicates that during the implementation process of the behaviour modelling strategy, there is integration with the communication strategy. That is, as members of the school community model positive behaviour, they communicate with each other through the way they conduct themselves.

4.4.8 Training of staff and parents

The training of staff and parents in the implementation of positive discipline management strategies in secondary schools is inevitable. Thus, for the implementation of positive discipline management strategies to succeed, there is need for all stakeholders involved to undergo training. On this aspect, the researcher found it necessary to capture the views of participants on how schools empowered members of staff and parents to effectively implement positive discipline management strategies, and how other stakeholders were involved in training of teachers and parents. The varied responses from the participants are presented below under respective sub-themes.

4.4.8.1 Training of members of staff to effectively implement positive discipline management strategies

Training of members of staff to effectively implement positive discipline management strategies in schools cannot be overemphasised. Hence, participants were asked to give to information on how schools trained members of staff to effectively implement positive discipline strategies. In response, most of the participants indicated that the

members of staff have been trained to implement positive discipline management strategies. However, a few participants indicated that members of staff were not trained to implement positive discipline management strategies. They gave the following responses:

SH2: *We have staff developed teachers and some workshops have been conducted.* As school heads, *we have also attended a number of workshops especially in 2010 on how to handle learners, parents, and teachers. Most of the workshops were conducted at district level and some at provincial level. I also attended the Child Friendly Schools workshops.*

SH3: *Members of staff have attended workshops and have been staff developed.*

However, SH4 has this to say,

I will answer you in a vague manner and say partly, we have guidance and counselling syllabus that is what they use as a yard stick. This is what they use. You will realise that I said vague because we did not have to sit down to train them.

The members of the disciplinary committee echoed the same sentiments with other participants. They said members of staff have been trained. FGDC1 stated that …*they have also attended staff development courses and workshops.* FGDC3 alluded …*they have been empowered during staff meetings, workshops and staff development courses.*

It is quite interesting to observe that SH4 convincingly indicated that members of staff in their school were not trained while FGDC4 from the same school claimed that members of staff were empowered …*through staff development courses and workshops.*

On the same question, most of the SDC chairpersons agreed with other participants' responses save for SDC4 who was not aware of how members of staff were empowered to implement positive discipline management strategies. Their responses are as follows:

SDC1: *Some workshops and staff development courses have been conducted in the school to equip teachers with these skills.*

SDC2 substantiated,

What is usually done is that, every workshop which will be conducted some of the teachers attend those workshops. Then the school organises workshops for all members of staff so that they are made aware that the traditional methods of disciplining learners nowadays are no longer effective. This is done because some teachers were trained during the time when disciplinary measures like corporal punishment were encouraged in schools. The school also equips members of staff through staff development courses and also during their staff meetings the issues of positive discipline are emphasized.

However, SDC4 stated,

When teachers join the school they are given the code of conduct, so they are supposed to follow that. I am not sure on how the school empowers its members of staff.

The Education Officers also confirmed that members of staff were empowered through training. EO1validated,

We are actually invited by different schools through their staff development courses to make presentations; we facilitate in workshops and staff development courses. At school level we do it for teachers at times we address, we facilitate during the heads' meetings.

EO2 confirmed,

Members of staff are empowered through training during workshops; they also hold staff development courses within the school.

However, all participants bemoaned that insufficient financial resources were an impediment in the implementation of the training strategy in maintaining positive discipline in schools. For instance, SH3 complained,

Lack of funds hinders the training of staff. It limits the number of workshops to be held.

The participants' responses reveal that selected schools implement the training strategy to maintain positive discipline. The data show that the members of staff in

schools are equipped with knowledge and skills to implement positive discipline management strategies though in the preceding sections it has been mentioned that there are some teachers who still use negative discipline strategies. This is an indicator of pocket of good practice in selected schools where teachers are exposed to workshops and staff development courses regardless of financial constraints encountered.

4.4.8.2 Training parents to effectively participate in the implementation of positive discipline management strategies

Parents as active players in school programmes should be equipped with knowledge and skills on how to implement positive discipline management strategies. Thus, it was essential for the study to find out how parents were trained to effectively participate in the implementation of positive discipline management strategies. In response, the participants indicated that there has not been any form of training for parents, but parents have always been encouraged on such issues during parents' meetings and consultation sessions. It came out that in some cases only SDC members have been trained. The participants' responses are as follows:

SH1 explained,

This is only done maybe when we have them in S.D.C. meetings or through consultation meetings teachers point out discipline issues. I can say not all parents have been trained, but generally the SDC committee has been in training and during parents' meetings they would give feedback to the parents.

SH2 clarified,

Sometimes parents' committee members are invited together with us in these workshops, so that together we can report back to the rest of the parents. If it is the school head who has attended the workshop, we staff develop the SDC and they in turn report back to the rest of the parents during the meetings.

The members of the disciplinary committee buttressed the views of school heads on the same question. Their sentiments are as follows:

FGDC2: *We have meetings with form one parents during orientation, we orient the learners and the parents, and also during general parents' meetings we also talk*

about that. I think we also have a platform where teachers meet with prefects and the SDC and discuss issues pertaining to positive discipline.

FGDC3: *The SDC members and some community members attended the Child Friendly Schools workshop. Also during parents' meetings and consultation sessions we usually talk about positive discipline issues.*

However, FGDC1 insisted that …*a workshop has been conducted for parents.* This response is a mismatch with the school head SH1's response who pointed out that it was only members of the SDC who have attended workshops and the rest of the parents have not been trained.

On the same issue, the school counsellors' responses were in accord with those of school heads and members of the disciplinary committee. Their responses are given below.

In consensus with SH1, but in disagreement with FGDC1, school counsellor, SC1 pointed out that …*no workshops have been organised to train parents except talking to them during consultation sessions, parents' meetings and during orientation.*

SC2 added,

Parents are talked to through parents' meetings, but we do have training, especially for the SDC members, they have attended workshops. We actually had several workshops of Child Friendly Schools organised by Plan International where the parents, through SDC members were involved, and the learners were involved too.

Regarding the same question, most of the SDC chairpersons' responses seem to align with the majority of participants' views which indicate that parents have not been trained but have been reminded through parents' meetings. This is what they said,

SDC2: *Through parents' meetings, orientation of parents and new learners, consultation sessions, parents are told about positive discipline issues. Sometimes the school organises sports days for parents only, the main aim will be to expose learners to the behaviour of their parents when they interact with other people.*

SDC3: *We talk about these issues during the parents' meetings. No workshops have been organised for parents.*

However, SDC4 did not have an idea on how the school empowered parents to effectively participate in implementation of positive discipline management strategies. He openly said …*I am also not sure.*

The Education Officers' responses also reiterate what has been indicated by most of the participants. For example, EO1 confirms,

Well, we do not directly empower parents; they are empowered indirectly through the school. Since we facilitate in schools, they then cascade the information to parents.

EO2 denied any empowerment of parents when she stated …*unfortunately no, I think that is one area that we need to work on.*

However, the participants realised the drawback of not training parents and mentioned that it stifled the implementation of positive discipline management strategies. For example, SDC3 lamented that,

Lack of training on the part of parents becomes a challenge because some parents do not understand the issue of positive behaviour; they still believe that learners should be beaten in order to discipline them.

In addition, inadequate financial resources have also been cited by participants as a stumbling block in implementation of the training strategy to maintain positive discipline in schools. For instance, SC3 stated that …*the problem is lack of financial resources which does not permit us to hold training sessions for parents. S*C4 confirmed …*we have a challenge of lack of financial resources to conduct workshops to train parents.*

From the participants' responses it is evident that parents have not been trained to implement positive discipline management strategies. The data reveal that the major constraining factor that hinders the implementation of the training strategy to maintain positive discipline in schools is insufficient financial resources. Though it emerged from the participants' responses that parents are reminded of positive discipline management strategies mainly during parents' meetings, this cannot be equated with training. Thus, lack of training of parents could lead to resistance from

parents as mentioned in the previous sections that some parents do not respond when they are invited to schools when their children have shown untoward behaviour. The reason could be that, without training, some parents may not be well versed with what they are expected to do during the implementation process of positive discipline management strategies.

4.4.8.3 Other stakeholders involved in the training of teachers and parents

The school cannot operate independent of all stakeholders. If implementation of positive discipline management strategies is to succeed, it is vital for schools to involve all stakeholders. The participants, therefore, were requested to explain how other stakeholders were involved in the training of teachers and parents. It came out that other stakeholders participate in various ways in the implementation of the training strategy to maintain positive discipline in schools. It came out that other stakeholders facilitate during workshops, some fund workshops while others come in as guest speakers. The participants' responses are presented below.

SH1 explained that,

The ZRP come to school and have motivational talks. Last time we invited them to talk to parents during parents' meetings about prevalence of drug, alcohol and substance abuse making the parents aware and how parents can assist their children. They come in as facilitators. We also have the area councillor; he usually comes to address parents during parents' meetings as a concerned stakeholder.

SH2 supported this view,

Stakeholders come as facilitators; normally they finance the workshops they would have organised.

In response to the same question, the members of the disciplinary committee agreed to what the school heads had pointed out. This is what they said,

FGDC1: *Stakeholders are very much involved, we do get motivational speakers now and again to come and talk to our learners. They also come in as facilitators.*

FGDC2: *Stakeholders come in as resource persons or facilitators.*

FGDC3: *Other stakeholders come in as facilitators, they provide their expertise.*

On the same issue, the majority of SDC chairpersons supported other participants' responses. Their responses were as follows:

SDC1: *Stakeholders are invited to come and facilitate during workshops and meetings.*

SDC2: *Stakeholders come in as facilitators and guest speakers. Some of the organisations like World Vision and Plan International fund the workshops and also provide training material, transport fares and food for participants.*

Whilst other SDC chairpersons were aware of how stakeholders were involved in the training of teachers and parents, SDC4 did not have any knowledge of that. He simply states …*I am also not sure.*

The Education Officers were asked the same question and their responses were in agreement with what other participants' said. For example, EO1 confirmed that,

Stakeholders actually get to schools and address teachers and learners; that is, how they play their role in terms of empowering teachers, that is, they come in as facilitators.

The data gathered depict that various other stakeholders participate in the implementation of the training strategy to maintain positive discipline in schools. It emerged that other stakeholders sometimes organise workshops mainly for teachers and facilitate during those workshops. It also came out from the responses that sometimes other stakeholders are invited by schools to facilitate in workshops during the training of teachers. The involvement of other stakeholders in implementing the training strategy to maintain positive discipline in schools suggests that selected schools are supported by some members of the community to implement positive discipline management strategies.

4.4.8.4 Effectiveness of training of staff and parents as a positive discipline management strategy

Most of the participants agreed that the strategy was necessary for schools to effectively implement positive discipline management strategies. However, a few participants had different opinions pertaining to the issue. This is what came out,

SH2: *The training of staff and parents is effective in the sense that we are imparting skills especially to untrained teachers, i. e. those with degrees but not trained, are being equipped with skills on how to deal with different learner behaviour in a positive way and for us, we take them as refresher courses.*

SH3: *Training of staff and parents is very effective, once teachers attend workshops, they change even the way they relate with learners.*

Regarding the same question, most of the members of the disciplinary committee were in agreement with school heads' responses. Their responses are presented below.

FGDC2: *Training of staff and parents is quite effective because, considering the position of ZRP, learners realise the gravity of breaking the laws because they realise that what the school rules are saying is what the nation is saying.*

FGDC4: *Training of staff and parents is effective because once the teachers are informed then they can go and implement effectively. Even some of the parents participate effectively.*

However, FGDC3's response deviated a bit from other participants' responses when he argued that …*training of staff and parents is effective to a limited extent because not everyone has been appropriately trained.*

Responses given by the SDC chairpersons suggest that all of them agreed with the majority of other participants. Their responses are as follows:

SDC1: *Training of staff and parents is effective because in a way if you do not have tools to tackle a problem you cannot work but if you are equipped you will know how to tackle it. I think by having all these facilitators around we have some tools now to deal with the behaviour problems of learners.*

SDC2: *Training of staff and parents is effective because most of the teachers no longer use corporal punishment and the majority of parents now cooperate with the school in enforcing positive discipline in learners.*

The same question was asked of the Education Officers and they were in accord with most of the participants' responses. For example, EO1 affirmed …*in my view it*

is effective because that is when we get the latest ways and means of containing certain situations.

The impression from the above responses is that the strategy of training staff and parents is an effective way of maintaining positive discipline in schools. It has been mentioned that the implementation of the training strategy equips members of staff with skills of dealing with learners' behaviour in a positive way. The information gathered also reveals that the implementation of the training strategy to maintain positive discipline in schools is hindered by insufficient resources. Though schools encounter financial constraints in implementing the training strategy, it is not clear how frequent teachers are trained. Nevertheless, it emerged from the responses that most of the teachers in the selected schools had attended workshops and staff development courses on positive behaviour management strategies. The data also indicate the relationship between the training strategy and guidance and counselling and communication. For example, when guest speakers are invited to address teachers and parents about the social ills which learners might be involved in, the guidance and counselling issues are also mentioned. The information is communicated through a particular mode of communication.

4.5 Monitoring and Support

If a programme is to be successfully implemented, it has to be monitored and supported. Thus, the research question which is addressed in this section entails how the Ministry of Primary and Secondary Education (MOPSE) monitors and supports the implementation of positive discipline management strategies. Likewise, for the implementation of positive discipline management strategies to succeed, there is need for both MOPSE and schools to device monitoring and support mechanisms. Consequently, the participants were asked to give an insight into how various stakeholders were involved in monitoring and supporting the implementation of positive discipline management strategies in secondary schools. The participants' responses are presented under the following sub-sections.

4.5.1 Involvement of the Ministry of Primary and Secondary Education (MOPSE) in the implementation of positive discipline management strategies

As a key stakeholder in schools, the MOPSE is expected to play a leading role in monitoring and supporting the implementation of positive discipline management strategies in schools. The researcher asked the participants how the Ministry of Primary and Secondary Education was involved in the implementation of positive discipline management strategies. Thus, from the participants' responses, it is evident that the MOPSE is fully behind the implementation of positive discipline management strategies in schools. It emerged that this is mainly done through the provision of guiding policies, supervision and conducting workshops. In addition, the researcher noted from the minutes of staff meetings that the school heads pointed out that the Permanent Secretary and Minister for MOPSE have warned schools to desist from administering corporal punishment to learners. It seems some schools have taken heed of this warning as observed in the minutes of staff meetings where school heads kept on reminding members of staff to use positive discipline management strategies in assisting learners with behaviour problems. The participants had this to say:

SH1: *We have a Guidance and Counselling Education Officer (E. O.) who comes and supervise the implementation of guidance and counselling programmes. They also advise on how to handle some of the discipline issues. They provide discipline policy guidelines. We refer to them some of the cases for advice, which the school cannot handle.*

SH2: *The ministry provides policies as guidelines so that we are guided properly. The school code of conduct is anchored on ministry policies. The ministry organises some workshops on positive behaviour management strategies and child friendly schools. The ministry also plays an advisory role.*

SH3: *The ministry is fully involved and of late they are worrying about it. They are encouraging use of positive discipline strategies and are discouraging corporal punishment. They have organised workshops, they advise and provide guiding policies. The school code of conduct is based on ministry policies.*

SH4: *They have inspectors who check details of what teachers teach in terms of guidance and counselling. That is, they supervise the implementation. They organise workshops, provide policies which guide schools on discipline issues. They also play the advisory role.*

The members of the disciplinary committee concurred with the assertions made by school heads. Their responses are as follows:

FGDC1: *Through workshops, the Ministry of Primary and Secondary Education provides the code of conduct which governs the behaviour of members of staff. The Ministry also provides policies which are guidelines for the school's code of conduct. The school code of conduct is based on Ministry policies. They play the advisory role for some of the cases which we find difficult to manage.*

FGDC2: *Through circulars, the Ministry provides guidelines, the Education Officers have organised workshops, they also play an advisory role, that is, we get advice from them on cases that we find difficult to make final decisions.*

FGDC4: *The Ministry provides policies which guide schools on discipline issues. The Education Officers have conducted workshops, they also advise us on how to deal with some severe cases.*

In response to the same question, the school counsellors' answers were in consensus with those given by other participants. Below are their responses,

SC1: *The Ministry makes sure that guidance and counselling lessons are taught in schools, the Education Officers organise workshops, and they look for facilitators for us. The Ministry provides policy circulars to guide implementation of positive discipline strategies in schools. The Ministry also provides materials which assist in the implementation of guidance and counselling programmes in schools.*

SC2: *We have a substantive EO who is a mentor to the teachers in the province. The ministry organises workshops for teachers, facilitates by clearing or giving permission to different stakeholders who might want to come and run different programmes at the school, e. g., the police might want to go around schools talking about drug and substance abuse, they are usually given a green light by the ministry.*

Most of the SDC chairpersons' responses were also in agreement with what participants said, except for one SDC chairperson who had a different view. Examples of their responses are presented below.

SDC1: *The Ministry provides policies as guidelines and also organise workshops. The Education Officers supervise the implementation and advise accordingly.*

SDC2: *The ministry provides policies which guide the implementation of positive discipline in schools. The ministry also organises workshops and provides facilitators. They also advise where the schools have difficulties in handling certain cases.*

However, SDC4 had a different opinion, he argues that …*the ministry is concerned when teachers make mistakes but with these other issues they are not worried.* To participant SDC4 the MOPSE is not involved at all in monitoring and supporting the implementation of positive discipline management strategies in schools.

Regarding the same question how the MOPSE is involved in monitoring and supporting the implementation of positive discipline management strategies, the Education Officers who were referred to by most of the participants seemed to confirm what was said by other participants. Their responses are stated below.

EO1: *We are involved in playing the advisory role, that is, the key role that we play, to say they are facing a certain challenge we advise them how best they can handle that situation. We also facilitate at different forums whether at school level or during the heads' meetings where we tell them about the new developments in terms of legislature and other emerging behaviours that are potentially damaging so that they guard against such behaviours. We also provide guidelines through policies.*

EO2: *The first and foremost thing is that there is a circular number 3 of 2002 which stipulates that guidance and counselling should be taught in all schools as a compulsory subject.*

With regards to monitoring and supporting the implementation of positive discipline management strategies in schools, some participants painted a gloomy picture and raised concerns on snags that hindered the monitoring and support programme. The

participants lamented that there is lack of support from some of the school heads, teachers and parents, and limited transport services. Their responses are as follows:

EO1: *Well, we are now living in a society where some parents actually challenge the measures that the school might have taken against their children, that is, schools lack support from other stakeholders and also some elements within the schools. Instead of doing it the right way they end up taking the law into their own hands, that is, schools lack of support from some of the members of staff. These are some of the challenges that schools are facing in an effort to implement positive discipline management strategies.*

EO2: *The first one, the worrisome one, is that some heads of schools are not taking guidance and counselling seriously because it is not examinable. That is, some school heads are not giving much support of guidance and counselling programmes regardless of their importance to the development of learners. We are also experiencing transport problems, sometimes we take time to reach schools because of unavailability of transport. All these challenges impact negatively on the implementation of positive discipline management strategies in schools.*

It is evident from the participants' responses that the MOPSE plays an active role in the implementation of positive discipline management strategies. The MOPSE seems to be committed to its vital function of monitoring and supporting the implementation of positive discipline management strategies in schools. This is an indicator that the MOPSE realises the importance of maintaining positive discipline in schools. Even though there are some hitches that limit effective monitoring and support process. The data presented, therefore, indicate that there is collaboration between schools and MOPSE in the implementation of positive discipline management strategies.

4.5.2 The role of the school head in monitoring and supporting the implementation of positive discipline management strategies

It is important that those in leadership positions in schools should be seen spear-heading the implementation of positive discipline management strategies so that subordinates can comply. Thus, school heads should be seen taking a leading role in monitoring and supporting the implementation of positive discipline management

strategies. This would make other members of the school community appreciate the value of maintaining positive discipline in schools. The school heads therefore were asked to enlighten the researcher on their role in monitoring and supporting the implementation of positive discipline management strategies. The school heads' responses are presented below.

SH1: *My role is to identify the needs, organise workshops and staff development courses, and then liaise with the facilitators.*

SH2: *I support by organising workshops and staff development courses, invite facilitators and provide material for the workshops/staff development courses. I also facilitate the visit of learners to the community to do community involvement activities.*

SH3: *My role is to ensure that discipline is maintained in the school, to supervise the implementation of positive discipline strategies, organise meetings, workshops, evaluate and map the way forward.*

SH4: *My role is to supervise the implementation of positive discipline management strategies.*

Nonetheless, the participants revealed that the monitoring and support process was hampered by quite a number of hurdles which include resistance from some members of staff and inadequate material and financial resources. For instance,

SH2 said: *Some members of staff are not supportive; they always apply negative discipline strategies even though we encourage them to desist from that. Inadequate material and financial resources also limit the implementation and support programme.*

The responses given by all participants indicate that the school heads actively participate in monitoring and supporting implementation of positive discipline management strategies regardless of challenges they encounter. The data reveal that the school heads have a close working relationship with members of staff since the school heads organise workshops and staff development courses whenever they identify a need from members of staff. This is an indication that there is coordination

between school heads and members of staff during the monitoring of implementation of positive discipline management strategies.

4.6 Summary

The intention of this chapter was to present the data gathered from the participants through face to face interviews, focus group interviews and document analysis on the implementation of strategies used to maintain positive discipline in secondary schools. It emerged from the data that secondary schools used both positive and negative discipline strategies to maintain discipline, though the use of positive discipline management strategies overshadowed the use of negative discipline strategies. It came out from participants' responses that various forms of punishment were used, including corporal punishment, depending on the nature of offence. As for positive discipline management strategies, data revealed that selected schools use varied strategies which included, code of conduct, guidance and counselling, teaching social skills, school-wide positive behaviour support (SWPBS), communication, positive reinforcement, modelling positive behaviour and training of staff and parents.

It is evident from the participants' responses that the code of conduct is an indispensable instrument in maintaining positive discipline in selected schools. The participants indicated that the code of conduct governed the behaviour of learners in different situations in the school and also assisted learners to become responsible for their behaviour under any given circumstances. From the participants' responses it came out that the guidance and counselling strategy was essential in maintaining positive discipline in selected schools. There was evidence that use of the strategy had resulted in positive behaviour change on quite a number of learners. It also emerged from data that guidance and counselling services and teaching of social skills were offered mainly through lessons, clubs and counselling sessions. It was mentioned that learners were exposed to a variety of topics during the teaching of social skills which aimed at shaping their behaviour.

The participants also agreed that selected schools used numerous communication channels to communicate positive discipline issues. The communication channels

used include report cards, noticeboards, assemblies and suggestion boxes. Learners were also encouraged to use the prefects' body if they had issues which had to be brought to the attention of the school administration. It also emerged from the interviews that other stakeholders participated as facilitators during workshops to train teachers. It was also mentioned that some stakeholders offered their expert services to schools on cases which schools had no capacity to deal with.

As for monitoring and supporting the implementation of positive discipline management strategies, the data indicated that the MOPSE was fully behind the implementation of positive discipline management strategies in schools. It emerged that this was mainly done through the provision of guiding policies, supervision and conducting workshops.

Furthermore, the data revealed that secondary schools experienced vast challenges in implementing positive discipline management strategies. The challenges embraced lack of parental guidance on the part of learners; resistance to change by some members of staff; lack of qualified school counsellors and counselling facilities; insufficient financial resources; lack of support from some members of staff and parents and limited transport services to monitor the implementation of positive discipline management strategies in schools.

Despite the challenges encountered in implementing positive discipline management strategies, there were pockets of good practices found in some selected schools. These good practices include consulting learners when developing the schools codes of conduct and having the junior disciplinary committee in some selected schools. Involving learners in clubs and peer counselling which gave learners an opportunity to interact at their level and assist each other to become responsible for their behaviour. Members of staff were trained through workshops and staff development courses on implementing positive discipline management strategies. In addition, members of staff were given copies of Civil Service Dress Code to keep on referring to it. When giving awards for good conduct, selected schools consider both male and female learners from each class from form one to 'A' Level to encourage all learners to behave well. Thus, having presented and analysed data gathered from participants, focus is now on the next chapter which attempts to discuss the findings of the study.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the data presented in the previous chapter. The discussion is anchored on the core themes that formed the foundation of the study. These are the implementation of strategies used to maintain positive discipline in secondary schools and monitoring and supporting the implementation of positive discipline management strategies in secondary schools. Before looking at the major themes drawn from the research questions, the chapter discusses the concepts of positive and negative discipline. Additionally, attention will be given to how secondary schools can come up with a holistic approach to maintain positive discipline. Thus, the major objective of the chapter is to consolidate the findings with existing knowledge regarding the implementation of strategies used to maintain positive discipline in secondary schools.

5.2 The concepts of positive and negative discipline

The study inquired if the participants understood the concepts of positive and negative discipline. This was meant to determine whether the participants were aware of the variances between the two concepts. The findings of the study revealed that most of the participants were able to distinguish between positive discipline and negative discipline; except a few who asked for elucidation of the two concepts. It was found from the study that most of the participants understood positive discipline as one that corrects the behaviour of the learners harmoniously without applying any force which could sometimes cause psychological and emotional disturbances to the learner. This finding of the current study is consistent with literature reviewed that positive discipline entails that learners learn and ultimately develop self-discipline without fear, and coercion of external forces (Naker & Sekitoleko, 2009). The study

further established that the participants viewed negative discipline as one which had negative consequences on the learner being disciplined, for example, corporal punishment. The study results are in line with Ennew's (2008) view that negative discipline in schools might take the form of corporal (physical) or emotional punishment, carried out by teachers and other school staff, in the belief that these are the correct means of disciplining, correcting, controlling, educating, or modifying the behaviour of the learner. The findings of the current study, therefore, suggest that when choosing the strategies to correct the behaviour of learners, schools should be aware of the impact of the strategies employed.

5.3 Implementation of strategies used to maintain positive discipline in secondary schools

This section discusses the findings of the study on the implementation of various strategies used to maintain positive discipline in secondary schools which is the focal point of this study. The findings on positive discipline management strategies which comprise the code of conduct, guidance and counselling, teaching social skills, school-wide positive behaviour support (SWPBS), communication, positive reinforcement, modelling positive behaviour and training of staff and parents are discussed below.

5.3.1 Code of Conduct

One critical strategy to maintain positive discipline in secondary schools is the code of conduct. For secondary schools to manage the behaviour of learners there should be some guiding principles which will govern the behaviour of learners. Secondary schools need codes of conduct which provide a framework of what is considered to be appropriate standards of learner behaviour while undertaking academic and non-academic activities (Yarason & Zaria, as cited in Mbabazi & Bagaya, 2013). It is essential to realise that an effective school environment, which promotes positive discipline, should have rules and regulations in the form of a code of conduct to set the foundation for acceptable and appropriate learner behaviour (Allie, 2001). Khumalo (2010) concedes that schools are encouraged to adopt and implement proactive and preventative disciplinary strategies like the learner code of conduct. He

adds that the learner code of conduct is aimed at ensuring a safe and secure learning environment. Hence, the effective implementation of the learner code of conduct will ensure that schools utilise preventative disciplinary strategies which promote positive discipline (Khumalo, 2010). The evidence highlighted indicates that the school codes of conduct are crucial instruments in maintaining positive discipline in secondary schools. Hence, the findings of the study regarding the implementation of the code of conduct strategy to maintain positive discipline in schools are discussed in the subsequent sections.

5.3.1.1 Familiarity with the school code of conduct and its implications

The research findings indicated that most of the participants were conversant with the school codes of conduct and its implications. To make sure that the school community members were acquainted with the code of conduct, data revealed that the codes of conduct were made available to members of staff, learners and parents. It was found that when new learners joined the school they were oriented to the new environment together with their parents and during the orientation process, learners and parents were given copies of school rules which were explicitly articulated, and the school expectations overtly enunciated to them. Both learners and parents were meant to take an obligation of observing the rules by signing the document. The current findings tally with the findings of a study that was carried out by Mugabe and Maposa (2013) where the participants indicated that school rules were included in applicants' packages and the applicants together with their parents/guardians were required to sign contracts for compliance with school rules prior to enrolment.

The findings of the study also revealed that members of the disciplinary committee held meetings with prefects once a term so that the prefects could be acquainted with the school rules so as to apply them properly. The school rules were printed on each and every learner's report card and for the severe cases, the consequences were indicated. There was also evidence from data that the codes of conduct were stuck on noticeboards so that learners were reminded of them. To demonstrate their familiarity with the code of conduct, the prefects gave examples of some of the rules contained in the code of conduct, such as, learners are expected to dress in proper uniform, no consumption of alcohol when in school uniform, no fighting and bullying. The findings of the study support the information found in reviewed literature that it is

important that the code of conduct is broadly communicated and posted using a variety of formats. The code of conduct should be prominently displayed on noticeboards throughout the school. In this way learners will always be aware of the school's rules, which will guide their behaviour while at school (The Manitoba Education, Training and Youth, 2001; Adams, 2005; Mathe, 2008; Hawkins, 2009; Masekoameng, 2010; Lapperts, 2012). The similarities in findings indicate that schools in different countries realise the importance of publicising the codes of conduct, so that members of the school community are well versed with the school code of conduct. Making the codes of conduct available to members of the school community implies that schools are committed to implementation of the code of conduct strategy to maintain positive discipline. In addition, the revelation of the prefects' proficiency with the codes of conduct shows that prefects were in a position to clearly articulate the contents of the codes of conduct to those who had problems in understanding them.

However, the findings of the study contradict with results of a study conducted by Adams (2005) in Cape Town, South Africa, who found that learners in the studied school did not understand their school code of conduct. In addition the findings of this study refute the findings of a study by Smit (2010) which was conducted in Eastern Cape Province in East London Region, South Africa, which found that learners in the researched schools did not have much knowledge of their school codes of conduct. The differences in findings suggest that some schools might not have realised the value of availing the codes of conduct to the members of the school community. It is assumed that such schools still maintain discipline through the use of traditional methods.

The findings of the current study further indicated that the majority of SDC chairperson participants were not familiar with the school codes of conduct. That is, some SDC chairpersons had never read the school codes of conduct, but agreed as alluded to earlier, that copies of the school codes of conduct were given to learners and parents, and they were made to sign and retain a copy while the other copy was kept by the school. As parents who were made to read, sign and retain the copies of the codes of conduct, it is surprising that the SDC chairpersons did not have knowledge of the codes of conduct. In actual fact, they were expected by the schools to be on the lead in explaining the codes of conduct to other parents who might not

have understood the contents of the codes of conduct. The ignorance of the SDC chairpersons pertaining to the code of conduct suggests that they did not bother discussing the code of conduct with their children at home so that they remind them of good conduct at school. This finding, therefore, deviates from Lekalakala's (2007) observation that there should be an open discussion regarding the school code of conduct so as to bring about successful implementation of code of conduct strategy to maintain positive discipline in schools.

5.3.1.2 Involvement of the school community in developing the code of conduct

Collected data show that the codes of conduct in the selected schools were developed mainly by the administration, disciplinary committee, and teachers and in rare cases learners. The data also revealed that in most cases learners were mainly involved in the implementation stage. It came out from the findings that learners' role was to either agree or disagree with the already crafted code of conduct through a suggestion box and in most cases there were no changes made whatever after suggestions were brought by learners. The findings contradict with the Ministry of Primary and Secondary Education's requirements that the enforcement and administration of proper school discipline requires transparent school rules, to which both teachers and learners contribute in the formulation and execution (Ministry of Education and Culture, 1993; Ministry of Education, Sports, Arts and Culture, 1999).

As for the parents, data collected revealed that parents were not consulted when developing the school codes of conduct. That is, parents were not directly involved in the crafting of the codes of conduct, except in a few instances where they were consulted during parents' meetings as stated by the school heads. Although school heads claimed that they consulted parents during the process of developing the school codes of conduct, this view was contradicted by the SDC chairpersons who denied any such involvement. The findings of the present study are commensurate with the results of a study by Lekalakala (2007) in some secondary schools in North West Province in South Africa, which revealed that educators developed the codes of conduct without consulting other stakeholders such as learners and parents. The findings of the current study are also in agreement with the results of a study by Kindiki (2009) which was conducted in Kenya which found that most of the respondents indicated that the schools came up with the school rules without

consulting the learners. Furthermore, the findings of the current study are in accordance with the results of a study conducted in North West Province, South Africa, by Bechuke and Debeila (2012) which revealed that learners were not consulted in designing schools disciplinary policies. The similarities witnessed in the practice of developing the codes of conduct by different studies in different settings could mean that not involving other members of the school community is just a common practice adopted by schools regardless of their location. However, considering the results of the current study, lack of involvement of other stakeholders in developing the school codes of conduct could be the reason why the SDC chairperson participants were not familiar with the school codes of conduct, since they were not exposed to how the codes of conduct were developed.

Scholars like Squelch (2000) argue that a discipline policy which is developed by consensus of the school community is more likely to work effectively than the one imposed from above by the school head or governing body. In the case of this study, the findings show that there was no consensus in crafting the school codes of conduct as parents and learners were not involved. According to Smith (as cited in Lacton, 2012) parental involvement in the drafting of a code of conduct plays an important role in establishing a safe school environment. Thus, the findings of the study differed from observations from literature reviewed. The explanation of differences could be that schools might have practices which differ from what is suggested by literature. Nonetheless, it has to be noted that if parents participate in crafting the school code of conduct they will take the responsibility of reminding their children the code of conduct at home. Involving parents in developing codes of conduct therefore will enhance the implementation of code of conduct strategy to maintain positive discipline in selected schools.

Kerosi (as cited in Murithi, 2010) brings in another dimension that parents and community representatives to some extent should be involved in policy development because they may have excellent suggestions based on their interactions with learners. In addition, Squelch (as cited in Bilatyi, 2012) concurs that when crafting a code of conduct, special discipline working groups should be established to organise and coordinate the process. Thus, involvement of people with expertise would enable secondary schools to develop codes of conduct which would not conflict with existing laws and legislation, such as the country's constitution, education acts,

policies, directives and human rights issues (Joubert & Prinsloo, as cited in Lekalakala, 2007). The results of the current study, therefore, were not consistent with the observations from literature; maybe the differences could be a result of variances in school policies. Since the results of the study indicate that parents are not involved in crafting the school codes of conduct it means that schools were losing a lot of expert advice which was at their disposal.

However, the findings of this study contradict with the results of a study by Chauke (2009) which was carried out in Gauteng Province in South Africa, which revealed that educators, parents and learners were involved in developing codes of conduct. In addition, Bilatyi (2012) who carried out a study in Graaff Reinet District in Eastern Cape Province, South Africa, found that all stakeholders were involved in crafting and ratifying the code of conduct in schools. The above-mentioned studies show that different environments have different administrative practices in terms of the implementation of the code of conduct strategy to maintain positive discipline in schools.

Nevertheless, the findings of the study support Squelch's (as cited in Mbatha, 2008) argument that involving the whole school community in developing a code of conduct could be a lengthy process, which needs to be well planned and coordinated. She recommends that schools should establish a special disciplinary working group which would organise and coordinate the whole process. The schools where the current study was conducted may have adopted Squelch's suggestions when they did not involve other members of the school community in crafting the codes of conduct. Contrary to the findings of this study, Allie (2001) maintains that consultation with various stakeholders provides a feeling of ownership so that the meaning of the code of conduct can be understood. Mathe (2008) echoes the same sentiments that after the consultation process characterised by participation of and consensus by stakeholders, all members of the school community should feel that they have ownership of the code of conduct and will thus support it. However, from the findings of the study and observations of scholars, it is evident that there is more strength in involvement of the whole school community in developing the code of conduct than excluding them. Hence, if every member of the school community develops a sense of ownership of the code of conduct and support it, the chances of

succeeding in implementing the code of conduct strategy to maintain positive discipline in schools would be high.

It was established from the findings that despite the fact that not all selected schools consulted the learners in developing the codes of conduct, but still, a few schools consulted their learners during the crafting of codes of conduct. Thus, the inclusion of the learners' input in crafting the code of code is a pocket of good practice in the implementation of the code of conduct strategy to maintain positive discipline.

5.3.1.3 Adherence to the code of conduct

Whilst the code of conduct is expected to govern the behaviour of all learners in the school, it has been found in this study that there were some learners who breached the code of conduct for various reasons. The findings of the study confirm the results of the study conducted by Bogopa (2014) that learners were disregarding authority by not adhering to the code of conduct. It was established from this current study that some of the learners did not adhere to the code of conduct due to developmental crisis because they were in the adolescence stage. The findings match Tumutoreine's (as cited in Nassozi, 2010) observation that adolescence is a distinct phase of drastic physical, emotional and behaviour changes. Tumutoreine adds that such sudden changes coupled with non-availability of authentic sources to know, understand and appreciate, results in anxieties and causes confusion and unrest among adolescent in schools. The results of the study also confirm the chronosystem level of Bronfenbrenner's (1979) ecological systems theory where the physiological changes that occur with the ageing of a child can change the conditions of that child's life and may cause the child to react differently to environmental changes (Boemmel & Briscoe, 2001; Paquette & Ryan, 2001). Thus, from the findings of the study backed up by literature and theory, it is evident that there are some learners whose behaviour is negatively affected by the adolescence stage. Such learners' behaviour becomes a cause for concern as they can negatively influence other learners' behaviour.

The findings of the study revealed that personality differences also contributed to the defiance of the code of conduct. That is, no matter how hard schools try to develop positive attributes in learners, there are some personalities who will always go

against the available code of conduct. Truancy type of learners and deviant characters exist in schools. The findings of the study support the observation by Porteus et al. (as cited in Lapperts, 2012) that truancy is often a sign that the learner might be communicating a problem he/she might be experiencing either at home or at school. The results of the current study are also in agreement with the findings of a study by Ouma, Simatwa, and Serem (2013) which revealed that truancy in schools was attributed to laxity of some parents who were not taking their parenting responsibilities seriously. The kinds of behaviours revealed in the findings of this study, according to Bronfenbrenner's (1979) Ecological Systems Theory are shown if the relationships in the immediate microsystem level break down and the child does not have the tools to explore other parts of his/her environment. It is said such children end up looking for attention in inappropriate places and these deficiencies show themselves especially in adolescence anti-social behaviour, lack of self-discipline, and inability to provide self-direction (Addison, as cited in Paquette & Ryan, 2001).

It was also found that some learners did not adhere to the code of conduct because of the negative influence of media. That is, exposure to certain foreign movies, which learners accessed through various electronic media; tempt them to practise what they viewed. The results of this study confirm the findings of a study conducted by Mugabe and Maposa (2013) in Harare where the participants mentioned that nowadays learners are exposed to a technologically transmitted television, social media and film acting culture incorporating sexual abuse, violence and crime which influences misconduct in schools as learners are misled into believing that films are real and imitate them. The findings of the study are also in consensus with the results of a study which was carried out in Kenya by Ouma et al. (2013) which revealed that wayward behaviour among learners was due to the mass media and social media influence and more from the videos and soap operas which the urban learners are exposed. The findings of the current study once again concur with the findings of a study by Bogopa (2014) which found that media and social network has made a big inroad into the South African society, and the participants believed that accessibility to media and other social networks, especially in a situation whereby bad images are being flashed out to the society, will always have a negative influence on learners. The findings of the current study also confirm the exosystem

level of Bronfenbrenner's (1979) Ecological Systems Theory where mass media is one of the structures which have an influence on the development and behaviour of the learner (Bronfenbrenner, 1994). The unanimity of findings of studies conducted in different settings indicates that the behaviour of young people, in particular learners, is negatively influenced by media across different societies regardless of their environment. Hence, schools in different communities are experiencing the negative impact of media on implementation of the code of conduct strategy to maintain positive discipline in schools.

Another notable finding from this study was that some of the learners did not adhere to the code of conduct because they lacked parental guidance at home. It emerged from the data that some learners came from child-headed families because their parents had died. The findings of the study support the results of Mbatha's (2008) study where she found that some of the learners who were always breaching the code of conduct were coming from child-headed families where there were no parents to guide those learners in terms of good conduct.

It also emerged in the study that some learners lived alone or with grand-parents who were too old to look after them because the parents were living and working outside the country or were living in the country side leaving their children alone in their urban homes. The results of this study correspond with the findings of the study carried out by Mugabe and Maposa (2013) where participants revealed that under the hard economic conditions in Zimbabwe, many children lacked parental guidance because parents were pre-occupied with eking a living and left children to their whims while schools grappled with learner misconduct. Such parents were either involved in cross-border trading or had left for greener pastures abroad. Furthermore, in concurrence with the current findings are the results of Nene's (2013) study which revealed that some learners did not adhere to the code of conduct because some of the parents were involved in drugs, so their children were always left alone because parents were always away from home and the parents' attention was distracted by the use of drugs. The findings of the current study also confirm the influence of the interactions of structures in the chronosystem level of Bronfenbrenner's (1979) Ecological Systems Theory which include the socio-economic status of parents and also the impact of the death of a family member on the development or behaviour of the child. The theory suggests that the child's

lifestyle can be influenced negatively by the parents' socio-economic status and the events such as death of a family member (Bronfenbrenner, 1994). Thus, learners from such home backgrounds become difficult to control at school as they are used to do as they please since they lack boundaries set by adults at home. As a result, the behaviour of such learners impacts negatively on the implementation of the code of conduct strategy to maintain positive discipline in schools.

The findings of the current study correspond with Demuth's (2011) observation that lack of parental guidance among learners is a primary contributing factor to ineffective implementation of positive discipline management strategies in schools. He further states that the American Psychological Association highlighted that, during the last thirty years children have lost approximately twelve hours of parental time a week; more parents are working, and in most cases they are working for longer hours. This resulted in parents coming home stressed and failed to spend quality time with their children, nurturing and training them in manners, morals, and respect for people and property. Training children how to obey rules and what happens when rules are broken begins in the home; so does training children to take personal and social responsibility for their actions. The findings of the study also concur with observations by Anderson and Stavrou (as cited in Chauke, 2009) that poor parental supervision and/or lack of familial contact will affect adolescents' behaviour, as youth chooses to associate with peers who may similarly display diverse problematic behaviour.

Furthermore, the findings of the current study are in agreement with Garegae's (2008) findings in Botswana which revealed that parents were held responsible for not being firm on their children. It was revealed that unless parents taught their children desirable conduct, schools would not be free from disruptive learners. The consensus of the current findings with what was found in literature indicates that world-wide lack of parental guidance in shaping the behaviour of their children is a major concern. This is because lack of parental guidance has left learners open to negative influences by those surrounding them and this has become an obstacle when schools try to enforce the codes of conduct.

According to Bronfenbrenner's (1979) Ecological Systems Theory, the interaction of structures in the exosystem which the child may not be directly involved at this level,

for example, parent workplace schedules, might make the child feel the negative force involved with the interaction of the child's own system. For example, the parent might not be able to spend as much quality time with the child as needed (Bronfenbrenner, 1994; Paquette & Ryan, 2001; Boemmel & Briscoe, 2001; Santrock, 2007; Berk, 2000). The emphasis as highlighted by this level of the theory is still on the effect of lack of parental guidance on learners. The implication of the findings is that some parents are not taking their obligation of exercising good parenting practices which mould their children's behaviour. This, therefore, affects the implementation of the code of conduct strategy negatively in secondary schools under study.

The current study also revealed that sometimes some of the parental practices contradicted with school codes of conduct. That is, some of the Advanced Level learners came from homes where they were allowed to consume alcohol because they had attained eighteen years of age and were regarded as adults, yet at school this was not acceptable. It was also found that there were some learners who came from abusive homes and usually vented their anger on other learners. The results of the current study concur with Nene's (2013) findings that home and family background have a negative influence on learner discipline. Thus, it is evident from the findings that in such environments learners are not reminded about the school codes of conduct which they were given when they enrolled at school.

The study also found that some learners did not adhere to the code of conduct because of large enrolments in secondary schools. It came out from the findings that the enrolments were too high, 'it was like four schools in one'. Each school had an average of about one thousand six hundred learners and it became difficult for all learners to adhere to the code of conduct in such situations. According to Savage (as cited in Mtsweni, 2008) the density of the individuals in space is an important factor of the physical environment which influences behaviour. The findings of the study match with Anderson's (2009) findings of her study which was conducted in United States of America which revealed that overcrowding contributed to the increase in office discipline referrals. In such a situation, learners populate the limited amount of space and this provokes unwanted behaviours such as altercations.

The findings of this current study also correspond with the results of Chauke's (2009) study in South Africa which revealed that overcrowding due to shortage of classrooms made it difficult for schools to implement positive discipline strategies. Summatively, the results of current study confirm Bandura's (1977) Social Cognitive Theory which suggests that behaviour determines aspects of the environment to which the individual is exposed, and behaviour is, in turn, modified by the environment (Ahlstrom, 2009; Santrock, 2007). Thus, if learners are exposed to an overcrowded environment where there is limited space for them, in most cases their behaviour will be influenced negatively. In this case the environment will have contributed to the defiance of the code of conduct by learners. The concurrence of the findings between the current study and others suggests that schools worldwide are experiencing high enrolments which result in the breaching of the school codes of conduct by learners. Basically, enforcing the code of conduct in such situations becomes a nightmare because of large numbers of learners enrolled in schools.

5.3.1.4 Participants' roles in the implementation of the code of conduct

It was established from the data that participants as the key players were all involved in the implementation of the code of conduct in different capacities and roles. The findings of the study indicated that Education Officers and school heads mainly supervised and advised where necessary the implementation of the code of conduct. The study found that Education Officers advised school administrators on how to handle certain situations in accordance with regulations. It emerged that the school heads' roles were to supervise, organise meetings to discuss how the code of conduct was implemented and to strategise on the way forward.

It emerged from the study that as part of supervision, the school heads walked around the school premises, asking learners about the code of conduct and this made learners to be conscious of the code of conduct and probably adhered to it. The findings of this study are in line with the findings of other researchers such as Ishak (2004) who found that in disciplined schools, the school heads are visible in the hallways and classrooms, talking informally with teachers and learners, speaking to them by name and expressing interest in their activities and being supportive. Ishak further mentions that school heads take the responsibility for handling serious violations but they hold teachers responsible for handling routine classroom

discipline problems. School heads assist teachers in improving their management and discipline skills by arranging for staff development activities as needed. In accordance with the findings of the current study, Ntuli (2012) stresses that the school heads have to equip teachers so as to increase their knowledge on positive discipline issues. Ntuli adds that school heads should ensure that sufficient and apt advice is provided to teachers so that the school implements the code of conduct effectively. The findings of the current study endorse the microsystem level of Bronfenbrenner's (1979) Ecological Systems Theory where the individual is not viewed as a passive recipient of experiences in these settings, but as someone who helps to construct the settings (Santrock, 2007; Christensen, 2010).Thus, the interaction of Education Officers, school heads, teachers and learners results in active participation of the school community members in the implementation of the code of conduct strategy to maintain positive discipline in selected schools.

From the findings of this study, it emerged that the prefects' role was to supervise and also implement the code of conduct. The finding is in line with Kiprop's (2012) observation that prefects play a very important role in the management of discipline in schools. The finding also affirms what has been found in literature that for effective maintenance of discipline in schools, the school heads should redefine the role of prefects (Nasibi, as cited in Mukiri, 2014). The data revealed that prefects made sure that all learners abided by the school code of conduct and made sure that they followed the school rules.

It also came out from findings of the study that the prefects were also tasked to talk to other learners during every morning patrols and after break. They did this by just getting into a class and teaching the class one or two school rules; so that other learners would be acquainted with the school code of conduct and then in the process implement them. Accordingly, the findings of the current study also support the results of a study by Subbiah (2004) in KwaZulu-Natal in South Africa which showed that the prefects were actively involved in the management of discipline in secondary schools. The findings of this study are also in accordance with the findings of a study conducted by Muli (2011) in Kenya where it was revealed that prefects played major roles in the administration of public secondary schools. Their roles included supervising learners in their performance of duties, being mediators between learners and teachers and ensuring that rules were followed. Similarly, the

results of the current study concur with the results of a recent study by Mukiri (2014) in Kenya which indicated that prefects assisted the administration in discipline issues and were involved in directing and supervising learners in the performance of their role of maintaining discipline in schools. Thus, the concurrence of the findings indicates that schools in different countries could be having similar policies on the roles of prefects.

In addition the findings of the current study confirm the importance of self-efficacy which is an essential aspect in Bandura's Social Cognitive Theory (1977). By exposing prefects to leadership roles, schools are enhancing the prefects' self-efficacy which is described as a person's belief in their ability to perform certain behaviour through controlling their own level of functioning and controlling other events that affect that behaviour (Bandura, 1991). If prefects develop self-efficacy, other learners whom they lead will respect them and tow the line. Thus, from the findings discussed, there is no doubt that prefects play crucial role in the implementation of the code of conduct strategy to maintain positive discipline in selected schools.

However, the current study also revealed that prefects encountered some challenges in the implementation of the code of conduct strategy to maintain positive discipline in schools. That is, at times prefects lacked cooperation from some of the learners. It was found that threats and hostility from some of the learners made it difficult for prefects to implement the code of conduct strategy effectively. These findings are in accordance with Oyaro's (as cited in Kiprop, 2012) observation that learners view prefects as puppets of the administration, traitors and sell-outs; and they see them as part of the autocratic system that suppresses them, as such, they despise and loathe them. The findings of the study also confirm the results of a study by Mugabe and Maposa (2013) which revealed that some prefects were timid, while others were defied and threatened by jealousy and stubborn learners. Consequently, the resemblance between this study and reviewed literature indicates that learners in schools located in different situations could be having similar conceptions about the role of the prefects. Nonetheless, such misrepresentations of the role of prefects frustrate the successful implementation of the codes of conduct strategy to maintain positive discipline in selected schools.

The findings of the study further revealed that the SDC chairpersons' role was to encourage parents to participate in the implementation of the code of conduct strategy to maintain positive discipline in schools. It came out from the study that discipline issues were included in the parents' meeting agenda. The results of the study revealed that whenever there were parents' meetings, the SDC chairpersons talked to the parents about the need for the learners to conduct themselves properly at school. It was further found that the SDC chairpersons advised parents to keep on referring to the list of school rules which they were given by the school when their children were enrolled and also encouraged parents to keep on reminding their children about those school rules. It also emerged from the findings that sometimes the SDC chairpersons were invited to the hearing if the case was critical. The findings of the study support Lapperts' (2012) observation when he said parents' representatives can play an important role in communicating with, and involving, parents, particularly those with children who are experiencing discipline problems at school. The results of the study also corroborate with Tungata's (2006) view when that parents should always be informed about their children's behaviour patterns. The findings also confirm the microsystem level of Bronfenbrenner's (1979) Ecological Systems Theory which is closest to the child and contains the structures or settings which the child has direct contact like the family and the school (Berk, 2000). That is, if the parents play their role and reinforce school rules at home, learners might realise the importance of adhering to the code of conduct.

Nevertheless, the study established that a problem existed in the implementation of the code of conduct strategy. That is, there was lack of respect from some parents and some members of staff. It came out that some parents passed negative remarks about teachers in the presence of their children and some teachers also expressed negative comments about some parents in the presence of the learners. The fact that schools face challenges in the implementation of positive discipline strategies was also observed by Sugai et al. (2000) who stated that schools face significant challenges in their effort to establish and maintain safe positive environments that allow all teachers to teach and all learners to learn.

In spite of the challenges encountered, there is evidence from the findings of the study that there are pockets of good practices in implementing the code of conduct strategy to maintain positive discipline in selected schools. There was evidence that

prefects took up the responsibility of teaching school rules to other learners during morning patrols and after break time. Another pocket of good practice raised in the findings of the study was the inclusion of discipline issues in the parents' meeting agenda, in particular the encouragement of parents to keep on reminding learners about the importance of adhering to school rules. These, therefore, are the good practices found in selected schools which should be promoted.

5.3.1.5 Dealing with learners who breach the code of conduct

Pertaining to how schools dealt with learners who breached the code of conduct, the study revealed that schools invited parents or guardians for a talk, in extreme cases. This is because some learners would carry dangerous weapons, sometimes they were involved in serious fighting whereby they brought gangs to school, some were found drinking beer on school premises or smoking and others absconded from lessons for no reason. In such cases parents have to come in and they are informed what is happening regarding their children's behaviour. The findings of this study correspond with what was found by Bilatyi (2012) where it was revealed that parents were always informed and were involved in the procedures when their children committed a serious act of misconduct. The findings of the current study also corroborated with a study by Serame (2011) that revealed that teachers and the learners were of the same opinion that inviting parents to a meeting to discuss their children's misconduct was an effective way of dealing with learners who breach the code of conduct. Consequently, the consensus in findings indicates that the schools situated in different countries have similar practices of involving parents in discussing the conduct of their children. However, the findings of Tungata's (2006) study revealed that while parental involvement was very popular with teachers and parents, it was one of the most unwanted approaches by learners. It is noted that Tungata's (2006) study mentioned learners' view about the strategy of inviting parents which was not raised in the findings of the current study. But still, the strategy of inviting parents to school when a learner commits a serious offence is a necessary one, as it gives the parents a picture of their children's behaviour, because at times it might happen that the parents are not aware of that kind of behaviour. This approach gives an opportunity for the school and parents to work

together to assist the learner in behaviour modification, thus promoting synergy between stakeholders.

The current study also revealed that if the act of misconduct became persistent, schools resorted to negative discipline strategies depending on the nature of misconduct. The study found that sometimes learners were given light punishment such as picking of papers and watering the flowers for minor cases like late coming or not putting on the correct uniform. This was usually done after learners had failed to respond positively to verbal warnings. In addition, data revealed that schools were not allowed to exclude learners from lessons, whatever the form of punishment. It also emerged from the study that prefects were not allowed to give severe punishment to other learners. The findings of the current study are in line with Van Wyk's (as cited in Mtsweni, 2008) observation that many educators in South Africa had limited knowledge of disciplinary strategies and as such most disciplinary measures were reactive, punitive, humiliating and punishing instead of being corrective and nurturing. This could be because some schools in different countries are still practicing reactive methods of maintaining discipline.

Nevertheless, the results of a study carried out by Tungata, (2006) indicated that learners were highly in favour of manual work whereas teachers were totally against this form of behaviour correction. Tungata's study further revealed that teachers detested the extra work of supervising learners performing manual work as punishment since it was done after tuition time. Tungata's (2006) research findings differed from the findings of the current study in the sense that there was no mentioning of learners being positive about any form of punishment in the current study. However, the findings of the current study agreed with the finding in Tungata's (2006) study where there was mention of punishment being performed without hindering learners from attending lessons. Thus, from the findings of the study it is evident that in selected secondary schools, both positive and negative discipline strategies are used though negative strategies are seldom used.

The findings of the study also revealed that schools detained learners who breached the code of conduct. The participants indicated that at times they detained learners who breached the code of conduct, instead of them dismissing with the whole school on Fridays, they would be detained. It came out that those learners who were detained remained cleaning classrooms. The results of the study concur with

Subbiah's (2004) study findings that detention was a popular means of disciplining learners at the studied school and learners were made to clean toilets, pick up papers, sweep verandas and many others. The findings of the current study support Smit's (2010) observation that detention was a method that teachers, in many countries, including South Africa, used as a punitive measure to punish learners who misbehaved. In addition, the findings support the results of the studies by Serame (2011) in South Africa, Ouma et al. (2013) in Kenya and Mugabe and Maposa (2013) in Zimbabwe that detention was used in schools though not effective. The consensus shown by the findings of the study indicates that schools in different environments have adopted similar methods of disciplining learners who breached the codes of conduct.

In the study, it was also revealed that the referral strategy was used by schools to deal with learners who breached the code of conduct. It emerged from the study that schools referred some of the disciplinary cases to those with expertise to assist learners. The study found that some selected schools had junior disciplinary committees chosen from the prefects' body which dealt with some of the discipline issues at learners' level and referred some of the cases to the senior disciplinary committee if they did not have the capacity to handle the case. The results of the study also indicated that as for criminal cases like possession of pornographic magazine or marijuana they phoned the police depending on the gravity of the offence. Schools referred learners to the police because schools did not have the ability to deal with such cases. The results of the current study concur with literature that police should be notified for serious incidents that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on the school environment (Manitoba Education and Advanced Learning, 2014).

Referring cases to the school counsellors was the most popular strategy used by schools to deal with learners who breached the code of conduct. The study found that referring learners for counselling helped a lot and the behaviour of learners improved. In addition, it was found that school counsellors further referred the cases they could not manage to professional counsellors so that the learners could get maximum assistance. The results of the study support what was observed by Roos (as cited in Mbatha, 2008) that if the efforts to assist a learner are not successful, the

learner may be referred to a specialist. The findings of the study are also consistent with what was found by Mugabe and Maposa (2013) and Ouma et al. (2013) in their studies in Zimbabwe and Kenya respectively, that counselling was rated as the most popular method used in schools to curb misconduct without causing physical and psychological harm to the offender. Hence, the consistence in findings of studies conducted in Zimbabwe and Kenya could indicate that some schools in those countries have adopted similar practices in maintaining positive discipline in schools.

However, the findings of the current study differ from the results of the study conducted by Tungata, (2006) in Mthatha District in South Africa where he found that although teachers and parents were in favour of the counselling strategy, they did not consider the use of professional support from psychologists and counsellors as an important approach in helping to instil discipline in schools. The differences in findings could be caused by the differences in perceptions. Furthermore, it emerged from the study that prefects referred some of the cases they could not deal with to the class teachers, the senior master or senior woman. The findings of the current study, however, slightly differed from what Serame (2011) found in her study. Her findings revealed that the referral method was not effective. Thus, the differences in findings might suggest that schools in different settings implement the code of conduct strategy to maintain positive discipline differently.

The study also found that as last option schools were forced to apply corporal punishment and also recommend exclusion or expulsion as per Policy Circular P35 of 1999. It emerged from the findings that sometimes if the case was serious schools acted according to Ministry Circular P35 of 1999 where they applied for exclusion or expulsion of a learner. This applies to bad cases like drug abuse and alcohol abuse. The findings of the current study confirm the results of the study carried out by Mugabe and Maposa (2013) in Harare, where the respondents indicated that exclusion and expulsion were used as last resort to ward off misconduct in accordance with procedures stated in Circular P35 of 1999. The findings of the current study also correspond with what came out from a study conducted by Ouma et al. (2013) in Kenya, where they found that schools minimally used extreme methods like expulsion, exclusion and suspension in handling disciplinary cases among learners. The respondents in this study indicated that such methods were less used because they made learners to drop out of schools while the aim of the

discipline is to deter the bad behaviour of the learners and not to make them drop out of school. Furthermore, the findings of the study concede with the observation by Oosthuizen et al. (as cited in Smit, 2010) that discipline measures should be administered in a prospective way, directed at the development of the responsible adult of the future. Consequently, the similarities in the findings imply that it is difficult for schools in different countries to completely do away with negative discipline strategies. Hence, the availability of policies which guide schools how to apply those measures if need arises. Nonetheless, as indicated in the findings, the selected schools in this study rarely applied exclusion or expulsion.

As for corporal punishment, the findings revealed that corporal punishment was also administered according to the Ministry of Primary and Secondary Education guidelines which were contained in Policy Circular Number P 35 of 1999. According to Zimbabwean policy regulations, corporal punishment should not be used regularly or hastily and not administered on girls (Ministry of Education and Culture, 1993). Thus, the guiding policy on how and when to apply corporal punishment in Zimbabwe is similar to that of Botswana (Garegae, 2008).

The use of corporal punishment in Zimbabwean schools aligns with the situation in United States of America where Rollins (as cited in National Association of School Psychologists, 2014a) confirmed that corporal punishment was still allowed in schools across 19 states. Furthermore, the findings of the current study concur with the findings of a study by Yaghambe & Tshabangu (2013) in Tanzania that corporal punishment is still legal under the Education Act of 2002, and is still a widely used method of punishment, though most teachers noted that it was ineffective in managing learners' behaviour. The findings of the current study are also consistent with the findings of studies conducted by Khumalo (2010) in South Africa and Simatwa (2012) in Kenya where they found that corporal punishment was still practised in some of the schools, despite the fact that it had been outlawed in those countries.

The findings of the current study contradict with the results of Tungata's (2006) study where it was found that teachers consulted in the study were no longer in support of corporal punishment as a disciplinary measure. Serame (2011) also found out that teachers regarded corporal punishment to be ineffective in dealing with learner

misconduct, but this differed from learners' responses who pointed out that the strategy was effective in dealing with learner's ill behaviour. The differences in findings could imply that some schools have adopted proactive discipline management strategies while others are still clinging on reactive strategies. It can be assumed therefore, that use of negative discipline strategies inclusive of corporal punishment in secondary schools is encouraged by the fact that there is no policy document which bans the use of corporal punishment in Zimbabwean schools.

With regards to the implementation of codes of conduct, it was noted that selected schools encountered many challenges. It emerged from the findings of this study that the major hitch was that some schools did not follow proper procedure when applying the Ministry Circular P35 of 1999 in dealing with learners who breached the code of conduct. There is evidence from data that a female learner was subjected to corporal punishment which is against the stipulations of Policy Circular P35 of 1999. Regardless of the hindrances experienced in implementing the code of conduct strategy, the findings of the study indicated that there are some pockets of good practices in the implementation process. It emerged from the study that in some schools there was a junior disciplinary committee which deliberated on discipline issues at learners' level. This gave learners an opportunity to encourage each other to be responsible for their behaviour. The other evidence of good practices was that selected schools counselled learners who breached the code of conduct, talked to learners as individuals to establish the source of the problem and communicated with parents so that they collaborated with parents to instil positive behaviour in learners. Thus, these are the good practices which should be upheld.

5.3.1.6 Reviewing the code of conduct

Regarding the reviewing of the code of conduct, the findings of the study indicate that schools periodically reviewed their codes of conduct. Data also revealed that selected schools usually reviewed their codes of conduct annually during induction of new prefects and when form one learners were enrolled. It was found that if there were any suggestions made during the review; changes would be reflected in the minutes of the meetings where not all participants were members. The findings of the study showed that some rules were adopted and implemented without writing them in the code of conduct.

The findings of the study support the results of Subbiah's (2004) study where she found that in one of the studied schools, the code of conduct was reviewed annually and adjustments were made whenever necessary. Classroom Discipline (as cited in Kiprop, 2012) observes that the rules should also be reviewed periodically and revised as needed to suit present discipline problems. The current findings are in line with what came out from literature. The results of this study also agree with Flynn's (as cited in Shezi, 2012) view that a code of conduct for learners should be reviewed and revised periodically to ensure that:

- the disciplinary rules are still relevant;
- it is dealing with all the major issues confronting the school; and
- the content is consistent with current legal principles and legislative amendments;

The agreement between the findings of the study and literature suggests that schools are sensitive to the environmental and technological changes, and other issues that might influence learners' behaviours. However, the fact that some of the rules are just announced verbally and not documented in the code of conduct could lead to some learners not taking those rules seriously.

5.3.1.7 Participation of teachers in the implementation of the code of conduct

The findings of the study showed that teachers participated in various ways in implementing the code of conduct strategy to maintain positive discipline in schools. It was found that teachers reminded learners about the code of conduct during registration time every day before the lessons began. It also emerged that every week there were teachers on duty who monitored the conduct of learners and one of those teachers would conduct assembly. During assembly, the teacher on duty would emphasise to learners the necessity of observing the school code of conduct. The current findings confirm what Roos (as cited in Mbatha, 2008) observed, that teachers should acquaint learners with the code of conduct, and tell them exactly what is expected of them and also inform them about disciplinary measures. The findings of the study also corroborate with the results of a study carried out by Adams (2005) where participants indicated that the code of conduct should be enforced and learners should be constantly reminded of the rules. Furthermore, it

came out from the study that teachers also talked about the importance of good conduct even during the teaching and learning process. The findings confirm what Cowley (as cited in Kiprop, 2012) had observed, that one of the most essential characteristics of a good teacher is the ability to manage learners' behaviour so as to facilitate their learning. The findings of this study support Mtsweni's (2008) observation that if teachers are unable to manage classes, they will be unable to teach.

The similarities in findings suggest that teachers in different schools positively participate in implementing the codes of conduct. The findings of the current study confirm the interactions of the learner with the school that take place in Bronfenbrenner's (1979) mesosystem level of Ecological Systems Theory. That is, the teacher influences the learner and the learner in turn influences others whom he/she interacts with in the system. It seems there is consensus from the findings that teachers play a pivotal role in the implementation of the code of conduct since they interact constantly with the learners.

In addition, it was found that teachers also partake in orientating form ones and during this time, the school code of conduct would be explained to them. It also came out from the findings that prefects referred some of the cases which they could not handle to the class teachers and the class teachers likewise referred severe cases to the senior master or senior woman. The results of the study are aligned with Roos' (as cited in Mbatha, 2008) view that it is practically impossible for the school head to deal with every disciplinary matter at school, ranging from minor contraventions of classroom rules to serious behaviour that endangers others.

Nonetheless, it was found from the study that schools have encountered some challenges pertaining to participation of teachers in the implementation of the code of conduct strategy to maintain positive discipline. That is, some teachers still believed in using traditional methods of disciplining learners. Hence, such teachers would be reluctant to participate in using positive methods of disciplining learners. The finding concurs with the results of a study by Nkabinde (2007) which revealed that teachers showed failure to apply related alternatives to corporal punishment to discourage misbehaviour because most of them still believed that corporal punishment was good in disciplining learners. The finding also confirms the results of the study by

Mugabe and Maposa (2013) which indicated that teachers who felt disempowered by the policy on corporal punishment quietly relinquished their responsibility for administering learner discipline to heads of schools and ignored offenders. The similarities in findings could suggest that some teachers still believe in maintaining the status quo even if the situation is no longer permitting. Such practices by teachers as revealed by findings make it difficult for the schools to effectively implement the code of conduct strategy to maintain positive discipline.

5.3.1.8 The role of the disciplinary committee in the implementation of the code of conduct

Pertaining to the role of the disciplinary committee in implementing the code of conduct strategy to maintain positive discipline in schools, the findings of the study revealed that the disciplinary committee conducted investigations to establish the facts surrounding the case, and then thereafter they took action from an informed point of view. It also emerged from the study that the disciplinary committee played the supervisory role and enforced the implementation of the code of conduct. The results of the study are consistent with what was observed by Joubert and Bray (as cited in Mbatha, 2008) where they conceded that the disciplinary committee becomes involved in cases where acts of serious misconduct has been committed. The findings of the current study also correspond with Mbatha's (2008) view when she affirmed the disciplinary committee should adhere strictly to disciplinary measures as set out in the code of conduct for learners. Furthermore, the findings of the study confirm the results of a study by Mugabe and Maposa (2013) which revealed that the disciplinary committee plays a key pastoral role in the school as they facilitate fair and democratic administration of discipline among staff and learners. From these findings, it is clear that the disciplinary committee is indispensable in secondary schools, in order for the code of conduct strategy to be successfully implemented.

5.3.1.9 Effectiveness of the code of conduct in the maintenance of positive discipline

The findings of the study established that the code of conduct, as a positive discipline management strategy was effective. It was found that the code of conduct

governed the behaviour of learners in different situations in and out of school. It came out from the study that the code of conduct was a guideline that unified learners, encouraged learners to accept one another, respect one another and even respect other people's property, at the same time creating a safe environment for every member of the school community. The findings confirm what is stated in literature that the purpose of the code of conduct is to articulate acceptable behaviour in the school, promote positive and self-discipline, establish a disciplined and purposeful school environment, and create a well organised school for effective teaching and learning to take place (Van Wijk, as cited in Mathe, 2008; Lekalakala, 2007). The findings of the study are also in accordance with Blandford's (as cited in Mtsweni, 2008) view that a school without an effective discipline policy that encompasses strategies and mechanisms that are available to all the members of the school community, cannot function as a centre for teaching and learning. The results of the current study are also in agreement with Subbiah's (2004) research findings that the code of conduct was central to discipline of a school. Participants from all three schools he studied confirmed that they had codes of conduct in place at their schools to deal with misconduct.

Furthermore, the current findings correspond with the results of the study conducted by Mugabe and Maposa (2013) which revealed that all the school heads and teachers in their study confessed that school codes of conduct and rules were the basis of discipline in every school. They were preventive and systemic methods of curbing misconduct in schools as they provided guidelines and standards of behaviour expected of learners. As such, the concurrence of findings with literature gives evidence that the code of conduct is a fundamental instrument in maintenance of positive discipline in secondary schools.

It was established from the findings that during the implementation of the code of conduct strategy, there is integration of other positive discipline management strategies such as guidance and counselling where learners who breach the code of conduct are referred to the school counsellors for counselling. The data also revealed that there is use of the communication strategy where various channels of communication are used to make sure that the code of conduct is accessible to learners and parents through notice boards, report cards, as hard copies issued out during orientation of new learners and many others. Requesting parents to come to

school when their children have breached the code of conduct is another way the code of conduct strategy links with the communication strategy to maintain positive discipline in schools. The findings of the study indicate that orientation of new prefects to acquaint them with the implementation of the code of conduct strategy combines well with the training strategy to maintain positive discipline in schools. In addition, it was found that having a junior disciplinary committee blends well with the teaching social skills strategy as learners are groomed to be responsible for their behaviour. Accordingly, the integration of positive discipline management strategies revealed in the findings of this study indicates that the strategies are not implemented in isolation.

5.3.2 Guidance and Counselling

Guidance and counselling is one of the positive discipline management strategies that are commonly used in managing learner behaviour in secondary schools. This is a response by schools to the MOPSE requirements that guidance and counselling programmes should be offered in schools to assist learners who might be experiencing behaviour problems (Ministry of Education and Culture, 1993). Likewise, Ajowi and Simatwa (2010) observed that using guidance and counselling strategy to promote discipline should be continually practiced in schools if people are to work harmoniously for the achievement of common purpose. The study results with regards to the implementation of guidance and counselling strategy to maintain positive discipline in schools are discussed in the following sections.

5.3.2.1 Criteria used to appoint a school counsellor

Concerning the appointment of school counsellors, it was found that various considerations were made other than qualifications. The data revealed that some of the school counsellors did not have guidance and counselling qualifications but attributes such as level of maturity, personality, seniority and social standing with the learners were considered in their appointments. It emerged from the study that very few teachers held degrees in guidance and counselling, as a result the appointed school counsellors had to be staff developed through workshops to equip them with guidance and counselling knowledge and skills. As for seniority, it was found that all school counsellors' years of experience in the service were above five years. This

indicated that they were all senior teachers who had experience in dealing with secondary school learners. Hence, they qualified to be appointed as school counsellors.

In the light of the discussion above, the results of this study are consistent with the findings of a study conducted by Nyamwange et al. (2012) in Kenya where it was indicated that only 38.1% of the teacher counsellors had professional training and it meant that 61.9% of the guidance and counselling service providers were untrained in guidance and counselling. Arguing against the findings of the current study is Nyaegah (2011), who observes that counselling is a profession and as such it requires competence, knowledge and skills which cannot be acquired unless one undergoes a relevant training. According to Koech report (as cited in Mbesa, 2013) guidance and counselling is a necessary service in all educational and training institutions and it should be rendered by professionally trained personnel. Whilst literature is suggesting what is expected under normal circumstances, the results of the current study differ from the expectations.

The constancy in most of the findings and contradictions with what is suggested by literature imply that guidance and counselling services in schools situated in different locations are provided by unqualified personnel; and this has been cited in the findings as one of the major challenges that schools encounter.

5.3.2.2 Guidance and counselling services in schools

Pertaining to the implementation of guidance and counselling services in secondary schools, the study established that guidance and counselling was part of the curriculum. It emerged from the study that there was one thirty-five minutes time-tabled guidance and counselling lesson per week for all learners from form one to form six. This finding is in line with the MOPSE policy that one period per class per week on the school time-table should be allocated to guidance and counselling (Ministry of Education, Sport, Arts and Culture, as cited in Chireshe, 2006). The results of the study confirm UNESCO's (as cited in Mawire, 2011) advice that guidance and counselling lessons need to be time-tabled to allow continuity and to formalise the programme.

It came out from the study that guidance and counselling services were also offered through counselling sessions. The findings revealed that individual and group counselling sessions were conducted. It was established that group counselling was mainly done during assemblies. In addition, it emerged from data that sometimes learners were grouped according to their gender and then counselled so that issues pertaining to male and female learners were dealt with accordingly. The findings are aligned to the MOPSE regulation that each school should have a team of male and female school counsellors so that all learners could be assisted accordingly (Ministry of Education, Sport, Arts and Culture, as cited in Chireshe, 2006). The results of the study further confirm Bruckner's and Thompson's (as cited in Chireshe, 2006) observation that in United States of America, learners were able to make friends and held their temper down as a result of guidance and counselling services they would have received. The consensus of results of the study with literature reviewed indicates that counselling sessions are important components in the implementation of guidance and counselling strategy to maintain positive discipline in schools. Hence, such services should always be accessible to learners in order to effectively implement guidance and counselling strategy in maintenance of positive discipline in secondary schools.

However, the study findings indicated that the implementation of guidance and counselling strategy to maintain positive discipline in selected schools was thwarted by lack of counselling facilities. In other words, school counsellors were using storerooms which were not convenient for individual counselling sessions. The findings of the study are corresponding with the results of a study by Nyamwange et al. (2012) in Kenya which revealed that the available guidance and counselling facilities were inadequate. Thus, the consensus in findings suggests that schools in different settings are implementing the guidance and counselling strategy under difficult conditions. In addition, it emerged from the findings that the teaching of guidance and counselling lessons was negatively affected by lack of teaching and learning resources like textbooks. This finding concurs with Kiprop's (as cited in Kiprop, 2012) results of her study which revealed that many schools lacked necessary resources like books and office space. The confirmation of the findings indicates that guidance and counselling as a subject is not given priority like other academic subjects offered in schools. Accordingly, if teachers are not provided with

necessary resources to use during the delivery of guidance and counselling lessons, it means that the content given to learners would be watered down and could have a negative impact on the implementation of guidance and counselling strategy to maintain positive discipline in schools.

In spite of the drawbacks encountered by selected schools in the implementation of guidance and counselling services, the findings of the study show that there are pockets of good practices in the implementation of the guidance and counselling strategy to maintain positive discipline. Another good practice is the use of assemblies for group counselling which acts as a preventive measure to encourage the whole school to desist from indulging on unbecoming behaviour. Gender counselling is also another element of good practice which has emerged in the implementation of guidance and counselling strategy in selected schools. It was further established that schools used storerooms as a way of improvising the counselling facilities. This is an example of pocket of good practice because learners were offered the counselling services even though the facilities were not favourable for counselling. In other words, although there were some difficulties in the implementation process, at least learners with behaviour problems had access to the counselling services.

5.3.2.3 The role of a school counsellor in the implementation of guidance and counselling programmes

Regarding the role of the school counsellor in the implementation of the guidance and counselling strategy to maintain positive discipline in schools, the study found that the school counsellor supervised and coordinated the guidance and counselling programmes to ensure that they were implemented in line with the recommended standards. It was also established that the school counsellor was the Head of Guidance and Counselling Department and provided teachers with teaching material and also organised workshops for members of staff. The findings are in line with what is recommended by the American School Counsellor Association (2007) that the school counsellor should be used as a resource person with expertise in the area of discipline plans. In addition, it emerged from the study that the school counsellor taught guidance and counselling lessons and conducted counselling sessions. According to Serame (2011) learners are referred to a school counsellor as a matter

of positive approach. Thus, the findings of the current study substantiate Serame's view. From the findings of the study it was also revealed that the school counsellor also referred complicated cases which he/she could not handle to experts. In addition, the results of the study indicated that the school counsellors were mentors of the prefects' body.

The results of the study further support the view of American School Counsellor Association (2007) that the school counsellor is a liaison, consultant and mediator to help create an effective learning environment; keeping in mind the diverse cultural, developmental, emotional and individual learner needs. Contrary to the findings of this study, are the results of a study carried out by Wango (2006) in Kenya which revealed that the role of the teacher counsellor was at times not very clear. It emerged from the discussion among the teachers that areas of conflict with the deputy school head around discipline matters were probably due to ambiguity and lack of definite roles and responsibilities. Hence, the differences in findings suggest that there were differences in the implementation of guidance and counselling strategy in schools in different countries. Nonetheless, the findings of the current study confirm what is shown in the microsystem level of Bronfenbrenner's (1979) Ecological Systems Theory. That is, the interaction of the structures in the system, in this case, the school counsellor, members of staff and experts could have an impact in moulding the behaviour of the learner positively since these structures are close to the learner.

The study also found that school counsellors experienced some challenges in implementing the guidance and counselling strategy to maintain positive discipline in schools. It emerged from the study that school counsellors were overwhelmed by work overload. The study established that school counsellors were full time teachers with full teaching loads and also performed guidance and counselling responsibilities and this limited their counselling effectiveness. The findings of the current study support the results of the study by Nyamwange et al. (2012) which revealed that teacher counsellors handled the normal workload (more than 18 lessons) per week and only 9.6% handled less than 18 lessons per week. The consistency in the findings implies that schools experience similar problems in the implementation of guidance and counselling strategy. However, the findings of the current study are incongruous with the results of the study conducted in Malaysia by Kok et al. (2012)

which found that the school counselling service in Malaysia secondary school system appeared to be well established and it had been implemented that every secondary school was funded with a full time school counsellor. Hence, the variance in findings could be a result of availability of resources in countries located in different continents.

Apart from the hurdles faced by school counsellors in implementing their counselling roles, the data indicated that there are pockets of good practices in implementing guidance and counselling strategy to maintain positive discipline. It came out that learners were referred to professional counsellors for expert counselling. Thus, learners' exposure to expert counselling enabled them to get appropriate assistance. In addition, another pocket of good practice that emerged is that in some schools, the school counsellor becomes a mentor for the prefects' body. This suggests that there is coordination in the implementation of guidance and counselling strategy in maintaining positive discipline in those selected schools.

5.3.2.4 Involvement of parents in guidance and counselling services

Data revealed that parents were sometimes involved when their children were counselled. It was found that the school counsellor would work with the parents to assist the learners in changing their behaviour. It also emerged that sometimes parents would be counselled too if their children faced severe problems so that they understood the behaviour of their children and how best they could support their children outside the school. However, it was also revealed that some of the school heads were not aware of how parents were involved in guidance and counselling services. The reason could be that most of the cases that needed counselling were handled by school counsellors.

The findings of the study are consistent with Rogovin's (as cited in Serakwane, 2007) view that family involvement can have a direct positive impact on learner's behaviour and academic work in class. The study results also support Hamersley's (as cited in Mawire, 2011) observation that the school counselling programme needs to hold conferences with parents in order to share relevant information with them because parents have significant influence on their children. Furthermore, the findings of the current study are in accord with the comments stated by Kok et al.

(2012) who conducted a study in Malaysia that the collaboration between all the stakeholders of education, including the parents, in providing a school climate conducive to learning would further enhance the counsellor self-efficacy. They add that this holistic approach in counselling will assist in the mental, physical, social and emotional development of learners. The results of the current study affirm the microsystem level of Bronfenbrenner's (1979) Ecological Systems Theory where the family is regarded as the closest structure to the child and has a direct influence during the interaction with the child in the immediate environment. This, therefore, implies that parents have an upper hand in shaping the behaviour of the learner; hence, their collaboration with the school counsellor could yield positive results. This would in turn contribute positively in the implementation of the guidance and counselling strategy to maintain positive discipline in schools.

Nonetheless, the study findings showed that schools experienced drawbacks in participation of parents during the implementation of the guidance and counselling strategy to maintain positive discipline. That is, data revealed that there was resistance from some parents who did not respond when invited to school during the counselling of their children.

Regardless of the challenges encountered by selected schools in the implementing the guidance and counselling strategy to maintain positive discipline, the study results indicate a pocket of good practice in the implementation process, in the form of collaboration between parents and school counsellors. It emerged from the findings that parents were invited and informed about their role when their children undergo counselling sessions and this encourages teamwork between parents and school counsellors. Thus, the involvement of parents would lead to behaviour modification of learners since the parents would be reinforcing positive behaviour that is encouraged at school. Such partnership can lead to the successful implementation of the guidance and counselling strategy in maintaining positive discipline in schools.

5.3.2.5 Participation of learners in guidance and counselling programmes

As for the participation of learners in implementing the guidance and counselling strategy to maintain positive discipline in schools, data show that learners

participated mainly through guidance and counselling lessons as highlighted earlier. It came out from the findings that during the guidance and counselling lessons learners were engaged in various activities which involved discussions, carrying out researches on given tasks and presenting what they had researched on. The findings concur with Chireshe's (2006) observation that in Zimbabwe, guidance and counselling programmes helped learners to develop a positive self-concept, understand their role in the school and society and acquire useful social and communication skills.

The current study also revealed that learners were trained in peer counselling and participated as peer counsellors. The finding corresponds with Porteus et al. (as cited in Lapperts, 2012) that some schools carefully select mature and sensitive learners to train in basic counselling skills. In addition, UNESCO (as cited in Mawire, 2011) advices that programme implementers could organise peer counselling by training some learners to offer guidance and counselling to their peers whom they are likely to be more comfortable with. The findings of the study are in accordance with the observation by Ernst and Goodison (as cited in Lapperts, 2012) that at the heart of peer counselling lies the involvement of an equal partnership, that is, two peers counsel each other, with neither partner being regarded as having more 'expertise' or 'status' than the other. The findings of the study also confirm Bandura's (1977) Social Cognitive Theory which indicates that the behaviour determines aspects of the environment to which the individual is exposed, and behaviour is, in turn, modified by the environment (Ahlstrom, 2009; Santrock, 2007). As a result, the exposure of learners to peer counselling in the school environment would in turn modify the behaviour of learners positively. The concurrence of the findings of the study with literature gives evidence that the active participation of learners in guidance and counselling programmes is vital if positive learner behaviour is to be maintained in secondary schools.

Furthermore, the data revealed that learners participated in guidance and counselling programmes through various clubs and also gave motivational speeches at assemblies. The findings substantiate what was found by Mbesa (2013) that the majority of teachers (56.8 percent) suggested that in order to improve discipline among learners, there was an urgent need to put in place a comprehensive guidance and counselling intervention programme. The findings also corroborate with

Chireshe (2006) who stated that learners who participated in guidance and counselling services in American schools viewed themselves more positively and began to predict their own success in school. Hence, the consensus in findings indicates that schools in different countries have realised the value of learner participation in guidance and counselling programmes. Consequently, if learners are involved in the guidance and counselling programmes like clubs, they would be kept occupied most of the time and would learn to appreciate the value of engaging in positive behaviour.

It also emerged from the study that learners participated in counselling sessions whenever they had some problems. The finding concur with what was found in literature where Chireshe (2006) affirmed that research studies conducted in the United States of America indicated that the majority of learners said the school counsellors had been helpful with learners' problems. The finding of this study is in line with Nyaegah's (2011) findings of his study in Kenya that secondary school learners in Kisii County had a positive attitude towards seeking guidance and counselling services. But still, the finding of the current study contradicts with the results of a study by Nyamwange et al. (2012) which found that 56.2% of the learners did not consider counselling necessary in the schools, while only 43.8% felt it necessary. It also came out from their study that 38% of the learners considered guidance and counselling essential in boosting their self-understanding. The agreement and differences in findings could suggest that learners in different environments respond differently depending on the expertise of the counsellors in dealing with different cases. Thus, if the counsellors do not have the knowledge and skills in handling learners' problems, the learners might not realise the value of attending counselling sessions. In contrast, if the counsellors have the expertise and assist the learners accordingly, the learners would respond positively.

The researcher established that in this section there are pockets of good practices in the implementation of the guidance and counselling strategy to maintain positive discipline in selected schools. The data revealed that learners were members of various clubs where during club sessions they encourage each other on positive behaviour. It also came out from findings that during club sessions learners are taught community involvement which has a positive influence in their behaviour.

Furthermore, the results of the study indicated that some learners participated in peer counselling where they engaged fellow learners in counselling sessions at their level. Peer counselling is very essential since some learners would find it easy to accept issues from their peers' point of view than from adults. Thus, learners' participation in the implementation of the guidance and counselling strategy enhances positive discipline in schools.

5.3.2.6 Participation of school heads, members of the disciplinary committee and members of staff in the implementation of the guidance and counselling programmes

Pertaining to the participation of school heads, members of the disciplinary committees and members of staff in implementing the guidance and counselling strategy to maintain positive discipline in schools, it was established that the most of the school heads, members of the disciplinary committees and teachers were involved in teaching guidance and counselling lessons. The findings are in line with the results of a study by Simatwa (as cited in Ajowi and Simatwa, 2010) that learners if well guided by teachers will do the right things related to learning and will become disciplined.

It was also found that school heads, in addition to teaching guidance and counselling lessons, supervised the implementation of guidance and counselling programmes, provided the necessary teaching materials and facilitated the invitation of stakeholders into the schools. According to Nyaegah (2011) school heads' attitudes towards guidance and counselling services in their schools significantly influence the attitudes of teachers and learners. Nyaegah's view is confirmed by the findings of this study where school heads seem to be active participants in implementing the guidance and counselling programmes. However, the findings of the study are conflicting with the results of a study by Nyamwange et al. (2012) which revealed that the guidance and counselling personnel did not receive sufficient amounts of support from the school administration to enable them render quality services. Their study further established that school heads had negative attitude towards guidance and counselling and only 29% felt that guidance and counselling was necessary in the schools; 24% thought it had a role to play in improving learners' academic performance and only 48% deemed it necessary in enhancing the level of learner's

discipline. Thus, the differences in findings, therefore, could be a result of differences in environments and in the implementation of the guidance and counselling strategy in different countries.

The current study, found that the school heads and members of staff including the members of the disciplinary committees took turns in offering group counselling at assemblies. It also emerged from the study that the members of the disciplinary committees and members of staff identified and referred learners to the school counsellors if the cases needed counselling. The results of the study are consistent with Ajowi's and Simatwa's (2010) study findings which showed that teachers were all willing to offer guidance and counselling services to learners in order to promote learner discipline in secondary schools in Kisumu District, Kenya. Contrary to the findings of this study are the results of a study conducted by Kiprop (as cited in Kiprop, 2012) which indicated that teachers were not willing to subject learners to guidance and counselling because of its demands in terms of time. In addition, it came out that guidance and counselling did not produce instant results since it required patience. Thus, the consensus and variance in findings could be that some members of staff have not yet been fully empowered to effectively implement the guidance and counselling strategy to maintain positive discipline in schools.

However, the study found that there were obstacles that hinder the implementation of the guidance and counselling strategy to maintain positive discipline in schools. It was found that some teachers (in the minority) were reluctant to teach guidance and counselling lessons. That is, some teachers concentrated in teaching their examinable subjects during guidance and counselling period. The results of the study indicated that such teachers viewed teaching guidance and counselling lessons as extra load.

Notwithstanding the fact that there are some teachers who are unwilling to participate in teaching guidance and counselling lessons, the results of the study showed that the guidance and counselling strategy was implemented to maintain positive discipline in selected schools.

5.3.2.7 Involvement of other stakeholders in guidance and counselling services in schools

Regarding the involvement of other stakeholders in implementing the guidance and counselling strategy to maintain positive discipline in schools, data indicated that schools referred serious cases which they did not have the capacity to deal with to experts for professional counselling. The study also found that other stakeholders were involved in training members of staff in basic counselling skills. That is, some stakeholders were sometimes invited to facilitate during workshops organised by the schools for teachers or sometimes stakeholders themselves organised workshops for teachers. The findings concur with Ishak's (2004) observation that in the absence of qualified counsellors, schools should be engaged in training educators in basic guidance counselling skills to enhance the implementation of guidance and counselling programmes. The accordance of findings with literature shows the importance of involvement of other stakeholders in empowering of teachers with requisite counselling skills. What is important about the finding in this section is that selected schools were sensitive to the needs of learners since they referred the learners to experts to get professional counselling services.

The study also revealed that stakeholders came in as guest speakers at assemblies and sometimes did group counselling to learners. In accordance with the findings of the study, UNESCO (as cited in Mawire, 2011) concedes that external resource persons like guest speakers from the community add value to the guidance and counselling programme and help maintain the link between home and school. UNESCO further affirms that the implementers of guidance and counselling programmes can use school assemblies to disseminate guidance and counselling information. The results of the current study again support the findings of the study by Onderi and Makori (2013) which revealed that some schools involved the church in dealing with learners' ill-behaviour. It also came out that at times schools invited guest speakers to address learners on various aspects of discipline. In addition, Kok et al. (2012) in their study found that the counsellors acknowledged that a better collaboration among all the stakeholders from the educational community will benefit the learners and enrich the provision of counselling service in schools. Accordingly, the consistency in the findings depicts the necessity of other stakeholder participation in the implementation of the guidance and counselling strategy to

maintain positive discipline in schools. The involvement of other stakeholders in offering their expert services to schools is an indicator of a pocket of good practice.

5.3.2.8 Methods/techniques used in counselling of learners

Concerning methods or techniques employed by the school counsellors when counselling learners, the results of the study showed that school counsellors predominantly used the systems theory which uses the individual counselling technique. The Education Officer indicated that they agreed as a province that the systems theory would be the best and it was the basic one they used. It was found that the systemic method enabled the school counsellors to know the background of the learner, that is, his/her family tree, other people around him/her and the environment where the learner is coming from. It emerged from the findings that knowing the background of the learner would lead to understanding the root cause of the problem. Accordingly, use of the systems theory confirms Bronfenbrenner's (1979) microsystem level of the Ecological Systems Theory where the interaction of the developing child with the structures surrounding him/her in the immediate environment can permit or inhibit the social development of the child (Bronfenbrenner, 1994). In this case, the school counsellors realised that the learner does not exist in a vacuum, that is, there may be structures which the learner interacts with in the environment which may have a negative influence on the behaviour of the learner. Identifying the root cause of the problem, will result in counsellors and the learners coming up with the solution to the problem that the learner is experiencing. Later, the learners' behaviour would change positively because of the counselling process they would have gone through.

The findings of the study are also consistent with the observations from the literature reviewed which concede that individual guidance and counselling comes in handy to address the behaviour challenges experienced by learners. It focuses on deeper understanding of the learner as an individual and establishes self-concept and sound identity (Lam, as cited in Mbabazi & Bagaya, 2013). In addition, individual guidance and counselling is effective in both preventive and remedial aspects (Iowa Department of Education, 2001). The results of the current study, once again confirm the findings of the study conducted in Uganda, by Mbabazi and Bagaya (2013) which found that respondents were of the view that the individual guidance and counselling

technique was commonly used as opposed to group guidance and counselling. However, the findings of the current study conflict with the results of the study conducted by Chireshe (2006) which revealed that schools in Zimbabwe mainly used group guidance and counselling technique in counselling learners.

It has been documented in literature that since individual guidance and counselling is learner-initiated; learners may not easily confide in the teachers and may end up not being helped out of their difficulties (Mbabazi & Bagaya, 2013). However, to counter this challenge, in Zimbabwe, it is not always the case that learners initiate counselling. In many cases as shown in Chapter 4, learners were referred to school counsellors for individual counselling according to need. That is, the referral method is used where learners are concerned. The similarities and variance in findings could be necessitated by the fact that the methods adopted to deal with guidance and counselling issues are determined by the nature of the problems to be addressed at that particular time and the environment. Accordingly, an individual method may not suffice all situations.

It also emerged from the study that the schools also used group counselling during lessons and assemblies. The findings of the study are in line with evidence given by literature that group guidance and counselling allows common problems to be handled at once and provides a safe environment for learners to express their feelings concerns and experiences (Mbabazi & Bagaya, 2013). There is evidence from literature that group guidance and counselling is successful in enhancing self-concept and self-efficacy (Iowa Department of Education, 2001). Furthermore, Bakhda (2004) confirms that group counselling is very important for the prevention of learner disturbances and to help develop a very free and friendly atmosphere. Hence, the consensus of the findings with literature is an indicator that learners are exposed to preventive counselling so that they desist from engaging in untoward behaviour activities. Contrary to the findings of the study, some scholars argue that group guidance and counselling suffers from lack of privacy and confidentiality and as a result some learners may not easily open up to a group for fear of being exposed (Aleck; Okiror, as cited in Mbabazi & Bagaya, 2013). However, to counter this limitation, the findings of the study indicated that both individual and group counselling methods were used in counselling learners.

The findings of the study concur with Mbabazi's and Bagaya's (2013) view that over-use of one strategy, means that other aspects of guidance and counselling are neglected and likely to contribute to learner misbehaviour. The authors further affirm that both individual and group guidance and counselling methods augment each other and should be used depending on the situation prevailing at that particular time. In accordance with the study findings, the National Association of School Psychologists (2014b), sum up by urging schools to provide individual, family, and group counselling when deemed necessary. Hence, the consistence in findings with literature suggests that schools are aware of the importance of using different methods to address the counselling needs of learners.

The study findings, therefore, are an indicator of a pocket of good practice where selected schools employ different counselling methods that respond to the needs of individual learners. Such a practice has a positive effect on the implementation of guidance and counselling strategy to maintain positive discipline in schools.

5.3.2.9 Meeting learners for counselling sessions

Regarding meeting learners for counselling sessions, data revealed that school counsellors met learners for counselling sessions once a week during guidance and counselling lessons, which were mainly group based. The study also found that as for individual counselling, the school counsellors met learners anytime when there was need. The study findings revealed that in some schools, once a week, the counsellor had a day which was fully booked for individual counselling sessions only. It came out that on that particular day, the school counsellor would not have any teaching load; the whole day would be dedicated to individual counselling sessions for learners. The findings of the study refute Simatwa's (2012) study findings that seventy five percent of the school heads involved in the study indicated that in most schools studied only a small number of the learners turned out for counselling. Consequently, the fact that there were some schools that set aside some days for individual counselling, as indicated in the findings of the current study, suggests that the counsellors were overwhelmed by the number of learners who came for counselling sessions. This, therefore, implies that selected schools are committed in the implementation of guidance and counselling strategy to maintain positive discipline.

However, as indicated in the preceding sections, the study established that one of the obstacles that impeded school counsellors from effectively conducting the counselling sessions was that they also had classes to teach. This, therefore, limited their availability to learners for individual counselling sessions. Despite the challenges faced by selected schools, there are pockets of good practices in implementation of the guidance and counselling strategy to maintain positive discipline in selected schools. It emerged from the study that individual learners could access counselling services any time they needed counselling regardless of the counsellors' tight schedules. Thus, the practice encourages learners to reveal their problems to counsellors so that they can be immediately assisted. Another noteworthy pocket of good practice is that some schools have reduced the teaching load for counsellors to allow counsellors to have more time for counselling sessions. This permits the counsellor to be available for learners who need counselling. Hence, the practice enhances the implementation of the guidance and counselling strategy in maintaining positive discipline in selected schools.

5.3.2.10 Effectiveness of guidance and counselling programmes in maintaining positive discipline in schools

Evidence from the study indicated that participants were of the view that the guidance and counselling strategy is effective in maintaining positive discipline in selected schools. The study found that the guidance and counselling strategy was effective because quite a number of learners had reformed through guidance and counselling activities offered in schools. It emerged from the findings of the study that the interaction of learners with the school counsellors, and involvement in clubs had yielded positive results as evidenced by behaviour change of learners. In this light, guidance and counselling had groomed learners to behave positively in their community. In addition, the data revealed that some of the parents whose children were experiencing behaviour problems before they were exposed to counselling had actually reported to schools acknowledging the change of behaviour they had observed in their children. In this case, there is confirmation that the guidance and counselling strategy is effective in the maintaining positive behaviour in selected schools.

The findings of the current study confirm Nyaegah's (2011) observation that there was sufficient evidence that counselling produced positive results even with difficult learners. The results of the study also reinforce the findings of Simatwa's (2012) study that ninety percent of the school heads indicated that the guidance and counselling strategy was effective where learners were mature and understood the value of schooling and education. Though the findings of the current study were consistent with the findings of other studies, the results of the study by Ajowi and Simatwa (2010) indicated that guidance and counselling had not been effectively used to promote learner discipline in studied secondary schools. Nonetheless, the agreement in the findings gives evidence that there are some secondary schools in different environments that are maintaining positive discipline through the use of the guidance and counselling strategy. The contradiction in findings could be a result of differences in the implementation of positive discipline management strategies in schools.

The study established that there is a link between guidance and counselling strategy and other strategies during the implementation process. The data revealed that members of staff undertake training through workshops organised by other stakeholders. Thus, the training of members of staff to implement guidance and counselling strategy integrates well with the training strategy which focuses on empowering members of staff with knowledge and skills on how to implement positive discipline management strategies. It was also found that the exposure of learners to various clubs combines well with the teaching social skills strategy and SWPBS strategy where learners are taught how to control their emotions and behaviour as they work in teams during club sessions. Data also showed that the use of the communication strategy integrated with the code of conduct strategy in the implementation of the guidance and counselling strategy. The finding that some learners were given an opportunity to give motivational speeches during assemblies, members of staff and other stakeholders also conducted group counselling at assemblies reveal how the guidance and counselling strategy is linked with the communication strategy and the code of conduct strategy.

5.3.3 Teaching social skills

The teaching of social skills is paramount in the social development of the learner. Schools are expected to inculcate these skills to learners so that the learners are developed holistically. The teaching of social skills contributes to shaping the behaviour of the learner positively. According to the Manitoba Education, Training and Youth (2001) the goal of social skills instruction is to teach socially acceptable behaviours that will result in better acceptance by classroom peers and their teachers. Hence, the findings of the study pertaining to the implementation of teaching social skills strategy to maintain positive discipline in schools are discussed in the following sections.

5.3.3.1 Teaching of social skills in schools

Concerning the implementation of teaching social skills strategy to maintain positive discipline in schools, the study established that learners were taught social skills during club sessions which were part of the co-curricular programmes offered in schools. The finding concurs with Skiba and Peterson (2000) who affirmed that providing learners with the opportunity to learn and practice social skills can break the negative interaction cycle. Thus, if learners are kept occupied and remained focused on what they would be engaged in during the club sessions, their behaviour would be moulded positively. Social skills activities result in learners spending most of their time confined to productive activities. The social skills activities influence learners to take up the responsibility of their behaviours. According to Dupper (as cited in Ward, 2007) learners with discipline problems are often rejected by their peers and do not have the opportunity to learn appropriate social skills through normal peer interaction. Consequently, such learners should benefit from the social skills programmes offered by schools. The involvement of learners in social skills would help those learners who would have faced rejection by their peers to restore their relationships with their peers.

The findings of the study also indicated that social skills were taught during guidance and counselling lessons. This finding is congruent with Henley's (2010) observation that proactive schools recognise that just as academic skills can be taught, so can appropriate social skills. Henley further mentions that these schools incorporate social skills lessons into their daily activities and routines. They emphasise civility,

and they model the qualities they want to develop in their learners. Furthermore, the results of the study concur with the Ontario Ministry of Education (2010) which concede that consistent modelling, teaching, and reinforcement of positive social skills, is an important part of successfully encouraging positive social behaviour among learners. This includes helping to enhance learners' self-control, respect for the rights of others, and sense of responsibility for their own actions. The findings of the study also agree with the Manitoba Education, Training and Youth (2001) which recommends a four-step process that is needed to teach social skills as suggested by McGinnis and Goldstein in their Skill-streaming books. The steps include:

- Modelling
- Role-playing
- Performance feedback
- Transfer training

Accordingly, the concurrence of the findings of the study with what has been revealed by literature indicates that schools located in diverse situations value the teaching of social skills as a way of managing the behaviour of learners positively.

The study also found that schools experience hurdles in implementing the teaching social skills strategy to maintain positive discipline. The study established that some teachers had negative attitudes towards the teaching of social skills. It came out from the findings that some teachers discouraged learners from attending social skills activities because they wanted learners to focus on academic subjects which were examinable. The study also found that some parents did not appreciate the value of social skills because of the bias they had towards academic subjects. The findings concur with what was revealed by literature that afterschool programmes tend to have high staff and learner turnover which can be a challenge for implementation of intervention programmes (Durlak & Weissberg, as cited in McKevitt et al., 2012). Thus, as pointed out in the findings of the study, those teachers who have a negative attitude towards teaching of social skills would not bother to attend social skills activities as club patrons because they might view it as waste of time, hence the learners will not be guided by teachers during club activities. It is possible that those learners who are discouraged by teachers and parents might avoid participating in social skills activities as they will be concentrating on academic subjects. As a result,

the implementation of teaching social skills strategy to maintain positive discipline in selected schools will not be fully realised.

In spite of the stated challenges, the study found that there are pockets of good practices in the implementation of the teaching social skills strategy. It emerged from the findings of the study that all learners are encouraged to be members of at least one club in the school so that all of them participate. The results of the study also indicated that some learners are involved in community service which stimulates a sense of responsibility in learners. As learners participate in such activities, their behaviour is shaped positively. Thus, selected schools appreciate the significance of developing the social attributes of learners through the implementation of teaching social skills strategy to maintain positive discipline.

5.3.3.2 Topics included in the teaching of social skills

As for the topics included in the implementation of teaching social skills strategy to maintain positive discipline, the study found that the aspects taught included conduct, relationships, community involvement; decision-making skills, communication skills, drug and substance abuse, career guidance, stress management, honesty and integrity, tolerance, conflict resolution, leadership skills, negotiations, assertiveness, self-awareness, health issues, and moral values among others. The findings of the study are in accordance with the revelations found in literature that while many learners come to school with some social skills already in place, most learners benefit from direct teaching of appropriate social skills, such as thinking before acting, listening, establishing and maintaining relationships, dealing with feelings, accepting consequences, dealing with peer pressure, problem-solving, conflict resolution, self-control, communication, negotiation, sharing, good manners, stress management, and decision making (Centres for Disease Control and Prevention, 2009; Ontario Ministry of Education, 2010 & National Association of School Psychologists, 2014b).

Hence, the consensus between the findings of the study and reviewed literature suggests that the needs of learners in terms social development are similar regardless of the surrounding environment. Partaking in social skills activities would give learners a broader perspective of social life and would result in them making

informed decisions. As learners participate in social skills activities, their behaviour is moulded positively. Thus, this will contribute positively in the implementation of positive discipline management strategies in selected schools.

5.3.4 Participation of learners in the teaching and learning of social skills

Regarding the participation of learners in the implementation of the teaching social skills strategy to maintain positive discipline in schools, the study found that learners were active participants during the teaching and learning of social skills. It was found that whilst English was used as medium of instruction in schools, teachers were encouraged to use vernacular when teaching social skills so that all learners participate. It also emerged from the findings that learners opened up in sharing information probably due to the fact that most of them no longer had aunts and uncles at their homes who culturally would discuss such issues with them. The findings are in line with the views of Centres for Disease Control and Prevention (2009) which affirms that schools should use classroom activities and lessons to explore and discuss empathy, personal strengths, fairness, kindness, and social responsibility. The involvement of learners in such discussions builds their confidence.

It was also found that learners were engaged in community activities to reach out to underprivileged members of the society. In addition, it emerged that learners participated in community dialogues where they would interact with community members with certain expertise and share their experiences. This helped learners to develop a positive attitude towards other people which in turn would contribute to moulding the behaviour of the learners positively. The findings of the study correspond with what was found in the reviewed literature where the Ontario Ministry of Education (2010) agrees that helping learners learn how to get along with others is a key strategy in building a caring and safe school culture. The findings also concur with Bear (2010) who states that schools should provide multiple opportunities for learners to apply skills of social and moral problem-solving and responsible behaviour. The consistency in findings of the study with evidence from literature indicates that the active participation of learners in the teaching and learning process is valued in any learning situation. The findings therefore confirm

that secondary schools in this study used participatory methodology in the teaching and learning of social skills which allows learners to reflect on their behaviours. Thus, the reflection on the behaviour by learners results in positive change of behaviour which in turn enhances maintenance of positive discipline in schools.

However, the implementation of teaching social skills strategy to maintain positive discipline in schools was hindered by the problem of time. It was found that sometimes the learners did not have enough time to fully participate in social skills activities because of the workload.

Although there were some impediments in the implementation of teaching social skills strategy in selected schools, the findings of the study indicated that there is evidence of pockets of good practices in the implementation process. It emerged from the findings that there was use of vernacular language during the teaching of social skills activities to encourage every learner to actively participate. The study also found that learners were involved in community dialogue where members of the community with expertise were invited to schools to share their experiences with learners. At the same time learners were given an opportunity to ask questions on social issues.

Another pertinent aspect which was raised in this study is that during the teaching of social skills, schools play the roles of traditional aunts and uncles who would culturally teach learners some of the social skills at home. Such social skills are now taught in schools because some learners are orphans and live alone at home. Teaching social skills therefore gives all learners an opportunity to get proper guidance.

5.3.5 Effectiveness of teaching social skills in maintaining positive discipline in schools

As for the effectiveness of teaching social skills strategy in maintaining positive discipline in selected schools, the study established that the teaching social skills strategy was very effective because learners were empowered to make sound decisions in solving the problems they encountered in life. It was also found that the teaching social skills strategy encouraged learners to become active members of the society and responsible citizens. The data also revealed that teaching social skills

was effective because it taught learners to be responsible for their behaviour and the strategy contributed to the reduction of cases of unbecoming behaviour in selected schools. The findings of the current study confirm the observation by Forcey and Harris (as cited in Mathe, 2008) that the teaching of social skills helps learners to develop into well-balanced human beings who can resolve conflict without resorting to violent actions. The study also found that teaching social skills was effective because it helped to produce disciplined, self-reliant and positive thinking members of the school community. The findings of the study also support what was revealed by the Manitoba Education, Training and Youth (2001) that social skills are taught to learners to ensure that they obtain the necessary skills required to function socially in society. It also came out that the involvement of learners in social skills kept the learners occupied instead of being idle, and loitering around. The findings of the current study concur with what was found in literature as revealed by Johnson and Johnson (as cited in Skiba & Peterson, 2000) that conflict resolution and peer mediation have demonstrated some success in reducing school suspension and improving maintenance of positive discipline in schools. The consensus of findings of the study with literature, therefore, suggests that schools in different environments have embarked on the implementation of teaching social skills strategy to maintain positive discipline. Consequently, the implementation of the teaching social skills strategy in selected schools is beneficial in the maintenance of positive discipline regardless of the challenges encountered during the implementation process.

The findings of the study further revealed that as selected schools implement the teaching social skills strategy to maintain positive discipline, they link with other strategies such as guidance and counselling, code of conduct, communication and behaviour modelling. It was found that learners are taught social skills during guidance and counselling lessons. In addition, it was revealed that the issues emphasised during the teaching of social skills include good conduct which reinforces the code of conduct strategy. The results of the study also indicate that communication skills which strengthen the implementation of the communication strategy are emphasised during the implementation of the teaching social skills strategy. It further emerged from the findings that the teaching social skills strategy is integrated with behaviour modelling strategy as learners are encouraged emulate good behaviour as they interact during club sessions.

5.3.6 School-wide Positive Behaviour Support (SWPBS)

The participation of all members of the school community is crucial in maintaining positive discipline in schools. School-wide Positive Behaviour Support (SWPBS) is one of the positive discipline management strategies that have been adopted in schools to curb untoward behaviour among learners. Simonsen et al. (2008) observe that school-wide positive behaviour support is a proactive, systems level approach that enables schools to effectively and efficiently support learner behaviour. Literature reveals that the primary aim of SWPBS is to decrease problem behaviour in schools and to develop integrated systems of support for learners and staff at the school wide, classroom and individual learner, including family levels (Sugai, Horner & Gresham, as cited in Bilatyi, 2012). Accordingly, the findings of the study pertaining to the implementation of the SWPBS strategy to maintain positive discipline in schools are discussed in the subsequent sections.

5.3.6.1 Implementation of the SWPBS programme in schools

Pertaining to the implementation of the SWPBS strategy to maintain positive discipline in selected schools, the data revealed that learners were engaged in various clubs. That is, all learners were encouraged to be members of different clubs and participate in co-curricular activities. In response to this, some learners were members of the junior police officers who were trained by the Zimbabwe Republic Police (ZRP). The findings of the study are in agreement with what has been found in literature where Sprague and Horner (in press) outlined the key practices of SWPBS as:

- clear definitions of expected appropriate, positive behaviours are provided for learners and staff members,
- clear definitions of problem behaviours and their consequences are defined for learners and staff members,
- regularly scheduled instruction and assistance in desired positive social behaviours is provided that enables learners to acquire the necessary skills for the desired behaviour change,
- effective incentives and motivational systems are provided to encourage learners to behave differently,

- staff commits to staying with the intervention over the long term and to monitor, support, coach, debrief, and provide booster lessons for learners as necessary to maintain the achieved gains,
- staff receives training, feedback and coaching about effective implementation of the systems, and
- systems for measuring and monitoring the intervention's effectiveness are established and carried out.

The results of the study also support the findings of the study conducted by Bliese (2013) in the United States of America which indicated that appropriate behaviours were specifically taught and reinforced within a school-wide system of support, directives, and reinforcements from staff. Thus, the explanation on similarities in findings could be that schools in different parts of the world realise the importance of embarking on programmes that promote positive discipline.

The study found that though selected schools were implementing the SWPBS strategy to maintain positive discipline; there were some problems that frustrated successful implementation of the strategy. For example, it was found that time was a limiting factor as indicated in the previous section. That is, the time-table was too congested and teachers lacked quality time with the learners as teachers will be rushing to meet the requirements of the curriculum which had been stretched too wide. The findings of the study concurred with the observation from literature that many schools lacked the capacity to maintain the efficient and on-going operation of both school-wide and individual learner systems (Illback et al.; Sailor, as cited in Sugai et al., 2000).

However, the findings of the study indicate that the SWPBS, as a positive discipline management strategy was implemented in selected schools despite the challenges encountered. The immersion of learners in clubs and their active interaction during club sessions indicate that there is collaborative effort in implementing the SWPBS strategy to maintain positive discipline in selected schools.

5.3.6.2 Prevention programmes for the whole school

As prevention measures, schools mainly invited guest speakers from various institutions to speak to learners. It was found from the study that pastors were invited

to schools to talk about moral values to learners and the police would address learners on issues pertaining to drug and alcohol abuse, and crime prevention. The study also revealed that the health personnel were invited to educate learners on HIV/AIDS issues. The findings of the study are in line with Safran's and Oswald's (2003) view that school-based collaborative teams that include teachers, administrators, and/or special services personnel are an essential component of the SWPBS strategy to maintain positive discipline. However, the findings of the study differ from what has been noted in reviewed literature where schools practicing the SWPBS programme should adopt the three tiered prevention model which focuses on vigorous, early, and constant teaching and acknowledgement of appropriate behaviour as the basis for reducing problem behaviour in schools (Tidwell, Flannery, & Lewis-Palmer, as cited in Anderson, 2009). It was further revealed by literature that the first tier is called primary prevention or universal prevention, which is the first level of support which advocates the development of a school-wide discipline plan involving research-based behaviour management practices designed to meet the needs of all learners (Ervin, Schaughency, Matthews, Goodman, & McGlinchey, as cited in Anderson, 2009). Simple school-wide expectations are created and systemically taught to all learners ensure consistency and success (Anderson, 2009). It is, therefore, evident from the findings and the literature reviewed that there were divergent practices in the implementation of the SWPBS prevention programmes in schools.

The study however established that one of the challenges encountered in implementation of the SWPBS strategy to maintain positive discipline in selected schools was limited involvement of parents as schools took too many roles and left the parents behind. This finding confirms the findings of research studies conducted in United States of America that there was lack of knowledge, misunderstanding, misperceptions and varying philosophies among staff about behaviour management (McKevitt & Dempsey; Ternus, as cited in McKevitt et al., 2012). Thus, lack of parental involvement in the implementation of the SWPBS strategy indicates that schools are not in line with the principles of the SWPBS programme which advocates for the participation of all the members of the school community, including parents.

Despite the shortcomings revealed in the findings of the study, it is clear that selected schools incorporated other stakeholders from the community in implementing the SWPBS strategy to maintain positive discipline. Thus, there is evidence from the study findings that selected schools do not work in isolation in implementing the SWPBS strategy to maintain positive discipline.

5.3.6.3 Effectiveness of the SWPBS programme in maintaining discipline in schools

Concerning the effectiveness of the SWPBS strategy to maintain positive discipline in selected schools, the study established that the activities which the learners were engaged in yielded positive results. It came out from the findings that the SWPBS strategy was effective because activities like clubs kept learners away from engaging in wayward behaviour. It emerged from the study that the SWPBS strategy encouraged learners to be occupied with club activities when they were off sessions instead of letting them roam around the school premises. As such, the SWPBS strategy was effective because learners were active participants of the SWPBS programme activities.

The findings of the current study concur with the findings of other studies that showed that the SWPBS created an effective school environment where proactive behavioural practices could be implemented successfully (Kartub, Taylor-Greene, March, & Horner; Lewis, Powers, Kelk, & Newcomer, as cited in Simonsen et al., 2008). The results of the current study also confirm the findings of the study by Bliese (2013) that the number of documented learner office referrals significantly decreased over the four year span of the study (0, 1, 2, and 3 years). In-school suspensions significantly decreased over the four years of the study. In addition, her study revealed that all the participants agreed that the implementation of the SWPBS strategy was worthwhile as it reinforced positive interactions among staff and learners as it supported learning and acceptable social behaviour. Though there was inconsistency in the implementation of the SWPBS strategy as indicated in the abovementioned sections, there is evidence from data that the implementation of the SWPBS strategy to maintain positive discipline in selected schools was effective.

From the results of the study, it was noted that as schools implemented the SWPBS strategy they linked it with the guidance and counselling, teaching social skills,

communication, code of conduct and training strategies. It was found that learners were involved in clubs which teach them how to work and live in harmony with others. Thus, participation of learners in clubs integrates with the guidance and counselling and teaching social skills strategies. The findings also revealed that other stakeholders communicated positive discipline issues with learners at assemblies and this shows the link with the communication and code of conduct strategies. The results of the study also indicated that some learners were trained as junior police officers, an indication of integration with the training strategy.

5.3.7 Communication

Communication is the backbone of successful implementation of any programme in any institution. Thus, members of the school community interact during the implementation of positive discipline management strategies, they will always be communicating. Hence, communication is an essential skill that should be transferred to all members of the school community (Mathe, 2008) as it helps to build relationships and facilitates achievement of goals (Akinnubi et al., 2012). The findings of the study regarding the implementation of the communication strategy to maintaining positive discipline in schools are discussed in the succeeding sections.

5.3.7.1 Communication channels used to communicate positive discipline issues

Schools used various channels of communication to promote positive discipline in schools. The study found that schools communicated positive discipline issues through notice boards, report cards; verbal communication during assemblies, orientation, and consultation sessions; suggestion boxes, newsletters, staff meetings, parents' meetings, writing letters to parents when they are invited to school and phoning parents. Positive discipline issues were also channelled through the hierarchy of authority that existed in the schools. The study further found that the main communication channel used on the learners' side was the learners' body. The data revealed that prefects' assemblies, which are special assemblies addressed by prefects were also used as a channel of communication. Prefects were also given time to visit classes encouraging other learners to desist from indiscipline activities.

The findings of the study are corresponding with the observation by Akinnubi et al. (2012) and Ntuli (2012) that the medium of communication is one of the most crucial

determinants of the effectiveness of communication. These communication channels include school assembly, staff meetings, bulletin board, through minutes in files, signs, pictorial representations, parent representations, newsletters, e-mails, messages via mobile phones. Akinnubi et al. (2012) argue that no matter how good the message may be, if it is sent through a wrong channel, the message will not only be ineffective but can cause serious discipline problems in the school. Ntuli (2012) also observes that sometimes, some of these methods appear to be ineffective, depending on the type of that particular community. The findings of the current study concur with the results of Kindiki's (2009) study that suggestion boxes were favoured as a method of communicating to the school administration. This is because suggestion boxes guaranteed the learners' anonymity. However, the results of the current study disagree with the findings of Kindiki's (2009) study that there were poor channels of communication used by school administrators. His study further found that undemocratic school administration did not consider meetings as important channels of communication.

Consequently, it is evident from the findings of the study and from literature that the use of effective communication channels in conveying positive discipline issues is a requisite in secondary schools. This implies that schools should disseminate information on positive discipline to different members of the school community using various channels so that the information can reach the intended recipients who will then act accordingly. Nonetheless, the conflicting results from the studies could suggest that the choice of communication channels to disseminate positive discipline issues depended on the leadership styles of the school heads.

It also emerged from the findings of the study that there were some challenges encountered in the implementation of the communication strategy to maintain positive discipline in the selected schools. The study found that there was resistance from some of the parents who did not respond if they were invited to school. The results of the study confirm the findings of a study by Mugabe and Maposa (2013) which revealed that when a learner misbehaved, some parents took their child's rather than the school's side. Consequently, if a parent does not respond to the invitation by the school, the implication is that the parent took his/her child's side. The findings of the study reinforce the results of Kindiki's (2009) study that interference by overprotective parents or guardians would lead to communication

breakdown in the school because the school administration would feel antagonised by such parents while the learners in question would think they have been given a green light to misbehave. The similarities in findings indicate that obstinate parents are found in all communities. This unfortunately gives learners the impression that the school environment is hostile to them as they will not see anything wrong with their behaviour if it is approved by their parents or guardians. The unresponsiveness of parents, therefore, has a negative impact on the implementation of the communication strategy.

The findings of the study also revealed that there was misuse of some of the communication channels by some members of the school community, for instance, suggestion boxes ended up not being used for intended purposes. The finding confirms the results of a study by Subbiah (2004) which revealed that participants in her study felt that communication links between class educators and class representatives were not always good because educators often tended to be too busy with other activities. The concurrence of the findings suggests that some members of the school community have different perceptions on use of some of the communication channels. Consequently, the misuse of communication channels impedes the successful implementation of the communication strategy to maintain positive discipline in selected schools.

Despite the challenges experienced in the implementation of the communication strategy to maintain positive discipline in selected schools, the findings of the study indicated that there is a pocket of good practice in the implementation process. It was found that the learners' body facilitated communication between learners and their representatives and members of staff. It emerged from the study that prefects were given a chance to organise prefects' assemblies so that they can talk to other learners about positive discipline issues. It also came out from the study that prefects and class monitors took up the responsibility of encouraging other learners not to indulge in anti-social activities. This reveals that there is coordination in the implementation of the communication strategy among learner representatives, learners and members of staff.

5.3.7.2 Participation of teachers in communicating positive discipline issues

As for the participation of teachers in the implementation of the communication strategy to maintain positive discipline in schools, the study established that the teachers were actively involved during registration time, assemblies, orientation of form ones and newcomers, consultation sessions and during guidance and counselling lessons. The study found that as class teachers met their classes during registration time, they would actually address their classes about positive behaviour issues. In addition, teachers dealt with discipline issue even during lessons when teachers were teaching their subjects other than guidance and counselling. The findings of the study are consistent with reviewed literature where the Ministry of Education, Jamaica (2011) concurs that the maintenance of positive discipline requires an assertive communication style because there is need for the teacher to engage learners on the norms and limits that should guide their behaviour. In addition, the Manitoba Education, Training and Youth (2001, p.16) warn that teachers should be careful about verbal communication, and advise that they should:

- utilise a supportive language tone,
- communicate with learners using positive language,
- avoid language that is overly authoritative or condescending,
- utilize a rate and rhythm of speech that is even and smooth,
- deliver warnings and reminders in a calm manner.

The Manitoba Education, Training and Youth (2001) further caution teachers that they should also be aware of the use of nonverbal communications. They should:

- use eye contact effectively,
- use non-verbal cues as warnings when behaviours are escalating,
- be aware of the impact of tone, volume, cadence, positioning, and stance.

Thus, the consensus in findings indicates that participation of teachers in communicating positive discipline issues is vital in the maintenance of positive discipline in secondary schools in most of the countries. The implications of the findings are that selected schools have made it mandatory to always remind learners about positive behaviour.

Nonetheless, there were some obstacles that hindered the implementation of the communication strategy to maintain positive discipline in schools under study. It was found that some members of staff did not cooperate. For instance, it emerged from the findings of the study that a few class teachers did not emphasise positive discipline issues during registration time or when they were teaching. But still, there is evidence from the findings of the study that most of the teachers were taking an active role in implementing the communication strategy regardless of the cited challenges.

5.3.7.3 Participation of learners in communicating positive discipline issues

The findings of the study regarding the participation of learners in the implementation of the communication strategy to maintain positive discipline in schools revealed that learners participated during prefects' assemblies and at the main school assemblies where the members of different clubs presented important issues pertaining to good behaviour. The study also found that some learners were given time to preach to other learners during assemblies. The findings of this study align with Visser's (2005) observation that peer support can serve as a tool for addressing emotional and behavioural problems before they become severe. It again, emerged from the study that prefects usually communicated verbally with other learners and they also communicated through their prefects' meetings. Furthermore learners communicated positive discipline issues during guidance and counselling lessons and clubs. The findings of the current study support observation from the reviewed literature that supportive peer relationships can promote the sharing of knowledge and experiences, provide role models and enhance healthy coping skills because the young people are all in the same situation. A peer support system can have a particularly positive impact in a group of young people where they are sources of reference for one another (Louw, Van Ede & Louw, as cited in Visser, 2005). In addition, the study established that learners communicated through structures that are in place in secondary schools, that is, via learners, class monitors, prefects, teachers, senior master, senior woman, disciplinary committee up to administration. The results of the study further revealed that learners communicated positive discipline issues through peer educating each other on good behaviour. The findings of the study concur with reviewed literature that adolescents identify more easily with

their peers and are far more likely to openly discuss sexual practices, drug-taking, and emotional reactions with their peers than with adults who are considered to be figures of authority. They are also more likely to change their own behaviour if they perceive liked and trusted peers to be changing theirs (Campbell & MacPhail, as cited in Visser, 2005). The findings of the study also confirm Bandura's (1977) Social Cognitive Theory which suggests that environmental events in the form of instruction, and social persuasion affect the person, and the person in turn evokes different reactions from the environment depending on his/her personality and physical features. Thus, there is evidence from the results of the study that learners were actively involved in communicating positive discipline issues in selected schools, and through interaction as peers they could influence each other's behaviour positively as suggested by social cognitive theory.

5.3.7.4 Effectiveness of the communication strategy in maintaining positive discipline

With regards to effectiveness of implementation of communication strategy in maintaining positive discipline in selected schools, data indicated that the strategy was essential in maintaining positive discipline. The findings of the study revealed that the communication strategy was the best as compared to corporal punishment because sometimes teachers applied negative discipline yet the reason why the learners engaged in negative behaviour could be that they wanted to communicate something and there was no one who wanted to listen with them. So if teachers communicate with learners, listen to them, try to help them, it has been observed that learners usually respond positive. It also came out from the study that communication was very effective because through communication, teachers, learners and parents came together to clarify issues which might lead to misbehaviour and to appreciate the need to work together to solve the behaviour problems manifested. The findings of the study are contrary to the results of the study conducted by Kindiki (2009) in Kenya which indicated that ineffective communication in the schools studied resulted in conflict, chaos, misunderstanding and lack of confidence in the school administration. Accordingly, the results of this study indicated that through communication, the members of the school community became active participants in the maintenance of discipline in selected schools. But,

the differences observed in findings of the studies might suggest that schools in different locations use different methods to implement the communication strategy to maintain positive discipline.

The study showed that during the implementation of communication strategy there is coordination with other strategies. This is because communication is central in the implementation of all positive discipline management strategies which include the code of conduct, guidance and counselling, teaching social skills and SWPBS. It was found that learners were reminded of good conduct at assemblies which is a way of strengthening the implementation of the code of conduct strategy. It also came out from the findings that learners communicated positive discipline issues through clubs and guidance and counselling lessons, which is an integration of the guidance and counselling, teaching social skills and SWPBS strategies.

5.3.8 Positive reinforcement

Reinforcing the positive behaviour that has been shown by learners is very important in the management of positive discipline in secondary schools. If the positive behaviour of the learner is recognised and rewarded accordingly, the learner would be motivated to continue showing that kind of behaviour. As revealed by Maag (2001) positive reinforcement increases the probability that the behaviour it follows recurs. Noordien et al. (2008) concur that reinforcing expected behaviour through an on-going system of rewards encourages future displays of the desired behaviour. Thus, the findings of the study pertaining to the implementation of the positive behaviour reinforcement strategy to maintain positive discipline in schools are discussed in the subsequent sections.

5.3.8.1 Reinforcement of positive behaviour in schools

Pertaining to the implementation of the positive behaviour reinforcement strategy to maintain positive discipline in schools, the study found that the positive behaviour of learners was reinforced through praise, merit badges, commendation notes and passing positive comments during assembly if the learner had shown behaviour change. The findings of the study confirm what has been found in literature that positive reinforcement can come in many forms: a simple smile; a word of praise; public acknowledgement; or social commendation (Lapperts, 2012). The study also

revealed that there were some awards which were given to learners who were well behaved and smartly dressed throughout the year. The well-behaved and smartly dressed learners were honoured at the end of year during speech and prize giving day. It was further found that the prizes were given from form one to 'A' Level classes. The two learners, that is, one male and one female learner who qualified for the prizes were identified from each class. The results of the study concur with Noordien et al. (2008) that many schools include incentives and rewards to reinforce positive behaviour.

Positive behaviour was also reinforced by promoting learners to be prefects and class monitors so that they became motivated and continued behaving well. It further came out from the findings that the positive behaviour of prefects was reinforced by organising end of year party for prefects and class monitors and also taking the prefects for camp or outing at the end of the year. Thus, the findings of the study are consistent with Lapperts' (2012) observation that learners who behave in positive ways are positively reinforced or recognised and through such reinforcement and recognition, learners are encouraged to repeat the behaviour. Furthermore, the results of the current study support the findings of the study conducted in Harare by Mugabe and Maposa (2013) which revealed that rewarding good behaviour was also used to control misbehaviour. Hence, the agreement of the findings with literature suggests that there are common practices of rewarding positive behaviour which schools adopt, that is why there are similarities.

Nevertheless, the results of the study revealed that the implementation of positive behaviour reinforcement strategy to maintain positive discipline in schools was thwarted by various shortcomings. The study found that in most cases some schools mainly focused on rewarding learners who perform well in academic subjects not giving much attention to the improvement in learners' behaviour. The finding is consistent with what was found in reviewed literature that some members of staff may not believe in rewarding learners for doing what they are supposed to do, preferring instead to rely on more traditional punishment-oriented strategies (Maag, 2001; Kincaid, Childs, Blasé & Wallace, 2007; McKevitt et al., 2012). The agreement of the findings of this study with literature suggests that some schools undermine the importance of reinforcing positive behaviour of learners regardless of its importance in maintaining of positive discipline.

However, there is evidence of pockets of good practice from the findings of this study. That is, the selected schools gave prizes to acknowledge good conduct from form one to 'A' Level classes. It was established from the findings that female and male learners who have shown good behaviour were chosen from each class at all levels. This is an indicator that both male and female learners were given equal opportunities of recognition if they conducted themselves well. Such practice enhances the implementation of positive discipline management strategies in selected schools.

5.3.8.2 Importance of reinforcing learners' positive behaviour

As for the necessity of reinforcing learners' positive behaviour, data indicated that reinforcing learners' positive behaviour was very important because it resulted in the learner developing a positive picture of self, which is very critical in the social development of secondary school learners who are at the adolescence stage. The findings are consistent with Hao's (2009) view that schools should encourage learners' positive behaviours and attributes in order to help learners to become responsible adults. It was also found that positive behaviour reinforcement empowered learners to be confident and it encourages them to continue showing the same behaviour. Furthermore, positive behaviour reinforcement encouraged learners to participate effectively in their learning, giving suggestions and making positive contributions.

The results of the study confirm the findings of other studies conducted previously in the United States of America which have shown that increasing the use of positive reinforcement by teachers appeared to be capable of a strong effect in reducing school suspension and dropout rates (Meyer, Mitchell, Clement & Clement-Robertson, as cited in Skiba & Peterson, 2000). However, contrary to the findings of the current study, Maag (2001) argues that the functional definition of positive reinforcement frequently does not help some teachers get past the stereotypical notion that it is a manipulative tool created to coerce learners into behaving appropriately. Consequently, reinforcement continues to be viewed by some teachers as tantamount to bribery, as it undermines learners' abilities to become self-directed, and quells internal motivation (Kohn, as cited in Maag, 2001).

Nonetheless, the consistency in findings of the study with literature suggests that schools have realised the importance of using positive discipline management strategies in managing the behaviour of learners. As for conflicting observations, the explanations could be that it is just differences in opinions. In this particular study, there is convincing evidence that selected schools implemented positive behaviour management strategies to maintain positive discipline.

Without doubt, using reinforcements to promote positive behaviour had some drawbacks in the study. Some learners' bad behaviour resurfaced when their positive behaviour was no longer rewarded. The finding supports Bear's (2010) observation that when the external techniques like systematic rewards are later removed, the learner may fail to function independently. The similarity of the finding with the observation from literature could suggest that learners' behaviour could be similar regardless of the environment they are exposed to. This, therefore, indicates that some learners might not have completely changed their behaviour. Their behaviour change could have only been influenced by the rewards offered by schools. This is an impediment to the maintenance of positive discipline in selected schools.

The findings of the study also revealed the link between the positive behaviour reinforcement strategy and other strategies such as the code of conduct, guidance and counselling, teaching social skills, SWPBS, communication and positive behaviour modelling. That is, when positive behaviour of learners is rewarded it means that schools are communicating with learners who have modelled good conduct and also with those who misbehave encouraging them to change their ill behaviour. This shows an integration of positive behaviour reinforcement strategy with the code of conduct, communication and positive behaviour modelling strategies. The message conveyed is that of encouraging other learners to emulate those who have been rewarded because of showing good conduct. In addition, acknowledging learners' positive behaviour at assembly is a form of preventive counselling where learners are discouraged from engaging in untoward behaviour. In this case the positive behaviour reinforcement strategy is linked with guidance and counselling and SWBPS strategies. Furthermore, the promotion of learners to prefects links the reinforcement strategy with the teaching social skills strategy as learners are exposed to leadership skills.

5.3.9 Modelling positive behaviour

Modelling positive behaviour is very critical in the maintenance of positive discipline in secondary schools. In most cases, secondary school learners who are in the adolescence stage would like to emulate those individuals whom they regard as their heroes. Hence, the members of the school community and the society at large can have a positive or negative influence on the behaviour of the learners depending on the nature of behaviour prevailing in that immediate environment. Porteus et al. (as cited in Lapperts, 2012) observe that the importance of modelling good behaviour is rooted in the simple fact that learners learn from following the example set by the role models around them. Accordingly, the findings of the study concerning how members of staff, learners, parents and members of the community were encouraged to model positive behaviour are discussed in the succeeding sections.

5.3.9.1 Encouraging members of staff to model positive behaviour

The findings of the study established that various methods were used to reinforce positive behaviour modelling among members of staff so that learners could emulate. The study found that during staff meetings, workshops, and staff development courses members of staff were reminded to always adhere to the Civil Service Code of Conduct, Statutory Instrument 1 of 2000, which governs the behaviour of all members of staff. The study also found that each member of staff was given a copy of Civil Service Dress Code so that they could present themselves accordingly. It further emerged that when new members of staff joined the schools they were inducted on expected conduct and were each given a copy of the Civil Service Code of Conduct to file it in their personal files so that they kept on referring to it. In addition, the data revealed that the copies of Civil Service Code of Conduct and list of duties and responsibilities of members of staff were stuck on notice boards as a reminder to members of staff. The results of the study confirm the observation by Porteus et al. (as cited in Lapperts, 2012) that the final cornerstone, which is also extremely important, is the necessity for teachers to model good behaviour.

In contrast, teachers who showed wayward behaviour were also counselled. The data also confirmed that most teachers when talking to learners used appropriate language; conducted themselves appropriately in the presence of learners and dressed formal so that learners could copy from them. Additionally, the way

members of staff interacted on their own as teachers was an example to learners on how learners were supposed to treat each other.

The findings of the study are congruent with literature as observed by Vermeire (2010) that teachers and school staff regularly and consistently interact with learners and are responsible for modelling those expectations. In addition, the results of the study are in line with the observation by the Ontario Ministry of Education (2010) that the school staff should model attitudes and behaviours that contribute to a caring and safe school culture by valuing and demonstrating respect for all learners. Furthermore, the results of the study confirm Bandura's (1977) Social Cognitive Theory which suggests that people cognitively represent the behaviour of others and then sometimes adopt this behaviour themselves (Santrock, 2007). In addition, Hunter (as cited in Serakwane, 2007) concurs that observational learning is a very powerful way of acquiring attitudes, skills and knowledge. Thus, the consistency of the findings illustrates the fundamental role played by the strategy of modelling positive behaviour by members of staff in schools. The agreement of the findings of the study with literature indicates that the schools in different settings are concerned about the conduct of teachers which has a bearing on the behaviour of learners.

Though selected schools made an effort to encourage members of staff to model positive behaviour during the implementation of the positive behaviour modelling strategy, the study established that some members of staff were not good role models. That is, some members of staff would smoke cigarettes or consume alcohol at nearby bottle stores during lunch time while learners would be watching them. The findings are corresponding with observation from literature that some teachers have been accused by learners as being habitual drunkards (Rono & Gichana, as cited in Murithi, 2010). It also emerged from this study that some members of staff did not dress according to the dress code. According to Yaroson (as cited in Salifu & Agbenyaga, 2012) a study in Ghanaian schools revealed that teachers contributed to disciplinary problems by modelling shabby dressing and indecent attires which denoted nudity. In addition, Murithi (2010) cites an incident in Kenya where more than one hundred learners at a secondary school rioted citing indecent dressing by some of the teachers which disrupted learners' concentration during lessons. The findings of the current study, therefore, corroborate with the revelations from literature reviewed. The consistence of the findings with literature suggests that there

are some personalities among members of staff who will always want to behave differently from others regardless of the fact that there are codes of conduct that govern the behaviour of members of staff. Thus, it is evident from the findings that some members of staff obstruct the effective implementation of positive behaviour management strategies in selected schools.

Notwithstanding the limitations experienced in the implementation of the modelling positive behaviour strategy to maintain positive discipline in selected schools, the findings of the study demonstrated some pockets of good practices in the implementation process. It emerged from the findings that during staff meetings members of staff were reminded of the Civil Service Code of Conduct which governs all members of staff's behaviour. Furthermore, each member of staff was given a copy of Civil Service Dress Code so that they kept on referring to it. In addition, the copies of Civil Service Code of Conduct were stuck on notice boards as a reminder to members of staff. Finally, new members of staff were inducted when they joined the schools to acquaint them with the practices of the schools and those who showed untoward behaviour were also counselled. These findings therefore, show that schools are committed in making sure that members of staff become active participants in the implementation of the behaviour modelling strategy to maintain positive discipline.

5.3.9.2 Encouraging learners to model positive behaviour

Encouraging learners to model positive behaviour was another vital aspect which was considered in the implementation of the modelling positive behaviour strategy to maintain positive discipline in selected schools. The study found that during assemblies learners were encouraged to dress in complete uniform according to the school's dress code, be always punctual and to use appropriate language when talking to each other. It also emerged from data that learners were encouraged during lessons to choose good friends who would influence them positively and to show good behaviour in the way they interacted with adults in and out of school. Prefects were used as role models for other learners since sometimes the senior prefects were afforded opportunity to lead the assemblies. The results of the study also revealed that giving senior prefects the chance to lead assemblies would stimulate other learners to emulate the way prefects presented themselves in

accordance with the dress code and copy their good conduct. The findings of the study also established that learners were encouraged to model positive behaviour by giving some learners responsibilities to lead different clubs that were offered in schools and others were engaged as peer counsellors. The findings of the study support the results of Mukiri's (2014) study which revealed that prefects enhanced maintenance of discipline to a greater extent. The results of the study also corroborated with Okumbe's (as cited in Mukiri, 2014) observation that prefects are required to be good role models all times. Furthermore, the findings of the current study are consistent with Bandura's (1977) Social Cognitive Theory which indicates that by observing others, people acquire knowledge of rules, skills, strategies, beliefs, attitudes, thoughts and feelings (Santrock, 2007). Thus, if learners observe each other's good conduct as they interact at school, their behaviour will be influenced positively and this would in turn contribute positively to maintenance of positive discipline in selected schools.

From the findings of the study, there is evidence of pockets of good practices in the implementation of the modelling positive behaviour strategy to maintain positive discipline in selected schools. It was found that prefects were used as role models of other learners. It emerged from the findings of the study that prefects dressed according to the dress codes of the schools, abided by school rules, participated in co-curricular activities and also used appropriate language when communicating to each other as well as other learners. The results of the study established that the prefects' behaviour influenced other learners to behave positively. Consequently, the findings of the study show that selected schools teamed up with learners in implementing the behaviour modelling strategy to maintain positive discipline.

5.3.9.3 Encouraging parents and the community to model positive behaviour

Concerning encouraging parents and the community to model positive behaviour, the findings of the study revealed that the parents and the community were encouraged to be good role models for their children mainly during parents' meetings. It was also established that during the parents' meetings, the SDC members together with school administration members encouraged parents to desist from exposing their children to the social ills which the parents were engaged in. The study also found that parents and the community were encouraged to model positive

behaviour during consultation sessions and orientation sessions when their children enrolled for form one as alluded to in the previous sections. The findings of the study reinforce the results of prior studies as indicated by Lewis and Sugai (as cited in Ward, 2007) that researchers have established compelling evidence that parents and communities contribute to the development of the most severe forms of antisocial behaviour by failing to provide necessary prerequisite social skills and support and by modelling inappropriate social interactions. Furthermore, the findings are congruent with the microsystem and mesosystem levels of Bronfenbrenner's (1979) Ecological Systems Theory where the interaction of the developing child with the structures such as the family, school and community has an impact on the social development of the child. Thus, if parents and the community model positive behaviour, the learners are likely to show positive behaviour at school and the opposite is true with negative behaviour. From the findings of the study and what has been found in literature, it is evident that the schools in different environments are concerned about the influence of the behaviour of parents and members of the community on the behaviour of the learners.

However, it emerged from the findings of the study that selected schools experienced problems in implementing the modelling positive behaviour strategy to maintain positive discipline. The data revealed that some members of the community were bribed by learners to come to school and pose as their parents/guardians if learners had cases and learners were asked by the school to bring in their parents/guardians. The findings are consistent with Overall's and Sangster's (as cited in Kiprop, 2012) view that establishing a common set of values is not easy because the values held by school staff and those which are implemented in the school behavioural policy may sometimes conflict with those held by the parents and the learners. The findings of this study also confirm Bandura's (1977) Social Cognitive Theory which suggests that through observing others in the environment, people cognitively represent the behaviour of those observed and sometimes adopt that kind of behaviour (Santrock, 2007). Thus, if parents and members of the community model untoward behaviour to learners, some learners are likely to adopt that kind of wayward behaviour as learners would always view them as their role models.

Despite the challenges encountered, there is evidence from the findings of the study that there is collaboration among schools, parents and members of the community in implementing the modelling positive behaviour strategy to maintain positive discipline in selected schools.

5.3.9.4 Effectiveness of the positive behaviour modelling strategy in maintaining positive discipline

Regarding to the effectiveness of the positive behaviour modelling strategy in maintaining positive discipline in selected schools, the study found that the strategy was effective. It was established from the study that the positive behaviour modelling strategy was quite effective as it improved the social fibre a lot. The strategy made it easy for learners to copy what they observed rather than just being told to do something which they could not see. The results of the study affirmed the observations from literature that teachers, parents and community members should model attitudes and behaviours that contribute to a caring and safe culture in both at the school and the broader community (Ontario Ministry of Education, 2010). However, it is important to note that not all members of staff observed this strategy. Some members of staff dressed in an unbecoming manner. In addition, some learners' behaviour was influenced by the celebrities they observed in media than members of the school community. Although they were a few cases of misconduct by staff due to bad modelling, it is without doubt that modelling positive behaviour strategy produced positive results in selected schools.

The findings of the study also indicated that during the implementation process of modelling positive behaviour strategy there was integration of the code of conduct, guidance and counselling, teaching social skills, SWPBS, communication and the positive behaviour reinforcement strategies. The results of the study revealed the link between the modelling positive behaviour strategy and the code of conduct strategy through the use of prefects as role models so that other learners could copy the good conduct. Peer counsellors were used as role models and also members of staff who modelled bad behaviour to learners were counselled. This shows an integration of guidance and counselling strategy. In addition, it was found that the inclusion of teaching social skills, SWPBS and positive behaviour reinforcement strategies were shown by giving learners opportunities to lead clubs. Furthermore, the findings of the

study revealed the link with the communication strategy which was transmitted through various communication channels such as giving members of staff copies of Civil Service Codes of Conduct, use of notice boards to communicate staff's codes of conduct and use of parents' meetings to encourage parents to be good role models.

5.3.10 Training of staff and parents

The importance of training the implementers of any programme that is initiated in any institution cannot be overemphasised. Likewise, it is vital for secondary schools to embark on training of staff and parents if the implementation of positive discipline management strategies is to succeed. Vermeire (2010) expresses the need for training of members of the school community when he stresses that an essential element to preventing and addressing learner misconduct and ensuring a positive school environment is providing teachers, school staff and administrators with relevant professional development opportunities that focus on creating a positive school culture and the consistent, effective, and fair implementation of school discipline policies. Accordingly, the results of the study on how schools trained members of staff and parents to effectively implement positive discipline management strategies, and how other stakeholders were involved in training of teachers and parents are discussed in the following sections.

5.3.10.1 Training of members of staff to effectively implement positive discipline management strategies

Pertaining to training members of staff to effectively implement positive discipline management strategies to maintain positive discipline in selected schools, the study established that the members of staff had attended workshops and staff development courses to train them to implement positive discipline management strategies. It came out from the findings of the study that the Education Officers were actually invited by different schools to facilitate workshops and staff development courses. The data also revealed that at times the Education Officers facilitated during the school heads' meetings. The findings support what has been found in literature as suggested by the National Association of School Psychologists (2006) and Feuerborn and Tyre (2012) that schools should organise staff development and

training programmes designed to guide teachers through the process of developing positive discipline strategies that prevent problem behaviours and encourage safety in schools. The results of the study reinforce the findings of a study which was carried out in South Africa by Nkabinde (2007) that workshops and meetings were conducted to train teachers on positive behaviour management in the schools which were included in his study. In addition, the findings of the current study concur with what was found by Ajowi and Omboto (2013) in their study in Kenya that the respondents agreed that teachers required in-service training to enable them to manage learners discipline in a better way.

Contrary, to the findings of the current study, Hawkins (2009) in his study found that insufficient and in some cases lack of teacher training and development contributed to classroom disruption in schools which were included under his study. The findings of the study also confirm the exosystem level of Bronfenbrenner's (1979) Ecological Systems Theory where the learner is indirectly influenced by the processes within the immediate setting in which he/she lives (Bronfenbrenner, 1994). Thus, the training of teachers in this case might result in the positive change of the behaviour of the learners who have not been directly involved in training, but through the teachers' application of the knowledge and skills acquired during training; the learners will be positively affected. The opposite is also true.

Accordingly, the concurrence of the findings indicates that there is emphasis on the training of teachers in positive discipline management strategies in various countries. This suggests that schools situated in different areas were moving away from applying negative discipline strategies in managing the behaviour of learners. However, as for the disputing findings, the explanation could be that schools adopted different strategies in implementing positive discipline management strategies.

However, the findings of the study established that lack of financial resources hindered the implementation of the training strategy. It came out from the study that inadequate funds limited the number of workshops to be held and also limited the invitation of facilitators and guest speakers to train teachers. The findings of the study confirm what was found in literature that the sustainability of any school programme can be a challenge as obstacles which include declining budgets, could stifle the implementation of intervention programmes (The Michigan Department of

Education, 2010). Thus, the consensus of findings with literature suggests that the problem of insufficient financial resources is experienced by schools from both developed and undeveloped countries.

Though selected schools experienced some challenges in the implementation of the training strategy to maintain positive discipline, the findings of the study revealed that there is evidence of pockets of good practice. It was found that teachers were exposed to workshops and staff development courses regardless of financial constraints encountered. Thus, the exposure of teachers to training as revealed in the findings of the study empowered teachers with knowledge and skills on how to implement positive discipline management strategies.

5.3.10.2 Training of parents to effectively participate in the implementation of positive discipline management strategies

As for training of parents to effectively participate in implementing positive discipline management strategies, the findings of the study revealed that parents were not trained as they had not attended any workshop to equip them on implementation of positive discipline strategies. It emerged from the data that parents were encouraged about positive discipline management issues during parents' meetings, consultation sessions and during orientation when their children enrolled to school for the first time, as mentioned earlier. The results of the study are inconsistent with observations by Noordien et al. (2008) who argue that schools should raise funds for parent's workshops on children's rights, parenting skills and basic counselling so that parents can implement positive discipline at home and at the school. Again, the findings contradict with the National Association of School Psychologists' (2014) view that schools should provide parenting classes on effective discipline. Still conflicting with the findings of the current study is what is documented in the Centres for Disease Control and Prevention (2009**)** that schools should implement training workshops that provide parents with skills to better manage their children's behaviour. Consequently, the inconsistency of findings could be caused by the differences in environments. It seems most of the literature reviewed which advocated for the training of parents was based on American environments and the study was conducted in an African environment. Hence, there could be differences in

practices during the implementation process of positive discipline management strategies in schools.

Furthermore, the study found that sometimes SDC members were invited together with school heads to attend workshops, so that together they could report back to the rest of the parents. The results of the study are corresponding with the results of a study by Hawkins (2009) in South Africa, which revealed that there was no adequate training for parents on positive behaviour management. Accordingly, the consensus of the findings might suggest that the schools where studies were conducted adopted similar practices in terms of empowering parents to implement positive discipline management strategies. From the findings of the current study, it is clear that selected schools did not empower parents with knowledge and skills to implement positive discipline management strategies. Lack of training of parents could have a negative effect in maintaining positive discipline in selected schools since some of the parents would not be competent enough to reinforce the kind of behaviour that is expected at school using the recommended methods.

In this study, the major impediment that inhibited the training of parents was inadequate financial resources as stated in the previous section. It was found that selected schools could not organise and conduct workshops to train parents because funds were not permitting. The finding concurs with McKevitt et al. (2012) that lack of funds hampers the implementation of intervention programmes in schools. The consensus of findings with literature, therefore, suggests that the problem of insufficient financial resources is experienced by schools situated in different environments.

5.3.10.3 Other stakeholders involved in the training of teachers and parents

Concerning to the involvement of other stakeholders in the implementation of the training strategy to maintain positive discipline in selected schools, the data revealed that other stakeholders sometimes took an initiative to organise and finance workshops mainly targeting teachers. It was mentioned that stakeholders also facilitated during those workshops. The findings of the study support Naker and Sekitoleko (2009) who stress that for training programmes to be successfully implemented, provision of resources is a necessity during training of staff members

and other stakeholders. The study also found that selected schools occasionally invited stakeholders to facilitate in the workshops organised by the schools. According to Noordien et al. (2008) a non-governmental organisation could be invited to school to run a series of workshops. The findings of the study, therefore, confirm the observation by Noordien et al. As such, the results of the study imply that selected schools were in partnership with other members of the community in the implementation of positive discipline management strategies.

5.3.10.4 Effectiveness of training of staff and parents as a positive discipline management strategy

Regarding the effectiveness of the training strategy to maintain positive discipline in selected schools, the findings of the study indicated that the strategy was essential for secondary schools to effectively implement positive discipline management strategies. Thus, the results of the study confirm that training is an essential component of the positive behaviour management programmes (Gagnon & Leone, 2001). The data also revealed that the strategy was effective because untrained teachers were equipped with knowledge and skills on how to deal with different learner behaviours in a positive way. The finding concurs with literature that it is not enough to simply tell teachers, just to do a better job without empowering them with skills and knowledge on how to deal with problem behaviours in executing their duties (Joyce & Showers, as cited in Ward, 2007; Peters & March, as cited in Ward, 2007). Nevertheless, the study also found that a few participants were not satisfied with the training of staff and parents because not everyone was appropriately trained. But still without training, it would be difficult for selected schools to implement positive management strategies effectively. Hence, training is crucial for successful implementation of positive discipline management strategies in secondary schools under study.

The findings of the study also demonstrated a link between the training strategy and other positive discipline management strategies. Basically, it was found from the study that almost all positive discipline management strategies are integrated in the implementation of the training strategy since the members of staff would use various positive discipline management strategies during the training process. The study established that during the training sessions teachers are equipped with knowledge

and skills on how to implement varied positive discipline management strategies to maintain positive discipline in schools. Additionally, guest speakers were invited to address teachers and parents about the social ills which learners might be involved. The invitation of guest speakers links the training strategy with the code of conduct, guidance and counselling, teaching social skills, SWPBS, positive behaviour reinforcement, modelling positive behaviour and communication strategies.

5.4 Monitoring and Support

Monitoring and supporting any programme that is introduced in any institution is critical if implementation is to succeed. Likewise, the MOPSE as the custodian of discipline policies in schools should take the leading role in the implementation of positive discipline management strategies. Since it might be difficult for the MOPSE and schools to effectively implement the positive discipline strategies without support from other members of the community, the involvement of other stakeholders becomes essential. According to Ervin and Schaughency (as cited in Feuerborn & Tyre, 2012) the successful adoption of any programme initiative requires the support and active participation of stakeholders within the school system to restructure current school-wide practices. Hence, the findings of the study on how the implementation of positive discipline management strategies was monitored and supported are discussed in the subsequent sections.

5.4.1 Involvement of the Ministry of Primary and Secondary Education (MOPSE) in the implementation of positive discipline management strategies

The study established that the MOPSE monitored the implementation of positive discipline management strategies through the Education Officers who visited schools to supervise the implementation process. The study also found that the MOPSE supported the implementation of positive discipline management strategies through training programmes. It emerged from the findings of the study that the MOPSE organised some workshops on positive behaviour management strategies. It was also found that the Education Officers facilitated at different forums whether at school level or during the heads' meetings. It came out from the findings that the

Education Officers enlightened the members of staff about the new developments in terms of legislature and other emerging behaviours that were potentially damaging so that the schools guarded against such behaviours.

The findings of the study are in accordance with the observation by Ervin and Schaughency (as cited in Feuerborn & Tyre, 2012) that the key component to achieving support and active participation in the implementation process is to ensure that school practitioners have the knowledge and skills necessary for the full implementation of the school-wide innovation. Thus, if members of staff are monitored and supported in the implementation of positive discipline management strategies through training they would have the capacity to effectively apply the strategies to maintain positive discipline in schools.

Furthermore, the findings of the study revealed that the MOPSE provided policies which guided schools on the implementation of positive discipline management strategies. The results of the study further indicated that the MOPSE provided the code of conduct which governed the behaviour of members of staff and also the schools codes of conduct were anchored on the MOPSE policies. The results of the study confirm the macrosystem level of Bronfenbrenner's (1979) Ecological Systems Theory, where the policies that are formulated at national level are cascaded through all levels to the microsystem level where the structures at that level, that is, schools, will be affected by that policy. In this case, the discipline policies which are received from the MOPSE should be well articulated at school level so that the expected behaviour in members of staff and learners is manifested. The findings are also in agreement with what was found in literature by the Department of Education and Children's Service (as cited in Bilatyi, 2012) that one of the District Education Officials' core functions with regards to the maintenance of discipline in schools was to support school heads in ensuring that each school's behaviour code and other behaviour management procedures address needs specific to its community. The finding on providing guiding policies by MOPSE concurs with the observation found in literature that the growing expectation from the society is that schools will deliver socially acceptable, effective, and efficient interventions to ensure safe, productive environments where norm-violating behaviour is minimised and pro-social behaviour is promoted (Sugai et al., 2000). Hence, the involvement of Education Officers will

result in secondary schools crafting the codes of conduct which are an effective instrument in maintaining positive discipline.

In addition, the results of the study revealed that the MOPSE supported the implementation of positive discipline management strategies by advising schools on the measures to take if the schools were finding it difficult to make final decisions on certain cases. The findings are consistent with the revelation of reviewed literature that District Education Officials should support school heads and other school personnel to manage critical incidents relating to learner behaviour (Department of Education and Children's Service, as cited in Bilatyi, 2012). This, therefore, implies that the decisions made by secondary schools when dealing with severe cases would be informed decisions since the schools would be getting advice from the Education Officers who would be better informed on how to deal with discipline issues.

However, the findings of the study were inconsistent with the results of the studies conducted by Chauke (2009) in Gauteng Province and Bilatyi (2012) in Eastern Cape Province in South Africa. The study revealed that the involvement of the Department of Education with regard to learner discipline was not visible. The responses from participants confirmed that they did not receive any support from the Department in this regard.

Although Education officers were visible in the implementation of positive discipline strategies, the findings of the study revealed that there were some challenges that held up monitoring and supporting the implementation of positive discipline management strategies in schools. The study established that there was lack of support from some of the school heads, teachers and parents, and limited transport service for the Education Officers to visit schools they are supervising. The findings of this study confirm the results of a study conducted in Bulawayo by Mpofu (2010) which revealed that failure to conduct regular school inspections by the District Education Officers was attributed to lack of transport within the district due to high cost. Monitoring and supporting the implementation of positive discipline management strategies in Bulawayo secondary schools was therefore not done as per the Education Officers' schedules.

In spite of the challenges encountered in monitoring and supporting the implementation of positive discipline management strategies, the results of the study revealed that there are pockets of good practices in the monitoring and support process. It was found that Education Officers organised workshops to train members of staff on the implementation of positive discipline management strategies. It also came out from the study that Education Officers facilitated in different forums to equip teachers and school heads with skills on how to implement positive discipline management strategies in schools. Another pocket of good practice revealed by data is that Education Officers elucidated the MOPSE discipline policies to teachers and school heads so that there is effective implementation of positive discipline management strategies in schools. The findings of the study therefore indicate that there is collaboration between schools and MOPSE in the implementation of positive discipline management strategies.

5.4.2 The role of the school head in monitoring and supporting the implementation of positive discipline management strategies

Pertaining to the roles of school heads in monitoring and supporting the implementation of positive discipline management strategies, as stated in the previous sections, were to identify the needs, organise meetings, workshops and staff development courses; liaise with the facilitators and evaluate and map the way forward. It also emerged from the findings of the study that school heads provided materials for the workshops and staff development courses. In addition, the study found that the school heads facilitated the visits of learners to the community to perform community involvement activities. Furthermore, it was found that the school heads supervised the implementation of positive discipline management strategies. According to Gagnon and Leone (2001) administrative support is critical for successful prevention programmes and evidence suggests that support should be visible, predictable and continuous. This view is supported by the findings of the current study which has shown the important role played by school heads in monitoring and supporting the implementation of positive discipline management strategies in selected schools.

However, the study found that the monitoring and support process was hampered by quite a number of hurdles which included resistance from some members of staff

and inadequate material and financial resources. Regardless of the limitations revealed, it is evident that there is teamwork between school heads and members of staff during the monitoring and support of implementation of positive discipline management strategies in schools under study.

5.5 A holistic approach to maintaining positive discipline in secondary schools

As indicated in the background of the study, the crux of this study was to unveil pockets of good practices that enhanced the implementation of positive discipline management strategies to maintain positive discipline in selected secondary schools. The other major aspect of this study was to present a holistic approach manifested in the implementation of positive discipline management strategies in secondary schools under study. Thus, the good practices and the holistic nature of the implementation process as revealed in the findings of the study are highlighted below.

5.5.1 Pockets of good practices

From the findings of the study it was established that during the implementation process of the code of conduct strategy, some challenges were encountered which included lack of parental guidance from home, large enrolments, lack of cooperation from some learners who threatened and showed hostility to prefects and lack of cooperation from some members of staff who were reluctant to reinforce the code of conduct during registration time. Despite the cited obstacles the study revealed that there was evidence of pockets of good practices in the implementation of the code of conduct strategy which encompassed inclusion of learners' input in crafting the codes of conduct (though at a minimal level), prefects taking the responsibility of teaching school rules to other learners in different forums, inclusion of discipline issues in the parents' meeting agenda, having a junior disciplinary committee which deliberated on discipline issues at learners' level and counselling of learners who breached the code of conduct.

Pertaining to the implementation of the guidance and counselling strategy, the study found that the hindrances that impeded the implementation process embraced lack of counselling facilities, lack of qualified counsellors and work overload for school counsellors. It was found that in spite of the indicated challenges there were some pockets of good practices in the implementation of the guidance and counselling strategy which incorporated involvement of learners in clubs and peer counselling, learners accessing counselling services anytime regardless of the counsellors' tight schedules, improvising counselling facilities, for example, use of storerooms as counselling rooms, reducing teaching load for counsellors to allow them to have more time for counselling sessions and use of multiple counselling methods to respond to the needs of individual learners.

As for the teaching social skills strategy, the findings of the study revealed that the implementation process was constrained mainly by some teachers' and parents' negative attitudes towards social skills activities. It also came out from the study that time was also a limiting factor to effectively implement teaching social skills strategy. However, there was evidence from the findings of the study that there were some pockets of good practices in implementing teaching social skills strategy which comprised involvement of learners in community service, use of vernacular during social skills activities and schools playing roles of traditional aunts and uncles to cater for those learners who were no longer exposed to such issues in their homes.

The study also found that the implementation of the communication strategy was thwarted by shortcomings which involved resistance from some parents who did not respond when invited to school and misuse of some communication channels. Nevertheless, the results of the study revealed pocket of good practice in the implementation of communication strategy where the learners' body facilitated communication of learners with their representatives and members of staff.

It also emerged from the study that the implementation of the positive behaviour reinforcement strategy was obstructed by the fact that some schools mainly focused on rewarding learners who performed well in academic subjects and that some learners' bad behaviour resurfaced if their positive behaviour was no longer rewarded. Though there were some drawbacks experienced in the implementation of the positive behaviour reinforcement strategy, it came out from the findings of the

study that when schools were rewarding learners who have shown good conduct throughout the year, they recognised gender balance. This is an indicator of pocket of good practice in the implementation of positive behaviour reinforcement strategy.

The results of the study showed that during the implementation of the modelling positive behaviour strategy, there were some limitations such as the media models which negatively influenced the behaviour of learners; some members of staff, parents and members of the community were also not good role models. Regardless of the downsides encountered in the implementation process, it was found that there were pockets of good practices where prefects were used as role models for other learners, members of staff and parents were continuously reminded in different forums of being good role models to learners and those members of staff who showed untoward behaviour were counselled.

It also emerged from the study that the implementation of the training strategy was hampered by insufficient financial resources. However, the findings revealed that some workshops and staff development courses were organised and conducted to train members of staff in the implementation of positive discipline management strategies despite financial constraints. This is evidence of pocket of good practice by selected schools in the implementation of the training strategy.

As for monitoring and support, the findings of the study revealed that there was lack of support from some of the school heads, teachers and parents. It was also found that Education Officers could not visit the schools as per their schedules because they were limited by availability of transport. However, it came out from the findings of the study that the Education Officers organised workshops and facilitated in training of school heads and teachers regardless of the transport challenge they were facing. This, therefore, depicts a pocket of good practice in monitoring and supporting implementation of positive discipline management strategies.

Hence, the pockets of good practices highlighted are an indication that selected secondary schools implemented the positive discipline management strategies regardless of the challenges they encountered.

5.5.2 The holistic nature of the implementation process of positive discipline management strategies

The results of the study revealed the linkages that exposed the holistic approach in the implementation of positive discipline management strategies. It was found that during the implementation of code of conduct strategy there was integration of guidance and counselling strategy. The study revealed that learners who breached the code of conduct were referred to the school counsellors by members of staff. It emerged from the findings that the junior discipline committee and/or prefects would deliberate on certain cases at learners' level and if they do not have the capacity to deal with the case they refer to the members of staff who then refer the learner to the school counsellor for counselling. Thus, the researcher suggests that the process shows the link between the code of conduct and guidance and counselling strategies, and also the coordination of the implementers during the implementation process.

The findings of the study established that during the implementation of the guidance and counselling strategy the school counsellors referred the cases they could not handle to the experts so that learners could get professional assistance. It came out that if peer counsellors found that the case is beyond their level they would refer to the members of staff and then counsellors who would then assess the cases and refer those cases which they could not deal with to professional counsellors. It was also found that learners were involved in clubs where the club leaders would be leading the club session activities and would liaise with their club patrons who are teachers who give guidance to learners. Accordingly, it is suggested by the researcher that use of clubs in guidance and counselling strategy should be linked with teaching social skills and SWPBS strategies where learners are groomed to be responsible of their behaviour as they interact during club sessions.

It was also found that in the implementation of the teaching social skills strategy, learners were taught social skills during guidance and counselling lessons. It also emerged that during social skills lessons there is emphasis on communication skills and this integrates with the communication strategy. The results of the study established that during social skills activities club leaders are used as role models whom other learners should emulate. Hence, the researcher suggests that during the

implementation of teaching social skills strategy there should be relationship with the guidance and counselling, communication and modelling positive behaviour strategies.

The findings of the study also revealed links between the SWPBS strategy and the guidance and counselling, teaching social skills, communication and code of conduct strategies. It came out from the findings that during the implementation of the SWPBS strategy, learners are involved in various clubs which also features in the guidance and counselling and teaching social skills strategies. Furthermore, learners were reminded about positive discipline issues at assemblies through invited guests and this links the code of conduct, guidance and counselling, teaching social skills and communication strategies. The study also found that well behaved learners were promoted to prefects during the implementation of positive reinforcement strategy. This links with the teaching social skills and modelling positive behaviour strategies as learners would be exposed to leadership skills. The researcher therefore proposes that when schools implement the positive reinforcement strategy, there should be a link with the teaching of social skills and modelling positive behaviour strategies.

Another link that emerged is between the communication and training strategies and all other strategies during the implementation process. That is, it was found that the training of members of staff incorporates the implementation of all strategies and training involves school heads, teachers and other stakeholders who would be facilitating. Hence, it is suggested by the researcher that during the implementation process of communication and training strategies, there should be a link with the code of conduct, guidance and counselling, teaching social skills, SWPBS, positive behaviour reinforcement and modelling positive behaviour strategies.

Accordingly, the integration of strategies during the implementation process and interactive participation of all members of the school community, other stakeholders who come with their expertise and the monitoring and support given by MOPSE are indicators of a holistic approach which has emerged from the findings of this study. Hence, the findings of the study manifest a holistic approach which the researcher suggests should be adopted by schools to successfully implement positive discipline management strategies.

5.6 Summary

This chapter discussed the findings of the study based on the implementation of strategies used to maintain positive discipline in secondary schools and monitoring and supporting the implementation of positive discipline management strategies in secondary schools. The major findings that emerged from the study revealed that the secondary schools understudy each had codes of conduct and these were made available to members of the school community through various channels of communication. It was found that secondary schools used both positive and negative discipline strategies to maintain discipline, though the use of positive discipline management strategies dominated the use of negative discipline strategies. The researcher noted that guidance and counselling services were offered through counselling sessions which included individual and group counselling. Under group counselling, female and male learners were at times separated for gender based counselling. It emerged from the study that learners were taught social skills during club sessions which were part of the co-curricular programmes offered in schools.

The study also found that the positive behaviour of learners was reinforced in varied ways which involved praise, merit badges, commendation notes and awards which were given at the end of the year during speech and prize giving day. The study further established that various methods were used to strengthen modelling of positive behaviour among members of the school community. It came out from the study that the members of staff had attended workshops and staff development courses to empower them to implement positive discipline management strategies in secondary schools. However, it was revealed that parents were not trained as they had not attended any workshop to equip them on how to implement positive discipline management strategies. In addition, the study revealed that the MOPSE monitored the implementation of positive discipline management strategies through the Education Officers who visited schools to supervise the implementation process.

Nonetheless, the implementation of positive discipline management strategies was not spared from challenges. It was revealed that some teachers (though minimal) still believed in traditional methods of disciplining learners which were unlawfully administered. The study also found that lack of parental guidance on the part of

learners hampered the effective implementation of the code of conduct strategy. In addition, the implementation of guidance and counselling strategy was hampered mainly by lack of qualified counsellors, counselling facilities and work overload for the school counsellors. Lack of financial resources also hindered the training of teachers and parents on how to implement positive discipline management strategies. Furthermore, it was established that limited transport service impeded monitoring of the implementation of positive discipline management strategies.

Despite the drawbacks encountered in the implementation of positive discipline management strategies, the study established that there are pockets of good practices in the implementation of positive discipline management strategies in selected secondary schools. The good practices include prefects taking the responsibility of teaching school rules to other learners in different forums, involvement of learners in clubs and peer counselling, involvement of learners in community service, prefects were used as role models and training of members of staff among others. The results of the study also revealed the linkages that demonstrate a holistic approach which the researcher suggests could be employed by schools in the implementation of positive discipline management strategies.

Having discussed the findings of the study, the succeeding chapter gives a summary of the study, major conclusions and suggests recommendations prompted by the findings of the study. The chapter also proposes a framework that can be adopted for effective implementation of positive discipline management strategies. The recommendations can be adopted by policy makers in a bid to address the challenges encountered in the implementation of strategies used to maintain positive discipline in Bulawayo Metropolitan Province secondary schools.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter gives a summary of the findings and it is structured around how the research questions were answered in relation to the implementation of strategies used to maintain positive discipline in secondary schools and monitoring and support of the implementation process. The section also discusses the relevance of the ecological systems theory and social cognitive theory in examining the implementation of strategies used to maintain positive discipline in secondary schools. Before presenting the conclusions drawn from the findings of the study, the justification of the research methodology which reinforced this study will be given. A proposed alternative framework for a model of implementing strategies used to maintain positive discipline in schools is then presented. The chapter then culminates with recommendations that are based on the findings of the study.

6.2 Summary of research findings

The purpose of the study was to examine the implementation of strategies used to maintain positive discipline in secondary schools. The thrust of the study within this purpose was to expose the pockets of good practices that enriched the implementation of positive discipline management strategies in selected secondary schools. The other key aspect of this study was to present a holistic approach exhibited in the implementation of positive discipline management strategies in secondary schools under study.

6.2.1 The concepts of positive and negative discipline

The findings of the study revealed that most of the participants were able to distinguish between positive discipline and negative discipline; except a few who asked for clarification of the two concepts.

6.2.2 Implementation of strategies used to maintain positive discipline in secondary schools

6.2.2.1 Code of Conduct

The study established that selected secondary schools had codes of conduct and most school community members were acquainted with the school codes of conduct which were made available to members of the school community through various channels of communication.

The study also found that the developing of the codes of conduct in the schools involved administration, disciplinary committee, and teachers and in rare cases learners. The study revealed that in most schools learners were only involved in the implementation stage. It was further established from the findings that despite the fact that not all selected schools consulted the learners in developing the codes of conduct, there were a few selected schools which consulted their learners during the crafting of codes of conduct. As for the parents, it was found that parents were not consulted when developing the school codes of conduct.

The study results revealed that some of the learners did not adhere to the code of conduct because of various reasons which encompassed developmental crisis as learners were in the adolescence stage; negative influence of media; lack of parental guidance; cultural diversity which contradicted with school codes of conduct and abusive homes among others.

It was established from the study that Education Officers, school heads, members of the disciplinary committee, prefects and SDC chairpersons as the significant players in the implementation of the code of conduct were all involved in different capacities and roles.

The study revealed that selected secondary schools used varied methods to deal with learners who breached the codes of conduct which comprised inviting parents;

punishing learners depending on the nature of misconduct; referral; exclusion or expulsion as per Policy Circular P35 of 1999 for cases like drug abuse and alcohol abuse and others.

The findings of the study indicated that secondary schools periodically reviewed their codes of conduct. The study also found that teachers participated in implementing the code of conduct during assembly, registration time, when teaching their subject area, during orientation of form ones and when involved in clubs as patrons or mentors. Furthermore, the findings of the study revealed that the code of conduct, as a positive discipline management strategy was effective as it governed the behaviour of learners in different situations in and out of school.

However, the study found that there were some challenges encountered in the implementation of the code of conduct strategy which included continuous use of traditional methods by some teachers who resisted to use positive discipline methods; lack of parental guidance; high enrolment which led to overcrowding and prefects were facing threats and hostility from some of uncooperative learners among others.

In spite of the challenges encountered, the study revealed some pockets of good practices in implementing the code of conduct strategy which embraced inclusion of the learners' input in developing the code of conduct; prefects taking up the responsibility of teaching school rules to other learners; inclusion of discipline issues in the parents' meeting agenda; counselling of learners who breached the code of conduct and having a junior disciplinary committee which deliberated on discipline issues at learners' level and communication with parents.

It was also established from the findings that during the implementation of the code of conduct strategy, there was integration of other positive discipline management strategies such as guidance and counselling where learners who breached the code of conduct were referred to the school counsellors for counselling.

6.2.2.2 Guidance and Counselling

The study found that attributes such as level of maturity, personality, seniority and social standing with the learners were considered other than qualifications in the

appointment of school counsellors. It emerged from the findings that very few teachers held degrees in guidance and counselling, as a result the appointed school counsellors had to be staff developed through workshops to equip them with guidance and counselling knowledge and skills.

The study established that guidance and counselling was part of the school curriculum. It was found that guidance and counselling services were also offered through counselling sessions using individual and group counselling methods. The findings of the study showed that school counsellors predominantly used the systems theory which uses the individual counselling technique.

The findings of the study revealed that school counsellors supervised and coordinated the guidance and counselling programmes to ensure that they were implemented in line with the recommended standards. In addition, in some schools counsellors were mentors of the prefects' body.

Additionally, parents were sometimes involved in guidance and counselling when their children were counselled, if necessary. The results of the study showed that learners participated in the implementation of guidance and counselling strategy mainly through guidance and counselling lessons; clubs and peer counselling.

It was established from the findings that most of the school heads, members of the disciplinary committees and teachers were involved in teaching guidance and counselling lessons. The study also found that school heads, in addition to teaching guidance and counselling lessons, supervised the implementation of guidance and counselling programmes, provided the necessary teaching materials and facilitated the invitation of other stakeholders into the schools.

The findings indicated that schools referred serious cases which they did not have the capacity to deal with to experts for professional counselling. The study also found that other stakeholders were involved in training members of staff in basic counselling skills. Additionally, other stakeholders came in as guest speakers at assemblies and sometimes did group counselling to learners.

The study findings also revealed that in some selected schools, once a week, the counsellor had a day which was fully booked for individual counselling sessions only. The study found that guidance and counselling programmes were effective because

quite a number of learners had reformed through guidance and counselling activities offered in schools. It was also revealed that guidance and counselling had groomed learners to behave positively at school, home and in their community.

However, the study findings indicated that the implementation of guidance and counselling strategy to maintain positive discipline in selected schools was thwarted by lack of counselling facilities as school counsellors were using storerooms which were not convenient for individual counselling sessions. Other challenges included lack of teaching and learning resources like textbooks, work overload for counsellors, resistance from some parents who did not respond when invited to school during the counselling sessions of their children and some teachers were reluctant to teach guidance and counselling lessons as they concentrated on teaching their examinable subjects during the guidance and counselling period.

Despite the drawbacks encountered by selected schools in the implementation of the guidance and counselling strategy, the findings of the study revealed that there were pockets of good practices in the implementation process. The good practices encompassed using assemblies for group counselling, gender counselling and use of storerooms as a way of improvising the counselling facilities which enabled learners to access the counselling services even though the facilities were not favourable for counselling; referring learners to professional counsellors for expert counselling service; involvement of school counsellors as mentors for the prefects' body; collaboration of parents and school counsellors in the implementation process; participation of learners in various clubs and peer counselling; involvement of other stakeholders in offering their expert services; use of counselling methods that responded to the needs of individual learners and allowing individual learners to access counselling services any time they needed counselling regardless of the counsellors' tight schedules and reducing the teaching load for counsellors to allow counsellors to have more time for counselling sessions.

The findings of the study established that the guidance and counselling strategy was linked with other strategies during the implementation process. The integrated strategies comprised the code of conduct, teaching social skills, SWPBS and communication.

6.2.2.3 Teaching social skills

The study established that learners were taught social skills during club sessions which were part of the co-curricular programmes offered in schools. It was also found that the topics taught during the teaching of social skills included conduct, relationships, community involvement; decision-making skills, communication skills, drug and substance abuse, career guidance, stress management, honesty and integrity, tolerance, conflict resolution, leadership skills, negotiations, assertiveness, self-awareness, health issues, moral values among others.

The study indicated that learners were active participants during the teaching and learning of social skills. It emerged from the findings that learners opened up in sharing information probably due to the fact that most of them no longer had aunts and uncles at their homes who culturally would discuss such issues with them. It was found that whilst English was used as medium of instruction in schools, teachers were encouraged to use vernacular when teaching social skills so that all learners participated. It was also found that some learners were engaged in community activities to reach out to underprivileged members of the society.

The study established that the teaching social skills strategy was very effective because learners were empowered to make sound decisions in solving the problems they encounter in life. The findings also revealed that the teaching social skills strategy was effective because it taught learners to be responsible of their behaviour and it contributed to the reduction of cases of unbecoming behaviour in secondary schools.

Nevertheless, the social skills strategy faced constraints mainly from some teachers' and parents' negative attitudes towards social skills activities. Additionally, it was found that sometimes the learners did not have enough time to fully participate in social skills activities because of the workload.

Although there were some impediments in the implementation of the teaching social skills strategy in selected schools, the findings of the study indicated that there was evidence of pockets of good practices in the implementation process. The good practices incorporated the use of vernacular language during teaching of social skills

activities; involvement of learners in community service and encouragement of learners to be members of at least one club in the school.

The findings of the study further revealed that, as selected schools implemented the teaching social skills strategy to maintain positive discipline, they linked with other strategies such as the guidance and counselling, code of conduct, communication and modelling positive behaviour.

6.2.2.4 School-wide Positive Behaviour Support (SWPBS)

The study found that during the implementation of the SWPBS strategy, learners were engaged in various clubs and some of them were members of the junior police officers who were trained by the Zimbabwe Republic Police (ZRP).

The study found that schools mainly invited guest speakers from various institutions as part of the prevention programmes for the whole school. The invited guest speakers included pastors, the police and health personnel.

The study established that the SWPBS strategy was effective because the activities which the learners were engaged in have yielded positive results. It was found that the SWPBS strategy was effective since the club activities kept learners away from engaging in wayward behaviour.

Although selected schools were implementing the SWPBS strategy to maintain positive discipline, the major problem that frustrated successful implementation of the strategy was that the time-table was too congested and teachers lacked quality time with the learners, as teachers will be rushing to meet the requirements of the curriculum which had been stretched too wide. It was also found that there was limited involvement of parents as schools took too many roles, leaving the parents behind.

The study also found that as schools implemented the SWPBS strategy, they synchronised it with the guidance and counselling, teaching social skills, communication, code of conduct and training strategies.

6.2.2.5 Communication

The study found that schools communicated positive discipline issues through notice boards, report cards, verbal communication during assemblies, orientation, and consultation sessions; suggestion boxes, newsletters, staff meetings, parents' meetings, writing letters to parents when they were invited to school and phoning parents. Additionally, positive discipline issues were channelled through the hierarchy of authority that existed in the secondary schools. The study further found that the main communication channel used on the learners' side was the learners' body.

The findings of the study also revealed that learners communicated positive discipline issues during prefects' assemblies and at the main school assemblies where the members of different clubs articulated important aspects pertaining to good behaviour.

The study found that communication was very effective because through communication, teachers, learners and parents came together to clarify issues which might lead to misbehaviour and understand the need to work together to solve the behaviour problems that manifested in the schools.

However, there are some challenges that hindered the implementation of communication strategy and these include resistance from some of the parents who did not respond when they were invited to school and misuse of some of the communication channels. Despite the challenges experienced in the implementation of the communication strategy, there was a pocket of good practice in the implementation process where the learners' body facilitated communication of learners with their representatives and members of staff.

The study found that the implementation of communication strategy was integrated with all positive discipline management strategies which included the code of conduct, guidance and counselling, teaching social skills, SWPBS, positive behaviour reinforcement, modelling positive behaviour and training.

6.2.2.6 Positive reinforcement

The study found that the positive behaviour of learners was reinforced through praise, merit badges, commendation notes and passing positive comments during assembly if the learner had shown behaviour change. The study also revealed that learners were awarded for being well behaved and smartly dressed throughout the year during speech and prize giving day. In addition, prizes were given from form one to 'A' Level classes taking into cognisance gender balance. Learners' positive behaviour was also reinforced by promoting well behaved learners to be prefects and class monitors. Furthermore, the positive behaviour of prefects was reinforced by organising an end of year party for prefects and class monitors and also taking the prefects for camp or outing at the end of the year.

The study found that reinforcing learners' positive behaviour resulted in the learner developing a positive picture of self, which was very critical in the social development of secondary school learners who are at the adolescence stage. Nonetheless, the study found that the shortcomings that impeded the implementation of the positive behaviour reinforcement strategy were that some schools mainly focused on rewarding learners who performed well in academic subjects and not giving much attention on the improvement in learners' behaviour; and that some learners' bad behaviour resurfaced if their positive behaviour was no longer rewarded.

Despite the drawbacks experienced by selected schools, the study revealed that the selected schools gave prizes to acknowledge good conduct in learners, taking into account gender balance and this was evidence of a pocket of good practice in the implementation of positive behaviour reinforcement strategy.

The study further found that the positive behaviour reinforcement strategy linked with other strategies in the implementation process such as the code of conduct, guidance and counselling, teaching social skills, SWPBS, communication and modelling positive behaviour.

6.2.2.7 Modelling positive behaviour

It was established from the findings that various methods were used to reinforce modelling positive behaviour among members of staff so that learners could emulate. The study found that the methods used included reminders during staff

meetings, workshops, and staff development courses; giving each member of staff a copy of Civil Service Dress Code, induction of new members of staff on expected conduct and sticking copies of Civil Service Code of Conduct and list of duties and responsibilities of members of staff on notice boards as a reminder to members of staff. It was found that teachers who showed wayward behaviour were also counselled.

The study found that several methods were used to encourage learners to model positive behaviour. These included use of assemblies where learners were encouraged to dress in complete uniform according to the school's dress code; to be always punctual; to use appropriate language when talking to each other; affording senior prefects an opportunity to lead the assemblies; giving learners responsibilities to lead different clubs and also engaging learners as peer educators. Furthermore, the parents and the community were encouraged to be good role models to their children mainly during parents' meetings, consultation sessions and orientation sessions when their children enrolled for form one.

The modelling positive behaviour strategy was quite effective because the whole school community played a part in maintenance of positive discipline. The strategy made it easy for learners to emulate the role models and worked towards achieving the expected behaviour.

The study found that the snags that hindered the implementation of modelling positive behaviour strategy in selected schools comprised lack of good role models from some members of staff and community; and negative influence of celebrities which learners observed in media. However, despite the limitations experienced in the implementation of the modelling positive behaviour strategy, there were some pockets of good practices in the implementation process which encompassed constantly reminding members of staff about good conduct through various channels, induction of new members of staff and counselling of members of staff who showed unbecoming behaviour and use of prefects as role models for other learners.

The findings of the study also indicated that during the implementation process of modelling positive behaviour strategy there was integration of the code of conduct,

guidance and counselling, teaching social skills, SWPBS, communication and positive behaviour reinforcement strategies.

6.2.2.8 Training of staff and parents

The study established that the members of staff had attended workshops and staff development courses to train them to implement positive discipline management strategies in secondary schools. It was also found that parents were not trained as they had not attended any workshop to equip them on implementing positive discipline strategies. The study revealed that other stakeholders sometimes took an initiative to organise and finance workshops mainly targeting teachers. The training strategy therefore, was effective because untrained teachers were equipped with knowledge and skills on how to deal with different learner behaviours in a positive way.

Although the training strategy was effective, lack of financial resources hindered the implementation of this strategy. It was found that inadequate funds limited the number of workshops to be held and also limited the invitation of facilitators and guest speakers to train teachers. As a result, some schools could not organise and conduct workshops to train parents because funds were not permitting.

It was further found that though selected schools experienced some challenges in the implementation of the training strategy to maintain positive discipline; there was evidence of pocket of good practice since teachers were exposed to workshops and staff development courses regardless of financial constraints encountered. Furthermore, almost all positive discipline management strategies were integrated in the implementation of the training strategy since the members of staff would be exposed to various positive discipline management strategies during the training process.

6.2.3 Monitoring and Support

The study established that the MOPSE monitored the implementation of positive discipline management strategies through the Education Officers who visited schools to supervise the implementation process. MOPSE supported the implementation of positive discipline management strategies through training programmes.

Furthermore, MOPSE provided policies which guided schools on the implementation of positive discipline management strategies, and it supported the implementation of positive discipline management strategies by advising schools on the measures to take if the schools were finding it difficult to make final decisions on certain cases.

The findings of the study revealed that the school heads' roles were to identify the needs, organise meetings, workshops and staff development courses; liaise with the facilitators; evaluate and map the way forward. In addition, the school heads facilitated the visits of learners to the community to perform community involvement activities. However, some challenges were noted that hindered the monitoring and support of the implementation of positive discipline management strategies in schools. These challenges included lack of support from some of the school heads, teachers and parents, and limited transport service for the Education Officers to visit schools to supervise the implementation of positive discipline management strategies.

The study further established that in spite of the challenges encountered in monitoring and supporting the implementation of positive discipline management strategies, the Education Officers managed to train members of staff on the implementation of positive discipline management strategies, which is a pocket of good practice found in the study.

6.3 Implications for theory

6.3.1 Bronfenbrenner's Ecological Systems Theory

Basically, the findings of the study support the two theoretical frameworks which informed this study. The study used Bronfenbrenner's (1979) Ecological Systems Theory which was based on the premise that the environment consists of levels of systems which interact in complex ways and can both affect and be affected by the person's development (Johnson, 2008). The complex interactions between learners and their environments work to develop or inhibit pro-social and antisocial behaviours in each learner (Swearer & Doll, as cited in Pintado, 2006). The theory was relevant to the study since it enabled the researcher to comprehend how

schools implemented positive discipline management strategies basing on the understanding of the interrelationships among structures at different levels. Thus, the learners' behaviour was understood by taking into account the interactions taking place in the microsystem, mesosystem, exosystem, macrosystem and chronosystem levels (Bronfenbrenner, 1979; Saarinen, Ruoppila, & Korkiakangas, as cited in Härkönen, 2007).

The microsystem level which is closest to the learner contains the structures such as family, school, peers and neighbourhood which the learner has direct contact with. If the relationships in the immediate microsystem level break down, then the learner would not have the tools to explore other parts of his/her environment (Addison, as cited in Paquette & Ryan, 2001). Hence, it has been found in the study that such learners ended up breaching the code of conduct in secondary schools because they lacked parental guidance at home.

The relevance of the theory lies in its ability to show how interaction of learners with school heads, teachers, school counsellors, members of the disciplinary committees, prefects, SDC members, parents and the community who are the immediate structures in the microsystem level has impacted positively in the implementation of positive discipline management strategies in secondary schools. It was demonstrated in the study that these structures in the microsystem level reinforce positive behaviour among learners in various ways. For instance, communicating the code of conduct to learners through different channels, availing counselling services to learners, modelling positive behaviour, teaching of social skills and initiating training programmes resulted in active interaction of learners with the closest structures in the immediate environment that eventually positively shaped the behaviour of learners.

There is evidence in the study that the mesosystem level of the ecological systems theory was quite applicable to the study. The mesosystem is a system of microsystems which comprises the linkages and processes taking place between two or more settings containing the developing person. Examples are the relationship of family experiences to school experiences, school experiences to church experiences and family experiences to peer experiences (Bronfenbrenner, 1994; Santrock, 2007; Christensen, 2010; Berck, 2000; Härkönen, 2007).

Accordingly, the experiences that the learner is exposed to, as teachers implement positive discipline management strategies, may be transferred to parents and peers; and this enhances positive behaviour in secondary schools.

The exosystem level of the theory was significant to the study as it has been reflected in the findings that some learners defied the code of conduct because they lived alone or with grand-parents who were too old to look after them since their parents were living and working outside the country or were living in the countryside leaving learners alone in their urban homes. According to the exosystem level, the interaction of structures which the learner may not be directly involved with at this level, for example, parent workplace schedules, might affect the learner negatively. Such a situation affected the implementation of the codes of conduct strategy in selected secondary schools negatively. The significance of the exosystem level was also shown in the implementation of the training strategy. It was found that the training of teachers resulted in the positive change of the behaviour of the learners who were not been directly involved in training, but through the application of the knowledge and skills acquired by the teacher during training; the learners' behaviour was positively affected.

The findings of the study also revealed the relevance of the macrosystem level where the effects of larger principles defined by this level have a cascading influence throughout the interactions of all other levels (Paquette & Ryan, 2001; Boemmel & Briscoe, 2001). As indicated in the findings of the study, the policies that are formulated at national level are cascaded through all levels to the microsystem level where the practices of structures at that level, that is, schools, are affected by that policy. In this case, the discipline policies which were received from the MOPSE were well articulated at school level so that the expected behaviour in members of staff and learners was manifested.

The significance of the chronosystem level of the ecological systems theory was manifested in the findings of the study. According to this level in a child's life, there will be events, such as death of a family member and physiological changes that occur with the ageing of a child that can change the conditions of that child's life and may cause the child to react differently to environmental changes (Boemmel & Briscoe, 2001; Paquette & Ryan, 2001). To reinforce the relevance of the theory, it

emerged from the findings of the study that some of the learners who had behaviour problems came from child-headed families because their parents had died. It was also established from the findings of the study that some of the learners did not adhere to the code of conduct due to developmental crisis because they were in the adolescence stage. In the light of the discussion above, the ecological systems theory was used as a framework in this study because it allowed the incorporation of several key role players in the implementation of positive discipline management strategies in selected secondary schools.

6.3.2 Bandura's Social Cognitive Theory

The study was also guided by Bandura's (1977) Social Cognitive Theory which identifies human behaviour as interaction of (a) personal (cognitive) factors which include person's expectations, beliefs, attitudes, knowledge and intelligence, (b) behaviour which incorporates individual actions, skills, choices, practice and self-efficacy, and (c) environmental factors which encompass resources, consequences of actions, other people, and physical setting (Bandura, as cited in McStay, 2008; Richardson, 2003; Santrock, 2007; Wainman, 2010; Ahlstrom, 2009). The theory was useful for not only in understanding the behaviour of learners, but also in identifying positive discipline management strategies which were used to modify undesirable learner behaviour.

There was evidence of the applicability of the theory in the findings of the study. The findings indicated that learners were exposed to overcrowded environment where there was limited space for them due to large enrolments and this resulted in learners not adhering to the codes of conduct in secondary schools. In this case, as suggested by the theory, the behaviour of learners determined aspects of the environment to which the learners were exposed, and their behaviour, in turn, was modified by the environment (Ahlstrom, 2009; Santrock, 2007). It was also noted that learners were exposed to peer counselling in the school environment which resulted in the behaviour of learners being positively modified.

The relevance of the theory was exhibited in the findings of the study where prefects were actively involved in executing their leadership responsibilities. The exposure of prefects to such responsibilities enhanced the prefects' self-efficacy which resulted in

effective implementation of positive discipline management strategies. The study also revealed that self-efficacy was developed in learners through the teaching of social skills, where it was found that learners were taught to be responsible of their own behaviour. According to the theory, self-efficacy is described as a person's belief in their ability to perform certain behaviour through controlling their own level of functioning and controlling other events that affect that behaviour (Bandura, 1991).

The findings of the study revealed the significance of the theory when it emerged from the study that prefects and members of staff modelled positive behaviour so that learners could emulate. Thus, the learners cognitively represented the behaviour of prefects and members of staff and then adopted the behaviour themselves. In addition, by observing others, learners acquired knowledge of rules, skills, strategies, beliefs, attitudes, thoughts and feelings (Santrock, 2007). The findings also indicated that modelling of positive behaviour contributed positively to the maintenance of positive discipline in selected secondary schools. Finally, the use of the social cognitive theory in this study demonstrated the interplay between personal (cognitive) factors, behaviour and environmental factors in the implementation of positive discipline management strategies in secondary schools under study.

6.4 Justification of methodology

The study adopted interpretive qualitative methods to examine the implementation of strategies used to maintain positive discipline in secondary schools. The qualitative approach typically studies people or systems by interacting with and observing the participants in their natural environment and focusing on their meanings and interpretations (Holloway & Wheeler, as cited in Nieuwenhuis, 2007). Thus, the qualitative methodology enabled the researcher to have face to face contact with the participants interacting with them whilst conducting a study in their natural environment. This made it easy to explore the participants' feelings, experiences, opinions and perceptions on the implementation of strategies used to maintain positive discipline in secondary schools. Since the qualitative approach involves a holistic inquiry, sourcing information from school heads, Education Officers, members of the disciplinary committee, school counsellors, prefects and SDC

chairpersons assisted the researcher to have a deeper understanding of how secondary schools implemented positive discipline management strategies (Johnson & Christensen, 2011). The case study design adopted in this study enabled the researcher to collect rich, detailed data from participants in secondary schools which was their authentic setting. The immersion of the researcher within the natural setting of participants, that is, secondary schools, allowed the researcher to gain trust from the participants as they expressed themselves freely and also availed the documents for the researcher to analyse pertaining to the implementation of strategies used to maintain positive discipline. Use of qualitative methods helped the researcher to explain the complexities pertaining to implementation of strategies used in secondary schools to maintain positive discipline which could not have been captured through experimental or survey research (Zainal, 2007).

The methodology gave the researcher a wide range of choice on the data collection instruments. The researcher opted for face to face interviews which were administered on Education Officers, school heads, school counsellors and SDC chairpersons; focus group interviews which were used to solicit data from members of the disciplinary committee and prefects; and document analysis which allowed the researcher to dig even deeper on strategies that secondary schools used to maintain positive discipline. The use of multiple data sources resulted in triangulation of data which enhanced data credibility. The triangulation of data gave the researcher balanced information from where the researcher could draw conclusions on the studied phenomenon. Furthermore, data credibility was enhanced through thick description analysis of data where the participants' responses were captured verbatim.

6.5 Conclusions

The study sought to examine the implementation of strategies used to maintain positive discipline in secondary schools. The findings of the study revealed that secondary schools used both positive and negative discipline strategies though there was evidence that the use of negative discipline strategies was minimal. The use of reactive strategies in secondary schools may have been encouraged by the fact that

corporal punishment was still legal in Zimbabwe though it had to be used as a last resort and be administered as stipulated in Policy Circular P35 of 1999.

In the study it was noted that secondary schools used several strategies to maintain positive discipline in schools. The use of methods such as exposing learners to numerous activities so that they can make informed decisions, communicating positive discipline issues in different forums, participation of learners in clubs and as peer counsellors and training of members of staff contributed positively to the maintenance of positive discipline in secondary schools under study.

The study indicated that school community members were involved in the implementation process in different capacities and roles. Those in leadership positions mainly supervised the implementation of positive discipline management strategies and also offered advice accordingly, whilst the rest of the members actively participated in implementing the strategies. It was shown that the MOPSE monitored and supported the implementation of positive discipline management strategies in secondary schools. Providing schools with guiding policies and initiating training programmes in secondary schools showed commitment to implementation of positive discipline management strategies on the part of the MOPSE.

But still, it emerged from the findings that secondary schools experienced challenges in the implementation of positive discipline management strategies. These encompassed lack of qualified school counsellors, lack of counselling facilities, work overload for school counsellors, insufficient financial resources to initiate training programmes for parents and intensifying training for members of staff; lack of support from some of the members of staff, parents and members of the community; threats and hostility from some of the learners, large enrolments and limited transport service for the Education Officers to adequately monitor the implementation of positive discipline management strategies in secondary schools.

Despite these impediments, the study has revealed some pockets of good practices in the implementation of positive discipline management strategies in selected schools. The good practices encompassed the inclusion of learners' input in crafting the codes of conduct, prefects taking the responsibility of teaching school rules to other learners in different forums, involvement of learners in clubs and peer counselling, learners accessing counselling services anytime regardless of the

counsellors' tight schedules, reducing teaching load for counsellors to allow them to have more time for counselling sessions and involvement of learners in community service.

The results of the study revealed the linkages that exposed a holistic approach in the implementation of positive discipline management strategies. These linkages were evidenced by the integration of strategies during the implementation process and the interactive participation of all members of the school community, other stakeholders who come with their expertise and the monitoring and support given by MOPSE. All these are indicators of the holistic approach which has emerged from the findings of this study.

6.6 Contributions to knowledge

This study examined the implementation of strategies used to maintain positive discipline in selected Bulawayo Metropolitan Province secondary schools. Possible measures contributing to efficacious implementation of positive discipline management strategies in secondary schools in the province were identified by the researcher. Even though the guiding policies are there and the positive discipline management strategies are implemented in secondary schools, there is insignificant improvement in the implementation of these strategies to maintain positive discipline. Hence, the researcher proposes an alternative framework for a model of implementing strategies used to maintain positive discipline in Bulawayo Metropolitan Province secondary schools. The new framework is founded on the reviewed literature and analysis of findings on implementing positive discipline strategies in secondary schools. Table 6.1 below shows the new suggested model.

Table 6-1: An alternative framework for a holistic positive discipline management model in secondary schools

Positive discipline management strategies ***(Identified from literature)***	**Implementation of strategies** ***(As used in Bulawayo Metropolitan Province Secondary Schools)***	**Implementation as per holistic positive discipline management model** ***(Good practices suggested by the researcher)***
Code of conduct The code of conduct must be drawn in consultation with the learners, parents and teachers at the school. It must be a consensus document for all stakeholders (Mathe, 2008). An open discussion regarding school code of conduct with teachers, parents and learners will help to bring about a better understanding of maintenance of positive discipline in schools (Lekalakala, 2007).	All members of the school community including Education Officers participated in the implementation of the code of conduct in different capacities and roles. Learners who breached the code of conduct were referred to counsellors for counselling and sometimes parents were invited when necessary. If the acts of misconduct became persistent schools resorted to negative discipline strategies.	Interactive participation of all members of the school community and the integration of code of conduct strategy with guidance and counselling strategy are essential in the implementation process. There should be collaboration among learners, members of staff, parents, Education officers and other stakeholders. Learners and prefects should take up the responsibility of teaching each other the code of conduct. Learners through the prefects should refer issues they cannot deal with at their level to members of staff and members of staff can either invite parents or refer to the school counsellors depending on the case. The school counsellors should further refer to experts if school counsellors do not have the capacity to handle the cases. Through the school head, the Education Officers should be

		invited if necessary.
Guidance and counselling Counselling is a profession and as such it requires competence, knowledge and skills which cannot be acquired unless one undergoes a relevant training (Nyaegah, 2011). Schools should provide individual, family, and group counselling as alternatives for educating and supporting learners (National Association of School Psychologists, 2006). One of the most powerful ways of resolving conflict is through peer counselling, mentoring and mediation (Lapperts, 2012).	Most of the school counsellors were not professionally trained in guidance counselling but had basic counselling knowledge and skills acquired through training during workshops and staff development courses. School counsellors were overloaded with work as they were full time teachers with full teaching loads and also performed guidance and counselling responsibilities and this limited their counselling effectiveness. However, some selected schools had reduced the counsellor's teaching load; there was a day once a week fully booked for individual counselling sessions. Learners participated mainly through guidance and counselling lessons, where they were engaged in various activities such as clubs, peer counselling, giving motivational speeches and attending counselling sessions. School heads and teachers were involved in teaching guidance and counselling lessons while other stakeholders offered expert counselling, organised workshops and facilitated during workshops to train members of staff and school counsellors. Counselling services were offered	Teamwork among all members of the school community and other stakeholders, and combining the guidance and counselling strategy with the code of conduct, teaching social skills and SWPBS strategies are vital in the implementation process. Learners should be actively involved in peer counselling working hand-in-hand with prefects, members of staff and school counsellors. If peer counsellors, together with prefects find that the cases are beyond their level they should refer to the members of staff and then counsellors will assess the cases and refer to professional counsellors if necessary. Learners should also be involved in clubs where the club leaders should lead the club session activities and should liaise with their club patrons who are teachers to give guidance to learners. Accordingly, the use of clubs as part of the guidance and

	through individual and group counselling sessions, and sometimes learners were grouped according to their gender during counselling sessions. Schools had improvised counselling facilities by using storerooms so that learners could access individual counselling services.	counselling strategy could be linked with teaching social skills and SWPBS strategies where learners are groomed to be responsible of their behaviour as they interact during club sessions. The teaching load for school counsellors should be reduced to allow them more time to interact with learners during counselling sessions. Teachers and parents should follow up on cases that are already undergoing counselling. They should also follow up with professional counsellors to make arrangements for referrals. School counsellors should use multiple counselling methods to respond to the needs of individual learners.
Teaching social skills Schools should provide multiple opportunities for learners to apply skills of social and moral problem-solving and responsible behaviour. Such	Learners were taught social skills during club sessions which were part of the co-curricular programmes offered in schools and during guidance and counselling lessons. Topics taught included conduct, community involvement; decision-making skills, communication skills, drug and substance abuse, career guidance, stress management, honesty and integrity, tolerance,	Cooperation among learners, members of staff and members of the local community, and linking teaching social skills strategy with other strategies such as the code of conduct, guidance and counselling, communication and modelling positive behaviour is beneficial during the

opportunities can include class meetings where classroom and school-wide problems are addressed; meaningful learner government activities (for example, helping others in the community); programmes and activities for conflict resolution, peer mediation, service learning, and cooperative learning; and sports and extracurricular activities (Bear, 2010).	conflict resolution, leadership skills and many others. Teachers were encouraged to use vernacular when teaching social skills so that all learners participated. Learners were engaged in community activities to reach out to underprivileged members of the society.	implementation process. Schools could play roles of traditional aunts and uncles to cater for those learners who are no longer exposed to such issues in their homes. The use of vernacular during social skills activities should be encouraged to enhance learner to learner interaction and learner to teacher interaction. Teachers as patrons of clubs should work with learners to actively interact with the members of the community as they participate in community service.
School-wide Positive Behaviour Support (SWPBS) SWPBS procedures are organised around three main themes which entail prevention, multi-tiered support and data-based decision-making. SWPBS schools	Learners were engaged in various clubs and some of them were members of the junior police officers who were trained by the Zimbabwe Republic Police (ZRP). Schools mainly invited guest speakers from various institutions as part of the prevention programmes for the whole school. For example, pastors were invited to schools to talk about moral values to learners; the police would address	Active interaction of members of the school community with members of the local community and the integration of the SWPBS strategy with guidance and counselling, teaching social skills, communication and code of conduct strategies is necessary during the implementation process. Learners should be

provide regularly scheduled instruction in desired social behaviours to enable learners to acquire the necessary skills for the desired behaviour change, and they offer effective motivational systems to encourage learners to behave appropriately (Osher et al., 2010).	learners during assemblies on issues pertaining to drug and alcohol abuse, and crime prevention; and the health personnel were invited to educate learners on HIV/AIDS issues.	encouraged to engage in various clubs as in the guidance and counselling and teaching social skills strategies. As learners interact among themselves including prefects, with members of staff and invited guests from the local community they should be always reminded about positive discipline issues as a preventive measure. The interactive nature of the implementation process should be linked with the code of conduct, guidance and counselling, teaching social skills and communication strategies.
Communication Schools should establish clear communication channels between parents and school staff (Epstein, 2011; Michael, Dittus & Epstein, 2007). When behaviour problems escalate, it is very important for the school and	Schools communicated positive discipline issues through various channels of communication which encompassed notice boards, report cards; verbal communication, staff meetings, parents' meetings, writing letters to parents and phoning parents, hierarchy of authority that existed in secondary schools and the use of the learners' body. Learners also participated through peer educating each other on good behaviour.	There should be use of diverse communication channels which include emails, short message service (SMS) and other modern channels of communication to enhance the flow of information on positive discipline management issues. The selected channels should allow all members of the school community to come together, to clarify issues

parents to communicate on a daily basis. This communication can take a number of forms including phone calls, communication book, email, and communication or monitoring forms (Manitoba Education, Training and Youth, 2001).		pertaining to positive discipline management in schools. The learners' body should be used to facilitate communication between learners and their representatives and members of staff. Learners should be used as peer educators who liaise with prefects, members of staff and school counsellors. During the implementation process, the communication strategy should be integrated with all positive discipline management strategies which include the code of conduct, guidance and counselling, teaching social skills, SWPBS, positive behaviour reinforcement, modelling positive behaviour and training since all the strategies involve the use of communication channels in one way or another.
Positive reinforcement Positive reinforcement can come in many	Positive behaviour of learners was reinforced through praise, merit badges, commendation notes and passing positive comments during assembly if the learner had shown	Collaborative participation of all members of the school community should enhance the identification of deserving learners so that they are

forms: a simple smile; a word of praise; public acknowledgement; or social commendation (Lapperts, 2012). By reinforcing expected behaviour through an on-going system of rewards, teachers are increasing the likelihood of future displays of these desired behaviours known to create a positive school climate where ill-discipline is limited (Cameron, Banko & Pierce, 2001).	behaviour change. Learners were awarded for being well behaved and smartly dressed throughout the year during speech and prize giving day. The prizes were given from form one to 'A' Level classes taking into cognisance gender balance. Learners' positive behaviour was also reinforced by promoting well behaved learners to be prefects and class monitors. The positive behaviour of prefects was reinforced by organising end of year party for prefects and class monitors and also taking the prefects for camp or outing at the end of the year.	rewarded accordingly. That is, as learners interact among themselves they should be encouraged to identify well behaved learners and forward their suggestions through prefects, then prefects should forward these recommendations to members of staff for consideration. Schools should consider gender balance when awarding prizes to acknowledge good conduct at the end of the year. As members of the school community interact during the implementation process, the positive behaviour reinforcement strategy should be linked with the code of conduct, guidance and counselling, the teaching social skills and modelling positive behaviour strategies.
Modelling positive behaviour Teachers, parents and community members should model attitudes and behaviours that contribute to a	Schools used various methods to reinforce modelling positive behaviour among members of staff so that learners could emulate. These included reminders during staff meetings, workshops, and staff development courses; giving each member of staff a copy of Civil	The interactive participation of all members of the school community and the integration of the code of conduct, guidance and counselling, teaching social skills, SWPBS, communication and positive

caring and safe culture in both at the school and the broader community (Ontario Ministry of Education, 2010).	Service Dress Code, induction of new members of staff on expected conduct and many others. Teachers who showed wayward behaviour were also counselled. Learners were encouraged to dress in complete uniform according to the school's dress code; senior prefects were afforded an opportunity to lead the assemblies and learners were given responsibilities to lead different clubs. The parents and the community were encouraged to be good role models to their children during parents' meetings, consultation sessions and orientation sessions when their children enrolled for form one.	behaviour reinforcement strategies is important during the implementation process. The members of the school community should be constantly reminded about good conduct through various channels of communication. New members of the school community should be inducted and those members of staff who model bad behaviour should be counselled. Prefects should be used as role models for other learners.
Training of staff and parents Schools should organise staff development and training programmes designed to guide teachers through the process of developing positive discipline strategies that prevent problem behaviours and	The members of staff had attended workshops and staff development courses to empower them to implement positive discipline management strategies in secondary schools. Education Officers were invited by different schools to facilitate in workshops and staff development courses. Parents were not trained as they never attended any workshop to equip them on the implementation of	Dynamic interaction of members of the school community and other stakeholders is critical during the implementation process. Members of staff and parents should be exposed to workshops and staff development courses where they interact with other stakeholders who will be facilitating. During the implementation process almost all positive discipline

encourage safety in schools (National Association of School Psychologists, 2006; Feuerborn &Tyre, 2012).	positive discipline management strategies. Sometimes SDC members were invited together with school heads to attend workshops, so that together they could report back to the rest of the parents. Other stakeholders sometimes took an initiative to organise and finance workshops mainly targeting teachers.	management strategies should be integrated since the members of staff and parents would be exposed to the use of various positive discipline management strategies during the training process.
Monitoring and Support Administrative support is critical for successful prevention programmes. Evidence suggests that support should be visible, predictable and continuous (Gagnon & Leone, 2001). Monitoring the implementation and impact of school disciplinary policies and practices allows school officials to determine	The MOPSE monitored the implementation of positive discipline management strategies through the Education Officers who visited schools to supervise the implementation process. MOPSE supported the implementation of positive discipline management strategies through training programmes; provided policies which guided schools on the implementation of positive discipline management strategies; and advised schools on the measures to take if the schools were finding it difficult to make final decisions on certain cases. School heads identified the needs, organised meetings, workshops and staff development courses; liaised with the facilitators; evaluated and	Interactive participation of members of staff with Education Officers during the training process can enhance the implementation of positive discipline management strategies in secondary schools. The implementation process should be constantly monitored and supported by provision of resources.

successful strategies for addressing and correcting underlying learner misbehaviour (Vermerie, 2010).	mapped the way forward. School heads provided materials for the workshops and staff development courses and facilitated the visits of learners to the community to perform community involvement activities.	

6.7 Recommendations

Based on the presented research findings, the study suggests the following recommendations:

6.5.1 As revealed in the findings that secondary schools sometimes used reactive strategies in managing the behaviour of learners, it is recommended that the MOPSE should come up with a policy which abolishes the use of negative discipline strategies in schools. It came out from the findings that the current Policy Circular P35 of 1999 which allows use of corporal punishment in schools was sometimes violated by some members of staff. Hence, the abolition of the use of negative discipline strategies in schools would discourage members of staff from employing such strategies. By so doing MOPSE will be observing the stipulations of the United Nations Convention on Child's Rights (1989) Article 19 of which Zimbabwe is a signatory. Furthermore, by abolishing the use of reactive strategies in schools, the MOPSE will also be respecting the Constitution of Zimbabwe (2013) Chapter 2 Article 2.11 (c) which is against any form of maltreatment of children. Thus, it is necessary for the MOPSE to consider coming up with discipline policies which match the current situation globally which emphasises on human rights and children's rights and the adoption of positive discipline strategies in managing the behaviour of learners in schools.

6.5.2 Schools should consult all stakeholders when crafting the codes of conduct so that they produce codes of conducts that are acceptable to all stakeholders. Involving all stakeholders will result in them developing a sense of ownership which

would encourage the stakeholders to support the implementation of the codes of conduct. Schools should also constantly review their codes of conduct so that they are relevant to the prevailing situation.

6.5.3 The MOPSE should initiate in-service training programmes for school counsellors and guidance and counselling teachers since guidance and counselling is now part of the school curriculum. There is need for guidance and counselling to be effectively taught so that learners are developed holistically.

6.5.4 The MOPSE should create a substantive post of a non-teaching school counsellor in every school so that there is effective delivery of counselling services in schools.

6.5.5 Schools should expedite the construction of counselling rooms as it has been revealed in the findings that some learners shunned attending individual counselling sessions because storerooms were used for counselling sessions and they lacked confidentiality which is one of the fundamental ethics in counselling.

6.5.6 There is need for schools to train more peer counsellors so that those learners with behaviour problems who prefer peer to peer counselling could be assisted accordingly.

6.5.7 There is need for the MOPSE to provide adequate transport to enable the Education Officers to visit schools so that they can supervise and monitor the implementation process of positive discipline management strategies.

6.5.9 Since the study found that some of the learners misbehaved because they lacked parental guidance as their parents lived and worked outside the country, it is recommended that schools should widen the base of communication channels and include the use of emails, short message service (SMS) and other modern communication channels. This would facilitate communication between the school and those parents so that they are made aware of their children's behaviour problems and work together with the school to assist the learners.

6.5.10 It is recommended that schools should mobilise financial resources so that there are adequate funds to conduct workshops and staff development courses.

6.5.11 Schools should intensify the training programmes for teachers to empower them with knowledge and skills for implementing positive discipline management strategies so that those teachers who still believe in using reactive strategies develop a positive view of proactive strategies.

6.5.12 There is need to initiate the training programmes for parents such as positive parenting, basic counselling skills and many others, so that they can understand and appreciate the value of using positive discipline in correcting the behaviour of their children. If the parents are empowered with the necessary knowledge and skills, it is hoped that they will actively participate in the implementation of positive discipline management strategies and this will enhance maintenance of positive discipline in schools.

6.5.13 The study recommends that, for effective implementation, there should be interactive participation of all members of the school community and the integration of all positive discipline management strategies during the implementation process.

6.5.14 This study examined the implementation of strategies used to maintain positive discipline in secondary schools. The study focused on good practices accomplished through adopting a holistic approach in maintenance of positive discipline in selected secondary schools in Bulawayo Metropolitan Province only. The results are conclusively generalisable to implementation of positive discipline management strategies in secondary schools in Bulawayo Metropolitan Province. Hence, the researcher recommends that a national study covering all provinces in Zimbabwe aiming at good practices and the implementation of positive discipline management strategies should be conducted. The results of the study would give a more holistic picture of good practices in implementing positive discipline management strategies which could influence the policy makers to craft discipline policies that promote use of positive discipline strategies in schools.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE

University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number:	REM021SMLA01
Project title:	**Strategies used to maintain positive discipline in secondary schools in Bulawayo Metropolitan Province, Zimbabwe: Towards a holistic positive discipline management model.**
Nature of Project:	PHD
Principal Researcher:	Lwazi Mlalazi
Supervisor: Co-supervisor:	Prof S Rembe

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
  - Any unethical principal or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in the Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project.

- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely

Professor Gideon de Wet
Dean of Research

08 May 2014

APPENDIX B: INTRODUCTORY LETTER FROM UNIVERSITY OF FORT HARE

Faculty of Education
Department of Further and Continuing Education
Stuart Hall, Alice

Phone: Alice: 040602412
| Email: nmayiya@ufh.ac.za|

University of Fort Hare
Together in Excellence

28 March 2014

Provincial Education Director
Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province

Dear Sir/Madam,

Re: Permission to Collect Data: Ms L. Mlalazi (Student Number 201315384)

This is to confirm that Ms Mlalazi is pursuing PhD degree at the University of Fort Hare. Her research title is **Strategies used to maintain discipline in secondary schools in Bulawayo Metropolitan Province, Zimbabwe: Towards a holistic positive discipline management model.** She is supposed to collect data during the month of April, May and June 2014. Kindly grant her permission. I would also be grateful if you could kindly provide her with documents that may assist with information regarding the area of her study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that she does not disrupt ongoing activities during the period she will be collecting data.

Faculty of Education
28 MAR 2014

Sincerely

for **C. Thomas**
Head, School of Further and Continuing Education
Faculty of Education
University of Fort Hare

APPENDIX C: LETTER REQUESTING FOR PERMISSION TO COLLECT DATA

363 Nkulumane

P. O. Nkulumane

BULAWAYO

The Provincial Education Director

Ministry of Primary and Secondary Education

Bulawayo Metropolitan Province

P. O. Box 555

BULAWAYO

9 April 2014

Dear Sir

RE: APPLICATION FOR PERMISSION TO CONDUCT A STUDY IN SELECTED BULAWAYO METROPOLITAN PROVINCE SECONDARY SCHOOLS.

My name is Lwazi Mlalazi, a Doctor of Philosophy in Education student at University of Fort Hare, Faculty of Education, Department of Further and Continuing Education, South Africa. I am requesting for permission to conduct research in selected Bulawayo Metropolitan Province Secondary Schools. My research title is: **Implementation of strategies used to maintain positive discipline in secondary schools in Bulawayo Metropolitan Province, Zimbabwe: Towards a holistic positive discipline management model.** The study participants include Education Officer responsible for discipline and Education Officer responsible for guidance and counselling, school heads, members of the disciplinary committees, school counsellors, prefects and School Development Committees chairpersons. I have enclosed a letter from University of Fort Hare.

Thank you in advance for your co-operation.

Yours faithfully

Mlalazi

Lwazi Mlalazi (Student No. 201315384)

APPENDIX D: LETTER FROM MINISTRY OF PRIMARY AND SECONDARY EDUCATION GRANTING PERMISSION TO COLLECT DATA

all communications should be addressed to
"The Provincial Education Director"
Telephone: 09-69511/69942
Telegraphic: "SCHOLASTIC"
Telex: 50531 MPSEMN ZW
Fax: 09-77027

ZIMBABWE

Ref:

Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P O Box 555
Bulawayo
Zimbabwe

10-04-2014

Miss/Mr/Mrs L. Mlalazi
363 Nkulumane
P.O. Nkulumane
Bulawayo

RE: **PERMISSION TO CARRY OUT RESEARCH ON** STRATEGIES USED TO MAINTAIN POSITIVE DISCIPLINE IN SECONDARY SCHOOLS IN BULAWAYO METROPOLITAN PROVINCE, ZIMBABWE: TOWARDS A HOLISTIC POSITIVE DISCIPLINE MANAGEMENT MODEL

With reference to your application to carry out a research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Province permission is hereby granted. However, you should liaise with the Head of the Institution/School for clearance before carrying out your research.

It will also be appreciated if you could supply the Bulawayo Province with a final copy of your research which may contain information useful to the development of education in the province.

For: PROVINCIAL EDUCATION DIRECTOR
BULAWAYO METROPOLITAN PROVINCE

H.R.O. LEGAL & DISCIPLINARY SERVICES
MIN. OF PRY. & SEC. EDUCATION
10 APR 2014
P.O. BOX 555, BULAWAYO
ZIMBABWE

APPENDIX E: INFORMED CONSENT AGREEMENT FORM

INFORMED CONSENT

I hereby agree to participate in research regarding implementation of strategies used to maintain positive discipline in Bulawayo Metropolitan Province Secondary Schools. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the interview, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

……..

Signature of participant **Date**:……..

I hereby agree to the tape recording of my participation in the study

……..

Signature of participant **Date**:……..

APPENDIX F: EDITOR'S DECLARATION

EDITOR'S DECLARATION

I, Dr Ketiwe Ndhlovu (Department of Linguistics UNISA) confirm that I edited Lwazi Mlalazi's PhD thesis in Education titled:

Implementation of strategies used to maintain positive discipline in secondary schools in Bulawayo Metropolitan Province, Zimbabwe: Towards a holistic positive discipline management model

During the process of editing, the following changes were recommended; punctuation, grammatical and sentence construction. The candidate was advised to eliminate repetitive information in some chapters and paragraphing issues were also raised. It is up to the candidate to effect these changes as she is the author of this research and therefore remains in control of the writing process.

21/04/2015

....

Editor's Signature Date

04/05/2015

....

Candidate's Signature Date

APPENDIX G: INTERVIEW GUIDE FOR EDUCATION OFFICER RESPONSIBLE FOR DISCIPLINE

Interview Guide for Education Officer for Discipline

Biographic Information for Education Officer

Section A

1. Date of interview_____
2. Gender: Female [ ] Male [ ]
3. Marital Status_____
4. Age range: Below 20 years 20—29 years[ ] 30—39 years[ ]
   40—49 years[ ] 50—59 years[ ] 60—69 years[ ]
   70+ years[ ]
5. Experience as an Education Officer _____years.
6. State whether your appointment is substantive or acting_____
7. What is your highest academic qualification?_____
8. What is your highest professional qualification?
   Certificate in Education [ ] Diploma in Education [ ]
   Bachelor of Science Degree (BSc) [ ] Bachelor of Arts Degree (BA) [ ]
   BSc + Graduate Certificate in Education (GradCE) [ ]
   BSc + Post Graduate Diploma in Education (PGDE) [ ]
   BA + GradCE [ ] BA + PGDE [ ] Bachelor of Education Degree [ ]
   Honours Degree [ ] Master's Degree [ ]
   Any other specify_____

Section B

Strategies used to maintain positive discipline in secondary schools and their implementation

1. May you please take me through on how schools maintain discipline?
2. When one speaks of negative and positive discipline, what comes to your mind?
3. According to your observation, which strategies do secondary schools use to maintain positive discipline?

A. Code of Conduct

1. How familiar are you with the schools codes of conduct and their implications?
2. Who is involved in developing the code of conduct and how are they involved?
3. According to your own observation, are all learners adhering to the code of conduct? If not, what could be the reason?
4. What is your role in the implementation of the code of conduct?
5. How do secondary schools deal with learners who breach the code of conduct?
6. How often do secondary schools review their codes of conduct?
7. How do teachers participate in the implementation of the school codes of conduct?
8. What are the roles of the disciplinary committee in the implementation of the codes of conduct?
9. How effective is this strategy in maintenance of positive discipline in secondary schools?

B. Guidance and Counselling

1. What criteria are used to appoint school counsellors?
2. How are guidance and counselling services offered in secondary schools?
3. What is the role of a school counsellor in the implementation of guidance and counselling programmes?
4. How are parents involved in guidance and counselling services?
5. How do learners participate in guidance and counselling programmes?
6. How do you participate in the implementation of guidance and counselling programmes in secondary schools?
7. How effective are guidance and counselling services in maintaining positive discipline in secondary schools?

C. School-wide Positive Behaviour Support (SWPBS)

1. How is the SWPBS programme implemented in secondary schools?
2. Which prevention programmes do secondary schools have for the whole school?
3. How do secondary schools deal with learners who are at risk in terms of behaviour?

4. How effective is the SWPBS programme in maintaining positive discipline in secondary schools?

D. Communication
    1. Which communication channels do secondary schools use to communicate positive discipline issues?
    2. How do teachers participate in communicating positive discipline issues to secondary school learners?
    3. How are parents involved in communicating positive discipline issues to their children?
    4. How do learners participate in communicating positive discipline issues?
    5. How effective is the communication strategy in maintaining positive discipline in secondary schools?

E. Modelling Positive Behaviour
    1. How are members of staff encouraged to model positive behaviour?
    2. How are learners encouraged to model positive behaviour?
    3. How are parents and the community encouraged to model positive behaviour?
    4. How effective do you think is the positive behaviour modelling strategy in maintaining positive discipline in secondary schools?

F. Training of staff and parents
    1. How have you been equipped to implement positive discipline management strategies in schools?
    2. How do you empower secondary schools to effectively implement positive discipline strategies?
    3. How do you empower parents to effectively participate in implementation of positive discipline strategies?
    4. How are other stakeholders involved in the training of teachers and parents?
    5. How effective is this strategy in the maintenance of positive discipline in secondary schools?

G. Positive Reinforcement
    1. How is positive behaviour reinforced in secondary schools?

2. In your own view, how important is reinforcement of learners' positive behaviour?
3. How effective is this strategy in maintaining positive discipline in secondary schools?

H. Teaching social skills

1. How is the teaching of social skills done in secondary schools?
2. Which aspects are included in the teaching of social skills?
3. According to your observation, why is it necessary to teach social skills to learners?
4. How effective is this strategy in maintenance of positive discipline in the secondary schools?

Section C

Monitoring and Support

1. How is the Ministry of Primary and Secondary Education involved in the implementation of positive discipline management strategies in secondary schools?
2. How are other stakeholders involved in supporting the implementation of positive discipline management strategies in secondary schools?
3. How do teachers support the implementation of positive discipline management strategies in secondary schools?
4. What is your role in monitoring and supporting the implementation of positive discipline strategies?

Section D

Challenges encountered in the implementation of positive discipline management strategies

1. What challenges do secondary schools encounter in the implementation of:
   (a) Code of Conduct?
   (b) Guidance and Counselling programmes?
   (c) School-wide Positive Behaviour Support?
   (d) Communication?

(e) Modelling positive behaviour?

(f) Training of staff and parents?

(g) Positive reinforcement?

(h) Teaching social skills?

2. What challenges hinder the monitoring and support of implementation of positive discipline management strategies in secondary schools?

End of interview: Thank you! Siyabonga!

APPENDIX H: INTERVIEW GUIDE FOR EDUCATION OFFICER RESPONSIBLE FOR GUIDANCE AND COUNSELLING

Interview Guide for Guidance and Counselling Education officer

Biographic Information for Guidance and Counselling Education Officer

Section A

1. Date of interview_____
2. Gender: Female [ ] Male [ ]
3. Marital Status_____
4. Age range: Below 20 years 20—29 years[ ] 30—39 years[ ]
   40—49 years[ ] 50—59 years[ ] 60—69 years[ ]
   70+ years[ ]
5. Experience as E. O. _____years.
6. State whether your appointment is substantive or acting_____
7. What is your highest academic qualification?_____
8. What is your highest professional qualification?

Certificate in Education [ ] Diploma in Education [ ]
Bachelor of Science Degree (BSc) [ ] Bachelor of Arts Degree (BA) [ ]
BSc + Graduate Certificate in Education (GradCE) [ ]
BSc + Post Graduate Diploma in Education (PGDE) [ ]
BA + GradCE [ ] BA + PGDE [ ] Bachelor of Education Degree [ ]
Honours Degree [ ] Master's Degree [ ]
Any other specify_____

Section B

Strategies used to maintain positive discipline in secondary schools and their implementation

1. May you please take me through on how schools maintain discipline?
2. When one speaks of negative and positive discipline, what comes to your mind?
3. Which strategies do schools use to maintain positive discipline?

A. Guidance and Counselling
    1. How are school counsellors appointed?
    2. How are guidance and counselling services offered in the schools?
    3. What is your role in the implementation of guidance and counselling programmes in secondary schools?
    4. How are parents involved in guidance and counselling services?
    5. How do learners participate in guidance and counselling programmes?
    6. How are other stakeholders involved in guidance and counselling services in schools?
    7. Which methods/techniques do school counsellors use in counselling of learners?
    8. How do the school heads and members of staff participate in the implementation of guidance and counselling programmes in schools?
    9. How often do counsellors meet learners for counselling sessions?
    10. How effective are guidance and counselling services in maintaining positive discipline in schools?

B. Communication
    1. Which communication channels do you use to communicate guidance and counselling issues?
    2. How are teachers involved in communicating guidance and counselling issues to learners?
    3. How are parents involved in communicating guidance and counselling issues to their children?
    4. How effective is the communication strategy in reinforcing guidance and counselling services in the school?

C. Modelling Positive Behaviour
    1. How do you encourage members of staff to model positive behaviour to reinforce guidance and counselling services in schools?
    2. How should learners be encouraged to model positive behaviour?
    3. How are parents and the community encouraged to model positive behaviour?
    4. How effective is the positive behaviour modelling strategy in maintaining positive discipline in the school?

D. Training of staff and parents

1. How have you been equipped to implement guidance and counselling services in secondary schools?
2. How are school counsellors equipped to implement guidance and counselling programmes in the school?
3. How are parents empowered to effectively participate in guidance and counselling programmes in schools?

E. Positive Reinforcement
1. How should positive behaviour be reinforced in schools?
2. How should parents reinforce positive behaviour of their children?
3. In your own view, how important is reinforcement of learners' positive behaviour?
4. How effective is this strategy in maintaining positive discipline in schools?

F. Teaching social skills
1. How should the teaching of social skills be done in schools?
2. Which aspects should be included in the teaching of social skills?
3. According to your observation, why is it necessary to teach social skills to learners?
4. How effective is this strategy in maintenance of positive discipline in the school?

Section C

Monitoring and Support

1. How is the Ministry of Primary and Secondary Education involved in the implementation of guidance and counselling programmes in schools?
2. How are other stakeholders involved in supporting the implementation of guidance and counselling programmes?
3. How do teachers support the implementation of guidance and counselling programmes in schools?
4. How effective are guidance and counselling programmes monitored and supported?

Section D

Challenges encountered in implementation of positive discipline strategies

1. What challenges do you encounter in the implementation of guidance and counselling programmes in secondary schools?
2. What challenges do you encounter in the monitoring and support of implementation of guidance and counselling programmes in schools?

End of interview: Thank you! Siyabonga!

APPENDIX I: INTERVIEW GUIDE FOR SCHOOL HEADS

Interview Guide for School Head

Biographic Information for School Head

Section A

1. Date of interview_____
2. Gender: Female [ ] Male [ ]
3. Marital Status_____
4. Age range: Below 20 years 20—29 years[ ] 30—39 years[ ]
   40—49 years[ ] 50—59 years[ ] 60—69 years[ ]
   70+ years[ ]
5. Experience as a head of school _____years.
6. State whether your appointment is substantive or acting_____
7. What is your highest academic qualification?_____
8. What is your highest professional qualification?

Certificate in Education [ ] Diploma in Education [ ]
Bachelor of Science Degree (BSc) [ ] Bachelor of Arts Degree (BA) [ ]
BSc + Graduate Certificate in Education (GradCE) [ ]
BSc + Post Graduate Diploma in Education (PGDE) [ ]
BA + GradCE [ ] BA + PGDE [ ] Bachelor of Education Degree [ ]
Honours Degree [ ] Master's Degree [ ]
Any other specify_____

Section B

Strategies used to maintain positive discipline in secondary schools and their implementation

1. May you please take me through on how you maintain discipline at your school?
2. When one speaks of negative and positive discipline, what comes to your mind?

3. Which strategies do you use to maintain positive discipline at your school?

A. Code of Conduct

1. How familiar are you with the school code of conduct and its implications?
2. Who is involved in developing the code of conduct and how are they involved?
3. According to your own observation, are all learners adhering to the code of conduct? If not, what could be the reason?
4. What is your role in the implementation of the code of conduct?
5. How do you deal with learners who breach the code of conduct?
6. How often do you review the school code of conduct?
7. How do teachers participate in the implementation of the school code of conduct?
8. What is the role of the disciplinary committee in implementation of the code of conduct?
9. How effective is this strategy in maintenance of positive discipline?

B. Guidance and Counselling

1. What criteria do you use to appoint a school counsellor?
2. How are guidance and counselling services offered in the school?
3. What is the role of a school counsellor in the implementation of guidance and counselling programmes?
4. How are parents involved in guidance and counselling services?
5. How do learners participate in guidance and counselling programmes?
6. How do you participate in the implementation of guidance and counselling programmes in the school?
7. How effective are guidance and counselling services in maintaining positive discipline in the school?

C. School-wide Positive Behaviour Support (SWPBS)

1. How is the SWPBS programme implemented at the school?
2. Which prevention programmes do you have for the whole school?
3. How do you deal with learners who are at risk in terms of behaviour?
4. How effective is the SWPBS programme in maintaining positive discipline?

D. Communication

1. Which communication channels do you use to communicate positive discipline issues?
2. How do teachers participate in communicating positive discipline issues to learners?
3. How are parents involved in communicating positive discipline issues to their children?
4. How do learners participate in communicating positive discipline issues?
5. How effective is the communication strategy in maintaining positive discipline in the school?

E. Modelling Positive Behaviour

1. How are members of staff encouraged to model positive behaviour?
2. How are learners encouraged to model positive behaviour?
3. How are parents and the community encouraged to model positive behaviour?
4. How effective is the positive behaviour modelling strategy in maintaining positive discipline in the school?

F. Training of staff and parents

1. How have you been equipped to implement positive discipline management strategies?
2. How does the school empower members of staff to effectively implement positive discipline strategies?
3. How does the school empower parents to effectively participate in implementation of positive discipline strategies?
4. How are other stakeholders involved in the training of teachers and parents?
5. How effective is this strategy in the maintenance of positive discipline in the school?

G. Positive Reinforcement

1. How is positive behaviour reinforced at the school?
2. How do parents reinforce positive behaviour of their children?
3. In your own view, how important is reinforcement of learners' positive behaviour?

4. How effective is this strategy in maintaining positive discipline in the school?

H. Teaching social skills

1. How is the teaching of social skills done at your school?
2. Which aspects do you include in the teaching of social skills?
3. How are parents involved in the teaching of social skills?
4. How do learners participate during the teaching and learning of social skills?
5. According to your observation, why is it necessary to teach social skills to learners?
6. How effective is this strategy in maintenance of positive discipline in the school?

Section C

Monitoring and Support

1. How is the Ministry of Primary and Secondary Education involved in the implementation of positive discipline management strategies?
2. How are other stakeholders involved in supporting the implementation of positive discipline management strategies?
3. How do teachers support the implementation of positive discipline management strategies in the school?
4. What is your role in monitoring and supporting the implementation of positive discipline strategies?

Section D

Challenges encountered in implementation of positive discipline strategies

1. What challenges do you encounter in the implementation of:
   (a) Code of Conduct?
   (b) Guidance and Counselling programmes?
   (c) School-wide Positive Behaviour Support?
   (d) Communication?
   (e) Modelling positive behaviour?
   (f) Training of staff and parents?

(g) Positive behaviour reinforcement?

(h) Teaching social skills?

2. What challenges do you encounter in the monitoring and support of implementation of positive discipline management strategies?

End of interview: Thank you! Siyabonga!

APPENDIX J: INTERVIEW GUIDE FOR MEMBERS OF THE DISCIPLINARY COMMITTEE

Focus Group Interview Guide for Members of the Disciplinary Committee

Biographic Information for members of the disciplinary committee

Section A

1. Date of interview_____
2. Gender: Female [ ] Male [ ]
3. Marital Status_____
4. Age range: Below 20 years 20—29 years[ ] 30—39 years[ ]
   40—49 years[ ] 50—59 years[ ] 60—69 years[ ]
   70+ years[ ]
5. Experience in current position _____years.
6. State whether your appointment is substantive or acting_____
7. What is your highest academic qualification?_____
8. What is your highest professional qualification?

Certificate in Education [ ] Diploma in Education [ ]
Bachelor of Science Degree (BSc) [ ] Bachelor of Arts Degree (BA) [ ]
BSc + Graduate Certificate in Education (GradCE) [ ]
BSc + Post Graduate Diploma in Education (PGDE) [ ]
BA + GradCE [ ] BA + PGDE [ ] Bachelor of Education Degree [ ]
Honours Degree [ ] Master's Degree [ ]
Any other specify_____

Section B

Strategies used to maintain positive discipline in secondary schools and their implementation

1. May you please take me through on how you maintain discipline at your school?
2. When one speaks of negative and positive discipline, what comes to your mind?

3. Which strategies do you use to maintain positive discipline at your school?

A. Code of Conduct
   1. How familiar are you with the school code of conduct and its implications?
   2. Who is involved in developing the code of conduct and how are they involved?
   3. What is your role in the implementation of the code of conduct?
   4. According to your own observation, are all learners adhering to the code of conduct? If not, what could be the reason?
   5. How do you deal with learners who breach the code of conduct?
   6. How often do you review the school code of conduct?
   7. How do teachers participate in the implementation of the school code of conduct?
   8. How effective is this strategy in maintenance of positive discipline?

B. Guidance and Counselling
   1. What criteria are used to appoint a school counsellor?
   2. How are guidance and counselling services offered in the school?
   3. What is the role of a school counsellor in the implementation of guidance and counselling programmes?
   4. How are parents involved in guidance and counselling services?
   5. How do learners participate in guidance and counselling programmes?
   6. How do you participate in the implementation of guidance and counselling programmes in the school?
   7. How effective are guidance and counselling services in maintaining positive discipline in the school?

C. School-wide Positive Behaviour Support (SWPBS)
   1. How is the SWPBS programme implemented at the school?
   2. Which prevention programmes do you have for the whole school?
   3. How do you deal with learners who are at risk in terms of behaviour?
   4. How effective is the SWPBS programme in maintaining positive discipline?

D. Communication
   1. Which communication channels do you use to communicate positive discipline issues?

2. How do teachers participate in communicating positive discipline issues to learners?
3. How are parents involved in communicating positive discipline issues to their children?
4. How do learners participate in communicating positive discipline issues?
5. How effective is the communication strategy in maintaining positive discipline in the school?

E. Modelling Positive Behaviour

1. How are members of staff encouraged to model positive behaviour?
2. How are learners encouraged to model positive behaviour?
3. How are parents and the community encouraged to model positive behaviour?
4. How effective is the positive behaviour modelling strategy in maintaining positive discipline in the school?

F. Training of staff and parents

1. How have you been equipped to implement positive discipline management strategies?
2. How does the school empower members of staff to effectively implement positive discipline management strategies?
3. How does the school empower parents to effectively participate in implementation of positive discipline management strategies?
4. How are other stakeholders involved in the training of teachers and parents?
5. How effective is this strategy in the maintenance of positive discipline in the school?

G. Positive Reinforcement

1. How is positive behaviour reinforced at the school?
2. How do parents reinforce positive behaviour of their children?
3. In your own view, how important is reinforcement of learners' positive behaviour?
4. How effective is this strategy in maintaining positive discipline in the school?

H. Teaching social skills

1. How is the teaching of social skills done at your school?
2. Which aspects are included in the teaching of social skills?
3. How are parents involved in the teaching of social skills?
4. How do learners participate during the teaching and learning of social skills?
5. According to your observation, why is it necessary to teach social skills to learners?
6. How effective is this strategy in maintenance of positive discipline in the school?

Section C

Monitoring and Support

1. How is the Ministry of Primary and Secondary Education involved in the implementation of positive discipline management strategies?
2. How are other stakeholders involved in supporting the implementation of positive discipline management strategies?
3. How do teachers support the implementation of positive discipline management strategies in the school?
4. What is your role in monitoring and supporting the implementation of positive discipline strategies?

Section D

Challenges encountered in implementation of positive discipline strategies

1. What challenges do you encounter in the implementation of:
   (a) Code of Conduct?
   (b) Guidance and Counselling programmes?
   (c) School-wide Positive Behaviour Support?
   (d) Communication?
   (e) Modelling positive behaviour?
   (f) Training of staff and parents?
   (g) Positive behaviour reinforcement?
   (h) Teaching social skills?

2. What challenges do you encounter in the monitoring and support of implementation of positive discipline management strategies?

End of interview: Thank you! Siyabonga!

APPENDIX K: INTERVIEW GUIDE FOR SCHOOL COUNSELLORS

Interview Guide for School Counsellor

Biographic Information for School Counsellor

Section A

1. Date of interview_____
2. Gender: Female [ ] Male [ ]
3. Marital Status_____
4. Age range: Below 20 years 20—29 years[ ] 30—39 years[ ]
   40—49 years[ ] 50—59 years[ ] 60—69 years[ ]
   70+ years[ ]
5. Experience as a school counsellor _____years.
6. State whether your appointment is substantive or acting_____
7. What is your highest academic qualification?_____
8. What is your highest professional qualification?

Certificate in Education [ ] Diploma in Education [ ]
Bachelor of Science Degree (BSc) [ ] Bachelor of Arts Degree (BA) [ ]
BSc + Graduate Certificate in Education (GradCE) [ ]
BSc + Post Graduate Diploma in Education (PGDE) [ ]
BA + GradCE [ ] BA + PGDE [ ] Bachelor of Education Degree [ ]
Honours Degree [ ] Master's Degree [ ]
Any other specify_____

Section B

Strategies used to maintain positive discipline in secondary schools and their implementation

1. May you please take me through on how you maintain discipline at the school?
2. When one speaks of negative and positive discipline, what comes to your mind?
3. Which strategies do you use to maintain positive discipline at the school?

A. Guidance and Counselling

1. How were you appointed to guidance and counselling post?
2. How are guidance and counselling services offered in the school?
3. What is your role in the implementation of guidance and counselling programmes in secondary schools?
4. How are parents involved in guidance and counselling services?
5. How do learners participate in guidance and counselling programmes?
6. How are other stakeholders involved in guidance and counselling services in the school?
7. Which methods/techniques do you use in counselling of learners?
8. How do the school head and members of staff participate in the implementation of guidance and counselling programmes in the school?
9. How often do you meet learners for counselling sessions?
10. How effective are guidance and counselling services in maintaining positive discipline in the school?

B. Communication

1. Which communication channels do you use to communicate guidance and counselling issues?
2. How are teachers involved in communicating guidance and counselling issues to learners?
3. How are parents involved in communicating guidance and counselling issues to their children?
4. How effective is the communication strategy in reinforcing guidance and counselling services in the school?

C. Modelling Positive Behaviour

1. How do you encourage members of staff to model positive behaviour to reinforce guidance and counselling services in the school?
2. How do you encourage learners to model positive behaviour?
3. How are parents and the community encouraged to model positive behaviour?
4. How effective is the positive behaviour modelling strategy in maintaining positive discipline in the school?

D. Training of staff and parents
    1. How have you been equipped to implement guidance and counselling services in secondary schools?
    2. How do you empower parents to effectively participate in guidance and counselling programmes in the school?

E. Positive Reinforcement
    1. How is positive behaviour reinforced at the school?
    2. How do parents reinforce positive behaviour of their children?
    3. In your own view, how important is reinforcement of learners' positive behaviour?
    4. How effective is this strategy in maintaining positive discipline in the school?

F. Teaching social skills
    1. How is the teaching of social skills done at the school?
    2. Which aspects are included in the teaching of social skills?
    3. How do learners participate during the teaching and learning of social skills?
    4. According to your observation, why is it necessary to teach social skills to learners?
    5. How effective is this strategy in maintenance of positive discipline in the school?

Section C

Monitoring and Support

1. How is the Ministry of Primary and Secondary Education involved in the implementation of guidance and counselling programmes?
2. How are other stakeholders involved in supporting the implementation of guidance and counselling programmes?
3. How do teachers support the implementation of guidance and counselling programmes in the school?
4. How effective are guidance and counselling programmes monitored and supported?

Section D

Challenges encountered in implementation of positive discipline strategies

1. What challenges do you encounter in the implementation of guidance and counselling programmes?
2. What challenges do you encounter in the monitoring and support of implementation of guidance and counselling programme in the school?

End of interview: Thank you! Siyabonga!

APPENDIX L: INTERVIEW GUIDE FOR PREFECTS

Focus Group Interview Guide for Prefects

Biographic Information for Prefects

Section A

1. Date of interview_____
2. Gender: Female [ ] Male [ ]
3. Age _____years old.
4. Level at school _____
5. Responsibility _____

Section B

Strategies used to maintain positive discipline in secondary schools and their implementation

1. May you please take me through on how you maintain discipline at your school?
2. When one speaks of negative and positive discipline, what comes to your mind?
3. Which strategies are used to maintain positive discipline at your school?

A. Code of Conduct

1. How familiar are you with the school code of conduct and its implications?
2. Who is involved in developing the code of conduct and how are they involved?
3. What is your role in the implementation of the code of conduct?
4. According to your own observation, are all learners adhering to the code of conduct? If not, what could be the reason?
5. How do you deal with learners who breach the code of conduct?
6. How often is the school code of conduct reviewed?
7. How do teachers participate in the implementation of the school code of conduct?
8. What is the role of the disciplinary committee in implementation of the code of conduct?
9. How effective is this strategy in maintenance of positive discipline?

B. Guidance and Counselling

1. May you please highlight the roles of the school counsellor in the implementation of guidance and counselling programmes in the school?
2. How are guidance and counselling services offered in the school?
3. How do you participate in guidance and counselling programmes in the school?
4. How are parents involved in guidance and counselling services?
5. How effective are guidance and counselling services in maintaining positive discipline in the school?

C. School-wide Positive Behaviour Support (SWPBS)

1. How is the SWPBS programme implemented at the school?
2. Which prevention programmes are there for the whole school?
3. How does the school deal with learners whose behaviour is at risk?
4. How effective is the SWPBS programme in maintaining positive discipline?

D. Communication

1. Which communication channels are used by the school to communicate positive discipline issues?
2. May you please explain how teachers participate in communicating positive discipline issues to learners?
3. How are parents involved in communicating positive discipline issues to their children?
4. How do you participate in communicating positive discipline issues?
5. How effective is the communication strategy in maintaining positive discipline in the school?

E. Modelling Positive Behaviour

1. Please explain how members of staff model positive behaviour at the school?
2. How are you encouraged to model positive behaviour?
3. How do parents and the community model positive behaviour?
4. How effective is the positive behaviour modelling strategy in maintaining positive discipline in the school?

F. Positive Reinforcement
    1. How is positive behaviour reinforced at the school?
    2. How do parents reinforce positive behaviour of their children?
    3. In your own view, how important is reinforcement of learners' positive behaviour?
    4. How effective is this strategy in maintaining positive discipline in the school?

G. Teaching social skills
    1. How are social skills taught at your school?
    2. Which aspects are included in the teaching of social skills?
    3. How are parents involved in the teaching of social skills?
    4. How do learners participate during the teaching and learning of social skills?
    5. According to your observation, why is it necessary to teach social skills to learners?
    6. How effective is this strategy in maintenance of positive discipline in the school?

Section B

Monitoring and Support

1. How does the school monitor and support the implementation of positive discipline management strategies?
2. How are other stakeholders involved in supporting the implementation of positive discipline management strategies?
3. What is your role in monitoring and supporting the implementation of positive discipline strategies?

Section C

Challenges encountered in implementation of positive discipline strategies

1. What challenges does the school encounter in the implementation of:
    (a) Code of Conduct?
    (b) Guidance and Counselling programmes?
    (c) School-wide Positive Behaviour Support?

(d) Communication?

(e) Modelling positive behaviour?

(f) Positive reinforcement?

(g) Teaching social skills?

2. What challenges does the school encounter in the monitoring and support of the implementation of positive discipline management strategies?

End of interview: Thank you! Siyabonga!

APPENDIX M: INTERVIEW GUIDE FOR SDC CHAIRPERSONS

Interview Guide for School Development Committee (SDC) Chairperson

Biographic Information for SDC Chairperson

Section A

1. Date of interview_____
2. Gender: Female [ ] Male [ ]
3. Marital Status_____
4. Age range: Below 20 years [ ] 20—29 years [ ] 30—39 years [ ] 40—49 years [ ] 50—59 years [ ] 60—69 years[ ] 70+ years [ ]
5. Experience as SDC Chairperson _____years.
6. What is your highest academic qualification?_____
7. What is your highest professional qualification?

Certificate [ ] Diploma [ ] Bachelor's Degree [ ]
Honours Degree [ ] Master's Degree [ ]
Any other specify_____

Section B

Strategies used to maintain positive discipline in secondary schools and their implementation

1. May you please take me through on how discipline is maintained at the school?
2. When one speaks of negative and positive discipline, what comes to your mind?
3. Which strategies does the school use to maintain positive discipline at your school?

A. Code of Conduct
   1. How familiar are you with the school code of conduct and its implications?
   2. Who is involved in developing the code of conduct and how are they involved?

3. According to your own observation, are all learners adhering to the code of conduct? If not, what could be the reason?
4. What is your role in the implementation of the code of conduct?
5. How does the school deal with learners who breach the code of conduct?
6. How often does the school review the code of conduct?
7. How do teachers participate in the implementation of the school code of conduct?
8. What is the role of the disciplinary committee in implementation of the code of conduct?
9. How effective is this strategy in maintenance of positive discipline in the school?

B. Guidance and Counselling
   1. May you please highlight the roles of the school counsellor in the implementation of guidance and counselling programmes in the school?
   2. How are guidance and counselling services offered in the school?
   3. How are parents involved in guidance and counselling services?
   4. How do learners participate in guidance and counselling programmes?
   5. How effective are guidance and counselling services in maintaining positive discipline in the school?

C. Communication
   1. Which communication channels does the school use to communicate positive discipline issues with parents?
   2. How do teachers participate in communicating positive discipline issues to learners?
   3. How are parents involved in communicating positive discipline issues with their children?
   4. How do learners participate in communicating positive discipline issues?
   5. How effective is the communication strategy in maintaining positive discipline in the school?

D. Modelling Positive Behaviour
      1. How are members of staff encouraged to model positive behaviour?
      2. How are learners encouraged to model positive behaviour?
      3. How are parents and the community encouraged to model positive behaviour?

4. How effective is the positive behaviour modelling strategy in maintaining positive discipline in the school?

E. Training of staff and parents
    1. How have you been equipped to implement positive discipline management strategies?
    2. How does the school empower members of staff to effectively implement positive discipline strategies?
    3. How does the school empower parents to effectively participate in implementation of positive discipline strategies?
    4. How are other stakeholders involved in the training of teachers and parents?
    5. How effective is this strategy in the maintenance of positive discipline in the school?

F. Positive Reinforcement
    1. How is positive behaviour reinforced at the school?
    2. How do parents reinforce positive behaviour of their children?
    3. In your own view, how important is reinforcement of learners' positive behaviour?
    4. How effective is this strategy in maintaining positive discipline in the school?

G. Teaching social skills
    1. How is the teaching of social skills done at the school?
    2. Which aspects does the school include in the teaching of social skills?
    3. How are parents involved in the teaching of social skills?
    4. According to your observation, why is it necessary to teach social skills to learners?
    5. How effective is this strategy in maintenance of positive discipline in the school?

Section C

Monitoring and Support

1. How is the Ministry of Primary and Secondary Education involved in the implementation of positive discipline management strategies?

2. How do parents support the implementation of positive discipline management strategies in the school?
3. How are other stakeholders involved in supporting the implementation of positive discipline management strategies?

Section D

Challenges encountered in implementation of positive discipline strategies

1. What challenges do you think schools encounter in the implementation of:
    (a) Code of Conduct?
    (b) Guidance and Counselling programmes?
    (c) Communication?
    (d) Modelling positive behaviour?
    (e) Training of staff and parents?
    (f) Positive reinforcement?
    (g) Teaching social skills?
2. What challenges do you think schools encounter in the monitoring and support of implementation of positive discipline management strategies?

End of interview: Thank you! Siyabonga!

APPENDIX N: DOCUMENT ANALYSIS GUIDE

Document Analysis Guide

The documents reviewed included:

1. Ministry of Primary and Secondary Education discipline policy circulars.
2. The school's logbook where disciplinary cases are recorded.
3. Disciplinary Committee meetings minutes.
4. Minutes of meetings with prefects.
5. Minutes of meetings with parents.
6. Minutes of staff meetings.
7. School policy documents on discipline.
8. School's code of conduct.
9. School's mission statement.