

**POSITIVE DISCIPLINING IN SCHOOLS:
PRACTICES, CHALLENGES AND REMEDIES**



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A thesis submitted in partial fulfilment of the requirement for the degree of

PhD in Education

**Department of Educational Leadership and Management
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2024**

SUPERVISOR’S CERTIFICATE

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BY

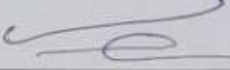
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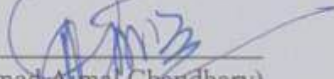
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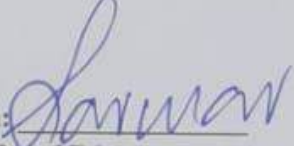
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AUTHOR’S DECLARATION

I, Muhammad Usman Dar Regd. No. 130-FSS/PHDEDU/F16 as a student of PhD in Education at International Islamic University, Islamabad do hereby declare that the thesis entitled “Positive Disciplining in Schools: Practices, Challenges and Remedies”, submitted for the partial fulfilment of PhD in Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researcher for obtaining any degree from this or any other university or institutions.

Muhammad Usman Dar

DEDICATION

This research work is dedicated to my beloved parents (May their souls get place in heaven, Ameen) whose love, spiritual inspiration and guidance have been always working as source of motivation for me in every field of life.

Muhammad Usman Dar

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Abstract

Positive discipline is one of the strategies used by school managers to ensure a conducive learning environment. The use of positive discipline techniques in Pakistani 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 techniques has been triggered by the concerns over the use of negative discipline techniques in most schools in Pakistan. 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. The researcher explored positive discipline practices used by educationists in elementary schools: practices, challenges, and remedies. The objectives of the study are: to analyze the issue of positive discipline in schools in Pakistan; to investigate the current practices of positive discipline in schools in Pakistan; to examine the challenges related to positive discipline in schools in Pakistan; to find out the remedial actions for positive discipline in schools in Pakistan; and to determine the ways for the implementation of positive discipline in the existing curriculum. A converging parallel strategy of mixed-method design was used for this study. The targeted population in this study were 301 school heads, 3320 school teachers, 38893 female students, and 29939 male students from 301 public sector elementary schools in Rawalpindi district. The current study adopted purposive sampling technique, which is a non-probability sampling technique. A total of 380 female students, 378 male students, 341 teachers, and 269 heads were selected. Data were collected from a sample through a questionnaire and an interview. The qualitative data were collected from a sample through a questionnaire and an interview regarding positive discipline. The researcher personally visited and collected the data from the respective institutes. Both qualitative and quantitative data were collected and then analyzed. It was a mixed-method approach. Quantitative data were analyzed with the help of SPSS (Version 23). Percentage was used as a statistical tool in quantitative data analysis. The qualitative data were analyzed with the help of thematic analysis. All the data was presented in the form of tables. The major conclusions of the study were: The curriculum has suggested sufficient content for (a) developing concepts about positive disciplining, (b) providing warmth, (c) providing structure, and (d) understanding child development. However, the curriculum suggests inadequate content for inculcating attitude and competencies (a) to implement the learned concepts about constructive disciplining, (b) for providing warmth, (c) and child development, including (a) having appropriate expectations of our students' abilities at different ages, (b) understanding that some students might not have the experiences or information they need in order to succeed, and (c) understanding their own contributions to conflict with students. The major recommendations of the study were to revise the enacted curriculum to make it more focused on developing the competencies and skills of students about positive disciplining at the elementary school level. Workshops on hands-on practices in classroom management should be conducted regularly for teachers and components of positive disciplining should be made part and parcel of teacher training programs.

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LIST OF ABBREVIATIONS

APA	American Psychological Association
ASCA	American School Counsellor Association
CPCD	Corporal Punishment on Child Development
CDCP	Centres for Disease Control and Prevention
CFQTE	Curriculum Framework for Quality Teacher Education
NASP	National Association of School Psychologists
NCF	National Curriculum Framework
RCCP	Resolving Conflict Creatively Programme
SWPBS	School-Wide Positive Behaviour Support
USA	United States of America

CHAPTER 1

INTRODUCTION

Globally, for effective instruction delivery to take place in any educational institution, discipline should prevail. Discipline is a prerequisite for almost everything a school has to offer learners (Seifert & Vornberg, 2002). As a result, it is critical to explicitly direct students to demonstrate appropriate attitudes and behaviours both within and outside of the classroom (Nakpodia, 2010). Society expects schools to offer a safe atmosphere in which students can succeed academically and socially (Levin & Nolan, as cited in Ward, 2007). As a result, schools should strive to create a safe environment that is conducive to learning for all members of the school community. As a result, this chapter sets the stage for the study, which looked at the techniques, challenges, and solutions utilised to sustain positive discipline in schools. This chapter covers the study's history, problem statement, research questions, importance of the study, delimitations of the study, limitations of the study, and operational definitions of key words.

School discipline refers to how the school community functions through a system of connections, regulations, rewards, and consequences aimed at helping students acquire self-discipline through time (Mathe, 2008). School discipline can also be defined as a set of rules, punishments, and behavioural tactics for regulating students and maintaining order in classrooms (Richard, 2003). Discipline implies a degree of control; without it, anarchy and confusion would reign, and learning would be ineffectual (Mwamwenda, 2004). As a result, effective teaching and learning in schools is only possible in a well-organized setting (Richard, 2003). On the other side, indiscipline refers to student behaviour that deviates from school expectations (Koutselini, 2002). Indiscipline can also be defined as disruptive

behaviour that jeopardises other students' and instructors' rights to feel safe, be treated with respect, and learn (Mabeba & Prinsloo, 2000). Learner disobedience has had a negative impact on teaching and learning in schools (Urbani, et al., 2004). The safety of staff and students, as well as the creation of an environment favourable to learning and teaching, are two main purposes of school discipline (Bear, 2010; De Waal, et al., 2004;). Discipline is essential for achieving a high-quality education and academic achievement in school (Mbatha, 2008). It is critical for educators to develop successful strategies for dealing with discipline issues. Controlling and maintaining a disciplined learning environment is a requirement for doing the school's core business, which is teaching and learning (Maphosa, 2011).

If learners are to grow up to be social, productive, and responsible adults, they must be raised and taught with discipline. Discipline is intended to promote moral, physical, and intellectual development as well as a sense of responsibility in students. As a result, it is critical to utilize the most effective and efficient methods of behavior control in order to assure the learners' development of acceptable character (Sanderson, cited in Maphosa, 2011). Basically, there is positive discipline and bad discipline management. Positive discipline management comprises influencing students' behavior, assisting them in accepting responsibility for making excellent decisions, and understanding why they are in their best interests. Learners learn and ultimately develop self-discipline without fear or the compulsion of external forces (Naker & Sekitoleko, 2009). Positive disciplinary management promotes the use of non-punitive methods for teaching important social and life skills in a respectful and encouraging environment for students, instructors, and

parents. The concept of positive discipline management is founded on the belief that discipline must be taught and that discipline teaches (Maphosa, 2011).

Discipline is not really about concentrating on a person's behavior as it happens. Rather, it entails taking a comprehensive approach to generating and maintaining positive learning that encourages and supports good behavior in all situations (Squelch, 2000). Such a holistic approach entails understanding the school as an interconnected solution and assuring that the interconnected pieces, such as instructors, learners, parents, and the community, collaborate and contribute to long-term behavior management, resulting in school discipline and a learning environment (Mbatha, 2008). As a result, the topic of positive discipline management comprises the reduction of a lack of discipline and depends on the use of constructive, empowering, and cooperative approaches to learner behavior management (Maphosa, 2011). Thus, positive discipline control is one of the important qualities of an efficient school (Squelch, 2000). Traditional discipline management, often known as negative discipline management, is based on reactive responses rather than proactive measures (Anderson, 2009).

Negative disciplinary management in schools can take the form of corporal (physical) or emotional punishment administered by teachers and other school personnel with the idea that these are the proper methods for punishing, correcting, regulating, educating, or changing a student's behaviour (Ennew, 2008). Physical punishment has negative effects on students' physical, psychological, behavioural, and developmental outcomes. Learners can be physically damaged as a result of the use of punishment with physical consequences (Naker & Sekitoleko, 2009). Personal attacks, embarrassment, mockery, and attacks on

dignity aimed at lowering a student's confidence, self-esteem, or dignity have a psychological impact on the learner (Ennew, 2008).

Negative discipline management encompasses more than just punishment; it also refers to a system in which students are not permitted to participate in their own disciplinary procedures (Ennew, 2008). Continued employment of negative tactics can breed animosity among students, leading to passive-aggressive behaviour, an increase in learner alienation and misbehaviour, and possibly a desire for vengeance (Alderman, 2001; Dingus & Dupper, 2008;). Punitive tactics, rather than improving learner behaviour, increase the probability of students falling behind academically and dropping out. Negative discipline tactics contribute to a toxic school environment that affects both students and instructors (Dignity in Schools Campaign, 2012). As a result, it is apparent that negative discipline management creates unwanted negative feelings in students, worsening disciplinary problems (Maphosa, 2011).

Human rights considerations must be considered when disciplinary methods are used. Article 19 of the United Nations Convention on the Rights of the Child (1989) stipulates that children shall be safe from all types of violence. That is, people have a right to be safeguarded from physical and emotional harm and mistreatment. However, the Convention does not specify the types of punishment to be applied in aspects of discipline, just that any kind of discipline using violence is forbidden. According to the Convention, there are nonviolent methods of child discipline that are helpful in teaching children about family and social expectations for their behavior. As a result of these requirements, the majority of the world's signatories to the Convention have outlawed corporal punishment in schools (Makwanya et al., 2012). For example, Pakistan's national assembly passed the

Prohibition of Corporal Punishment Bill 2014, which states that corporal punishment of children by anyone is prohibited in all forms, in schools and other educational institutions, both public and private, in child care institutions, and in the juvenile justice system. Considering the circumstances, which place a greater focus on human rights and children's rights, the globe is increasingly turning to constructive solutions for sustaining school discipline. Several nations, however, continue to struggle with implementing constructive school discipline measures. According to research, corporal punishment, suspension, and expulsion are some of the negative techniques employed to maintain discipline in some schools in the United States (National Association of School Psychologists, 2006).

Positive discipline is a teaching method that assists children in succeeding, provides those individuals with the information they need to learn, and fosters their development. It upholds children's rights to healthy development, protection from harm, and active participation in their education. Teachers who have already been educated in positive discipline in everyday teaching can use positive discipline as a quick reference tool. It aims to reinforce the teacher's training knowledge and motivate her or him to apply it in the classroom. It explains how to use positive discipline to deal with a variety of situations in the classroom.

Teachers encounter several challenges in the classroom in order to make learning effective and manage the class smoothly. To address issues that arise in the classroom, the teacher uses corporal punishment. There are a variety of reasons why professors may discipline students in this way. Poor classroom management services and low rates of teacher praise, according to Stratton et al. (2004), lead to classrooms with greater levels of aggression and rejection, which may be a consequence of the growth and persistence of

conduct problems in children. As a result, they argue that it is critical for teachers to understand how to prevent social rejection as well as how to deal with violence in the classroom. The level of teacher resistance is the primary cause of daily punishment in relation to a child's misbehavior. Child abuse develops from what starts out as "low-level" beating or spanking. Several policies against the use of corporal punishment have been developed. Many educators are opposed to physical punishment because it degrades a child's self-esteem (Graziano, 1992). One topic that needs to be considered is: why is it permissible to strike a child if we are legally barred from striking other adults? More reasons to provide alternative disciplinary measures and to oppose the use of corporal punishment have been recommended in previous directed investigations (Graziano, 1992).

Remarkable transmissions have various negative consequences and cannot be sustained in the long run. With the long-term use of physical punishment, there is a risk of increased differences as well as disruptive behaviors such as antagonism, teenage delinquency, and violent acts esoteric and outside the school. After experiencing 'legitimate' violence, people have been shown to widen the domain of this legitimate violence that is not regarded as genuine. Maintaining order in schools by disciplining youngsters, discouraging criminals, and defending one's country against foreign adversaries are all considered justifiable violent activities by people (Straus, 1991). Psychological approaches help youngsters learn more effectively, strengthen their moral character, build better social relationships, and learn better discipline. Our teachers believe that corporal punishment is the most effective way to maintain discipline, and they do not use mental principles when dealing with students (Hyman, 1977). Emotional problems, psychological problems, adolescent

behavior problems, and adult behavior problems are only a few of the negative consequences of corporal punishment.

In 2013, the Pakistani National Assembly passed a bill prohibiting corporal punishment of minors in educational institutions. In 2013, the Sindh Provincial Assembly passed a resolution opposing physical punishment in both public and private schools, and the "Prohibition of Corporal Punishment Act" was introduced. In its final observation and recommendation in response to the UNCRC's third and fourth periodic reports, "The Committee on the Rights of Children" directed the government of Pakistan to revoke Section 89 of the Pakistan Penal Code and to launch an inclusive awareness campaign on the negative effects of corporal punishment on child development.

Rationale of the Study

Discipline in the classroom has two major goals: to create an environment that is conducive to learning and teaching, as well as to ensure the safety of both staff and students (Joubert, et al., 2005). Learners may get demotivated and agitated in a classroom where an educator is unable to maintain order and discipline and the learning environment is decreased, resulting in underachievement (Hill & Hill 1994). Disciplined operational management, according to Blandford (1998), does not just happen; it necessitates conversation, planning, commitment, and ongoing analysis and review. The author also maintains that a shared understanding of education management would enable schools to create, execute, and evaluate a disciplinary policy that works inside the school while also reflecting the needs of children, educators, support agencies, and the community. For classroom discipline to be maintained, the teacher must be capable of managing the class. Classroom management can be characterized as a method for a teacher's educational and

teaching tasks to be carried out effectively (Kruger, 1996). Calitz (1987) defines classroom management as the teacher's administrative activities that not only allow for good training and learning in the classroom but also allow for simultaneous instruction. Positive discipline allows learners to practice elementary skills related to the above in order to find alternatives to physical and psychological punishment.

It is critical that adults who engage with children in a variety of situations, including societies, schools, jails, and institutions, receive thorough training in effective discipline. This training will help them facilitate developments that encourage children to participate in and accept responsibility for their own life decisions. Other countries, such as Sweden, have suggested that public attitudes towards physical punishment can be changed by laws combined with public education campaigns that provide parents and guardians with resources to assist them in moving away from coercive and humiliating punishment methods. "Save the Children," as a child rights-based and rights-promoting organization, must put into reality what it advocates for in order to foster the establishment of a more child-friendly society that is inclusive and respectful of all children. Boys between the ages of 13 and 18 are the most common victims of physical abuse. The majority of sexual abuse victims are girls in the same age range, with two out of every ten cases involving children aged one to six years. The research shows that 622 children aged 11 to 15 years and 526 children aged 6 to 10 years are the most vulnerable to abuse, according to NGO Sahil. (<http://www.pakistantoday.com.pk>)

1.1.1 Previous Researches – An Overview

Research on positive discipline is not a totally new idea, even in Pakistan. Some studies have been conducted but, with different focus. Following is list of the previous research studies about positive discipline. (Appendix A.)

- Jane Nelsen (1979) conducted a study titled “The Effectiveness of Adlerian Parent and Teacher Study Groups in Changing Child Maladaptive Behavior in a Positive Direction.” The focus of this study was changing child maladaptive behavior in a positive direction.
- A research study titled “Discipline Problems of Students in Karachi Schools” conducted by Rubina Kharadi (1999) focused on the identification and comparison of the discipline problems as viewed by different categories of school teachers of Karachi.
- A study titled “Learning through Positive Discipline and Intrinsic Motivation” was conducted by Annalisa Esquivel (2000) about learning through positive discipline and intrinsic motivation.
- Browning (2000) conducted a study titled “What Do You Mean?” Think Before I Act”. The objective of this study was a specific, time-limited Positive Discipline intervention can have significant impact on even very young students.
- Sabzwari (2004) conducted a study titled “A study on the effects of parental socio-economic status on the disciplined behavior of their adolescent children studying in secondary classes”. The focus of the study was the relationship between the socio-economic status of parents and the state of discipline of their adolescent children.

- A research study titled “Examining the implementation of school wide positive discipline intervention and its impact on teacher beliefs, values and practices” was conducted by Israel J. Collins (2007). The focus of the study was to examine possible changes in teacher beliefs, practices and values towards a positive discipline intervention program at a middle school in North East Georgia.
- Eubank Heather (2012) conducted a research study titled “The effects of school culture on a positive Discipline Program”. The objectives of his study were to examine how teachers in one elementary school implemented a positive discipline program, to elicit teacher, administrator, and student perceptions of the program and to see what affect the culture of the school had on program implementation.
(Appendix A)

The focus of above studies may be summarized as under:

- The effects of Adlerian parent and teacher study groups in changing child maladaptive behavior in a positive direction.
- Identification and comparison of the discipline problems as viewed by different categories of school teachers.
- Learning through positive discipline and intrinsic motivation.
- The impact of a specific time-limited positive discipline intervention on young students.
- Socio-economic status of parents and the state of discipline of their adolescent children.
- Possible changes in teacher beliefs, practices and values towards a positive discipline intervention program.

- The implementation of a positive discipline program, to elicit teacher, administrator, and student perceptions of the program and to see what affect the culture of the school had on program.

Whereas this study, in the context of Pakistan, will be focused on

- Issues of positive disciplining in schools with specific reference to Pakistan
- Current practices of positive disciplining in schools in Pakistan
- Challenges related to positive disciplining in schools in Pakistan
- Remedies for positive disciplining in schools in Pakistan
- Determination of the ways for the implementation of positive disciplining in the existing curriculum.

1.1.2 GAP Identification

The seven studies mentioned above used different measures to improve the situation while neglecting the curriculum of the school. The school curriculum is one of the most important sources for maintaining positive discipline. Therefore, I am going to use the curriculum as a source for creating and maintaining positive discipline in schools.

1.1.3 Islamic Perspective of Positive Discipline:

- In the light of Quranic Verses
- In the light of Hadiths
- **In the light of Quranic Verses**

The importance of positive discipline may be traced from the Holy Quran.

The following verses from the Holy Quran clearly speaks/emphasis on treating gently with youngers/other fellowmen.

(1) ﴿وَقُولُوا لِلنَّاسِ حُسْنًا﴾ (83)

And speak kindly to people. Quran (2: 83)

(2) ﴿ادْفَعْ بِالَّتِي هِيَ أَحْسَنُ السَّيِّئَةَ نَحْنُ أَعْلَمُ بِمَا يَصِفُونَ﴾ (96)

Repel evil with what is best, We are well aware of the things they say. Quran (23:96)

(3) ﴿وَلَا تَسْتَوِى الْحَسَنَةُ وَلَا السَّيِّئَةُ ادْفَعْ بِالَّتِي هِيَ أَحْسَنُ فَإِذَا الَّذِي بَيْنَكَ وَبَيْنَهُ عَدَاوَةٌ كَأَنَّهُ وَلِيٌّ حَمِيمٌ﴾ (34)

Good and evil deeds are not equal. Repel evil with what is better; then you will see that one who was once your enemy has become your dearest friend, Quran (41:34)

(4) ﴿وَذَكَرْ فَإِنَّ الدُّعْرَى تَنْفَعُ الْمُؤْمِنِينَ﴾ (55)

... but keep on exhorting them, for exhortation benefits the believers Quran (51:55)

(5) ﴿قَوْلٌ مَعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَتْبَعُهَا أذىٌ وَاللَّهُ غَنِيٌّ حَلِيمٌ﴾ (263)

A kind word and forgiveness is better than a charitable deed followed by hurtful words:

God is self-sufficient and forbearing

Quran (2:263)

(ii) In the light of Hadiths

- Narrated Anas bin Malik:

حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ، قَالَ حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ، قَالَ حَدَّثَنَا شُعْبَةُ، قَالَ حَدَّثَنِي أَبُو التَّيَّاحِ، عَنْ أَنَسِ بْنِ مَالِكٍ، أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ " يَسِّرُوا وَلَا تُعَسِّرُوا، وَبَسِّرُوا وَلَا تُنْفِرُوا "

The Prophet (ﷺ) said, "Facilitate things to people (concerning religious matters), and do not make it hard for them and give them good tidings and do not make them run away (from Islam). (Bukhari, 69)

باب مَا كَانَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَتَّخِذُهُمْ بِالْمَوْعِظَةِ وَالْعِلْمِ كَيْ لَا يَنْفِرُوا (2)

(2) The Prophet (saw) used to take care of the people in preaching by selecting a suitable time so that they might not run away (never made them averse or bored them with religious talk and knowledge all the time) (Bukhari ,11)

حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ، حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ، عَنْ إِسْمَاعِيلَ بْنِ أَبِي خَالِدٍ، حَدَّثَنَا قَيْسُ بْنُ أَبِي حَازِمٍ، حَدَّثَنَا جَرِيرُ بْنُ عَبْدِ اللَّهِ، (3) قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: مَنْ لَا يَرْحَمُ النَّاسَ لَا يَرْحَمُهُ اللَّهُ، قَالَ أَبُو عِيسَى: هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ، قَالَ: وَفِي الْبَابِ عَنْ عَبْدِ الرَّحْمَنِ بْنِ عَوْفٍ، وَأَبِي سَعِيدٍ، وَابْنِ عُمَرَ، وَأَبِي هُرَيْرَةَ، وَعَبْدِ اللَّهِ بْنِ عَمْرٍو.

(3) Jarir bin Abdullah narrated that the Messenger of Allah said:

“Whoever does not show mercy to the people, Allah will not show mercy to him.” (Tirmidhi: 1922)

، حَدَّثَنَا حَرَمَلَةُ بْنُ يَحْيَى التُّجَيْبِيُّ، أَخْبَرَنَا عَبْدُ اللَّهِ بْنُ وَهْبٍ، أَخْبَرَنِي حَيُّوَةُ، حَدَّثَنِي ابْنُ الْهَادِ، عَنْ أَبِي بَكْرٍ بْنِ حَزْمٍ (4) عَنْ عَمْرَةَ، - يَعْنِي بِنْتَ عَبْدِ الرَّحْمَنِ - عَنْ عَائِشَةَ، زَوْجِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ " يَا عَائِشَةُ إِنَّ اللَّهَ رَفِيقٌ يُحِبُّ الرَّفْقَ وَيُعْطِي عَلَى الرَّفْقِ مَا لَا يُعْطِي عَلَى الْعُنْفِ وَمَا لَا يُعْطِي عَلَى مَا سِوَاهُ " .

'A'isha, the wife of Allah's Apostle (ﷺ), reported that Allah's Messenger (ﷺ) said:

'A'isha, verily Allah is kind and He loves kindness and confers upon kindness which he does not confer upon severity and does not confer upon anything else besides it (kindness). (Muslim : 2593)

وعن ابن مسعود رضي الله عنه قال: قال رسول الله صلى الله عليه وسلم : "ليس المؤمن بالطعان، ولا اللعان، ولا الفاحش، ولا البذي". ((رواه الترمذي وقال حديث حسن))

(5) "A true believer is not involved in taunting, or frequently cursing (others) or in indecency or abusing." (Tirmidhi:45)

1.2 Statement of the Problem

Given the aforementioned problems and assessments by the media and informally by certain stakeholders, it is unclear what is going on at the school level in terms of good discipline management tactics implementation. That is, despite MOEPT's recommendation that schools utilise positive discipline management practices, it is unclear how these strategies are being applied. According to the data in a UNICEF report, approximately 10.7 million boys and 8.6 million girls are enrolled at the primary level. At the secondary level, this number drops to 3.6 million boys and 2.8 million girls at the lower secondary level. According to a report issued by UNICEF regarding drop out of students from Pakistani schools, there are several reasons responsible for students leaving schools. These reasons comprised of:

- The economic conditions of the family force the children to work.
- Unawareness of the importance of education.
- School may be at a great distance from the residential area.
- Inappropriate gathering of friends.
- Corporal punishment in schools. (UNICEF,2020)

As a result, the purpose of this study is to look at the practices, challenges and remedies about positive discipline in elementary schools in Pakistan. The study examines what is happening at the school level on the ground. Corporal

punishment in schools is a deliberate violation of human rights. It not only affects the physical behavior of the students, but the psychological impacts are even more dangerous. According to a UN report, there are 40 million children around the world who suffer physical and mental abuse every year. Unfortunately, Pakistan is one such country where this trend continues.

Corporal punishment is highly detrimental for the students who wish to continue their studies because it develops school phobia and hatred towards studies. In societies like Pakistan, corporal punishment is culturally accepted. Hence, despite the presence of many legislatures, corporal punishment in schools has not been eliminated in the 21st century when the violation of human rights is a very popular debate.

The laws regarding the prohibition of corporal punishment in schools have never been fully implemented in the country because of its cultural acceptability. Some, if not most, Pakistanis see this punishment as a norm and lack awareness about the fundamental rights of the students as human beings. Discipline management systems have been the subject of numerous research. The majority of them, on the other hand, have considered negative or traditional disciplinary management measures. As a result, this study attempted to fill the gap by examining how positive discipline management strategies are implemented in elementary schools in Pakistan, as well as focusing on pockets of good practice in the hopes of developing a holistic positive discipline quality system.

Positive discipline is a teaching method that focuses on assisting children in succeeding, providing them with the information they need to learn, and fostering their development. It protects children's rights to a healthy development, violence prevention, and active involvement in their education. However, there have been little attempts in

Pakistan to investigate the method of Positive discipline in schools. In this context, it is necessary to analyze the current state of positive discipline in schools, including practices, obstacles, and solutions.

1.3 Objectives

Objectives of the study were:

- 1 To investigate the current practices of positive disciplining in schools of Pakistan.
- 2 To analyze the issue of positive disciplining in schools in Pakistan.
- 3 To examine the challenges related to positive disciplining in schools in Pakistan.
- 4 To find out the remedial actions for positive disciplining in schools in Pakistan.
- 5 To determine the ways for the implementation of positive disciplining in the existing curriculum.

1.4 Research Questions

- 1 What are the current practices of the positive disciplining in Pakistan?
- 2 What are the issues of positive disciplining in schools in Pakistan?
- 3 What are the challenges related to positive disciplining in schools in Pakistan?
- 4 To what extent the remedial actions for positive disciplining could be found out in schools in Pakistan?
- 5 What are the deficiencies regarding positive disciplining in the existing curriculum?
- 6 What are the possible ways for the implementation of positive disciplining in the existing curriculum?

1.5 Delimitation

The study was delimited to:

- Rawalpindi District.
- Public Middle Level schools.

1.6 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 programs during data collection. However, the researcher had to make appointments in advance and had to arrive early for interviews. Additionally, some of the school's 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 Directorate of education, Rawalpindi division. Once more, the issue of confidentiality was emphasized 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

1.6 Significance

As stated in the study's background, school discipline has become a serious concern around the world. All types of violence against children should be avoided. That is, children have the right to be safeguarded from bodily and mental harm (United Nations Convention on the Rights of the Child, 1989). As a result of the current scenario, which emphasizes human rights and children's rights, the world is focusing more on constructive techniques for sustaining school discipline. Despite the emphasis on positive discipline management practices, certain research conducted globally revealed that most schools used negative punishment strategies (Maphosa 2011).

Although research has been conducted on discipline management measures, there have been very few studies in Pakistan that have looked into effective practice in schools. As a result, the researcher tried to close the gap by looking into what was really going on in those pockets of good practice when it came to positive discipline strategies. In light of the foregoing, this study aimed to provide a forum for discussion in which school administrators and teachers may share ideas on how to best use positive discipline practices in schools in order to holistically develop students.

The study will also benefit students in the sense that the application of positive discipline management practices may aid in the development of important social and life skills. This study will aid learners' social integration as well as their academic performance. Parents will get knowledge and skills on how to help their children develop self-discipline

as well. Policymakers and other stakeholders will benefit from the study's findings, as they may demand evaluating current discipline policies and developing policies that place a greater emphasis on comprehensive positive discipline management approaches. The study will also help the scholarly community interested in discipline management tactics, particularly those officials interested in positive discipline management strategies. The study will aid in the development of a suitable framework for adopting positive disciplinary tactics nationally, regionally, and worldwide, given that there exist pockets of effective practice.

The study's findings will draw attention to a significant societal issue in Pakistan. It will be useful to students, researchers, and academics, particularly those experts working on child protection research in Pakistan. The findings of this study will point to areas where more research should be conducted in the future. The findings of the study will aid policymakers, social workers, community leaders, and the Pakistani government in developing better measures to protect children in Pakistan against child abuse. Clear prevalence estimates and a better understanding of the issue's nature may aid in making educated judgments regarding the appropriate course of action to tackle the problem. This research will contribute to the corpus of knowledge in the field of child abuse research by providing a more baseline from the Pakistani perspective.

1.7 Theoretical Framework

A theoretical framework, according to Merriam (2001), provides a researcher with a lens through which to examine the world. A theoretical framework, according to Henning, Smit and Van Rensburg, (as described in Mahlo, 2011), places the research in the discipline or subject in which the researcher is working. As a result, the theoretical

framework presented in this section is based on Alfred Adler and Rudolf Dreikurs' 'The Positive Discipline Parenting and Classroom Management Model.' Jane Nelsen wrote Positive Discipline in 1981 and self-published it. Ballantine, now a subsidiary of Random House, acquired up Positive Discipline in 1987. There are six fundamental principles in this model:

- Mutual respect
- Belief Behind Behaviour
- Effective Communication
- Discipline that teaches (and is neither permissive nor punitive).
- Focusing on Solutions instead of punishment.
- Encouragement

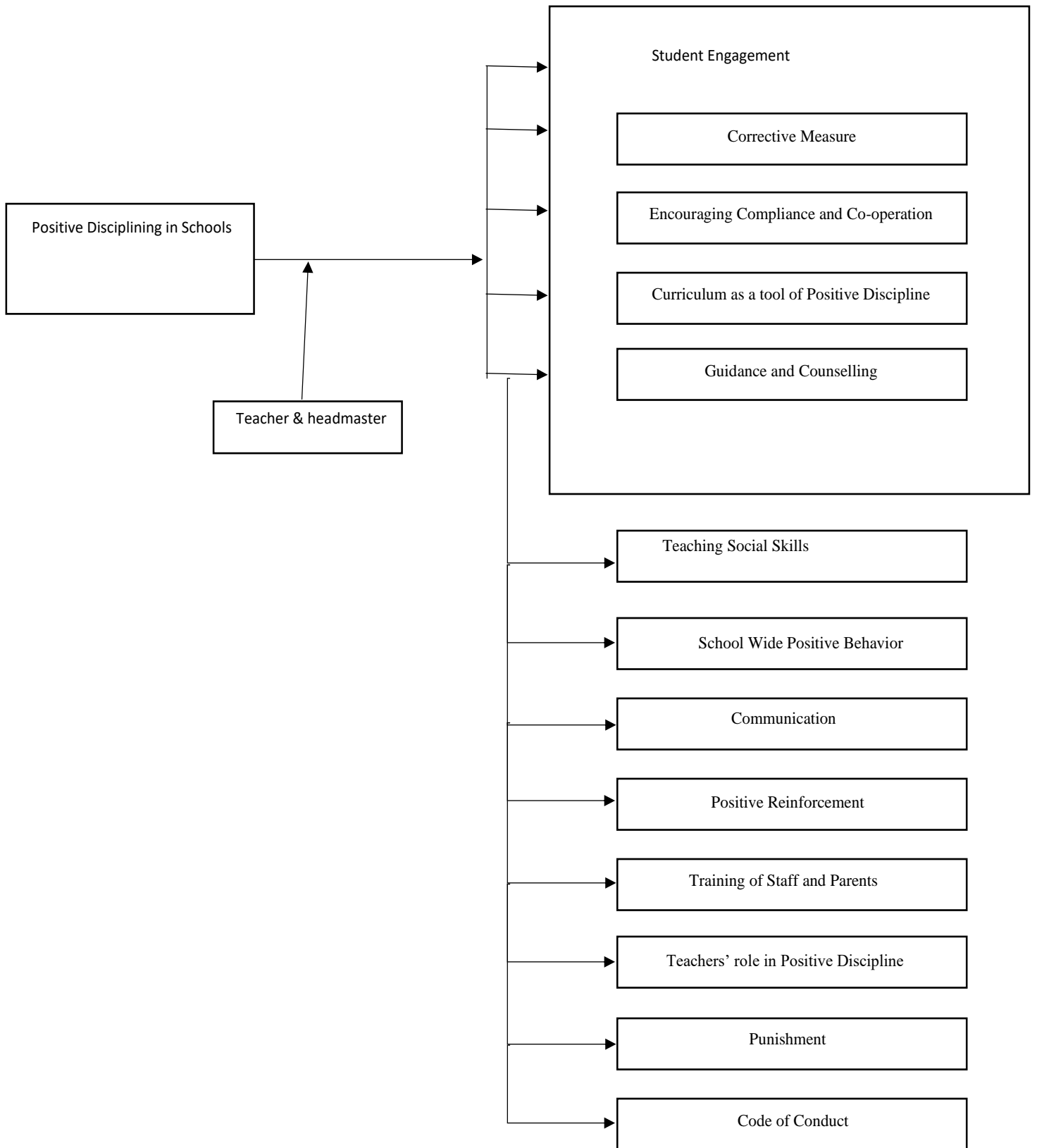
1.8 Conceptual Framework

A conceptual framework is the end result of bringing together a number of related concepts to explain and give a broader understanding of the phenomenon under research (Imenda, 2014). This implies that a conceptual framework is a synopsis of various findings from the literature sources that have been reviewed about the research, setting out the research agenda for increased understanding of the research intentions. The understanding is achieved by providing a structure that organises the currents of thoughts that provide focus and direction to an inquiry (Rallis & Rossman, 2012).

Thomas (2012) revealed that a conceptual framework emerges from wide and intensive reading of relevant literature, and links research projects to ongoing conversations in the researcher's field by establishing the following parameters; firstly, it reminds the researcher what is the focus and what is not the focus of the research project,

and; secondly, it provides direction for the formulation research questions, the research design and the further search for the literature to review.

Conceptual framework represents the organization of central ideas and central concepts from theories, key findings from research, policy statements and other professional wisdom that guide the research project. The conceptual framework organises the key concepts in the study in order to define the focus and direction for the study. The key concepts are derived from reviewing the related topics and phrases existing in literature, and from the findings of the literature theories. The conceptual frame work of this study is presented on the following page.



1.9 Research Methodology

A Mixed methods approach was used in this study. A Mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (experiments, surveys) and qualitative (focus groups, interviews) research. Both qualitative and quantitative data were used in this study. The qualitative and quantitative data were mixed together to reach the conclusion. The research design was a convergent parallel design. It is concerned with gathering, analysing, and combining quantitative and qualitative data in a single or series of research. Its core idea is that combining quantitative and qualitative methods yields a greater grasp of research challenges than either method alone. The researcher used a convergent parallel design to:

1. Collect quantitative and qualitative data alongside
2. Analyse the two data sets separately
3. Mix the two databases by merging the results during interpretation

1.9.1 Population

According to Gay (2012), population is the group of interest to the researcher to which he/she would like the results of study to be generalized. Population of the study was comprised of the all students, teachers and head teachers of all public elementary schools of Rawalpindi District.

1.9.2 Sample

A sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project (Brink, 1996; Hungler & Polit, 1999). The process of selecting a portion of the population to represent the entire population is known as sampling (Haber & Wood, 1998; Hungler & Polit, 1999). For

teachers and students random sampling technique was used. A total of 380 female students, 378 male students, 341 teachers and 269 heads were selected from the population.

1.9.3 Research Instrument

The questionnaire was designed to collect information about the positive disciplining in schools: practices, challenges and remedies from teachers. The Questionnaire was used for achievement of objectives number one, two, three and four. Interviews were conducted from heads of school for the achievement of objective number five.

1.9.4 Validity and Reliability

Validity is defined as a measure of truth or falsity of the data obtained through using the research instrument. (Burns & Grove, 2001). Content validity was determined from the review of related literature in consultation with experts and personal experiences of the researcher. Valuable suggestions and recommendations i.e. re-phrasing of a few statements and substitution of difficult words to make the questionnaire easily understandable for respondents were incorporated in the questionnaire. Feedback of the worthy experts in the form of suggestions, additions, and modifications was carefully considered and included in the questionnaire, which was found appropriate.

Reliability is the degree of consistency with which the instrument measures an attribute (Hungler & Polit, 1999). Reliability of the questionnaire the Cronbach Alpha for five point Likert scale was estimated for the questionnaire. Cohen and Morison (p.7) maintained that a questionnaire is considered highly reliable if Cronbach Alpha range is .8-.9. The reliability of the questionnaire was investigated by Split-half test, using SPSS

(Version, 24). Internal consistency and reliability of the survey questionnaire were checked through Cronbach's alpha and the overall reliability was found as .83.

1.9.5 Data Collection

Data were collected from sample through questionnaire and interview regarding positive discipline. The researcher personally visited and collected the data from respective sample. After having appointments, the interview with the heads of schools were held.

1.9.6 Data Analysis

The collected data were organised and tabulated in a proper way. It was mixed methods approach. Both qualitative and quantitative data were analysed. Mode was used as statistical tool in quantitative data analysis. The qualitative data were analyzed by the help of thematic analysis.

1.10 Operational Definition of Key Terms

1.10.1 Discipline

Discipline is a set of rules, punishments, and behavioural tactics for regulating students and maintaining order in classrooms (Richard, 2003). The term discipline is used in this study to refer to elementary school students' ability to maintain order and behaviour in order to ensure better teaching and learning.

1.10.2 Good practice

An innovative and durable practice that produces successful responses based on the principle of direct knowledge utilisation is referred to as good practice. It has the potential to be replicated as an 'inspirational guideline,' and it can help shape legislation. Good practice leads to the development of novel and imaginative solutions to common challenges. Its impact may be seen in people and communities' increased quality of life,

while also being socially, culturally, economically, and environmentally sustainable (UNESCO, 2010). In this study, good practice is defined as creative and long-term behaviour that gives an effective reaction based on the concept of direct knowledge application and improves positive disciplinary management in schools.

1.10.3 Holistic discipline approach

A broad disciplinary strategy, according to Squelch (2000), entails generating and maintaining positive learning that encourages and affirms good behaviour in all situations. A holistic discipline approach, according to this study, entails involving the school community and all other stakeholders in the maintenance of positive discipline, which will result in learners developing personality and self-discipline, as well as providing a supportive environment conducive to teaching and learning.

1.10.4 Implementation

The phrase "implementation" refers to a group of activities designed to put into action a recognised task or programme (Blasé et al, 2005). Implementation in this study refers to school activities that are put into effect to promote positive behaviour among students.

1.10.5 Indiscipline

Indiscipline is defined as behaviour that is inappropriate for the environment or situation in which it occurs (Townsend, 2000). Indiscipline is defined in this study as any undesired action or behaviour displayed by elementary school students that interferes with the teaching and learning environment or the rights of others to learn.

1.10.6 Positive discipline

Positive discipline, according to Naker and Sekitoleko (2009), comprised guiding students' behaviour and assisting them in accepting responsibility for making good decisions and understanding why those actions are in their best interests. Positive discipline, according to this study, entails controlling students' behaviour through the use of a variety of proactive tactics that lead to increased self-discipline, competence, and confidence.

1.10.7 Strategies

A strategy is an organization's long-term direction and scope for achieving competitive advantage in a changing environment through the configuration of resources and competencies with the goal of meeting stakeholder expectations (Johnson, et al 2008).

The foregoing chapter has given the introductory part of the study which includes the background of the study, statement of the problem, research questions, significance of the study, delimitations of the study and operational definition of key terms. 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

The following chapter consists of different research, findings of studies by different local NGOs, and annual reports of international organizations about the prevailing practices of positive disciplining in elementary schools and some challenges faced by schools to maintain positive discipline at schools. The legislative prospects of Pakistan regarding corporal punishment are also discussed in this chapter. Different techniques have been presented to maintain positive discipline in schools. To overcome the challenges of positive disciplining at schools, remedial techniques have also been discussed in this chapter. This chapter focuses on relevant literature in line with the research questions. The literature provided the researcher with an insight into what other researchers have written on the maintenance of positive discipline in elementary schools.

2.2 Managing Discipline in Schools

Disciplining students, especially those who have persistent or major behavioral issues, has long been a problem in schools. The use of punishing disciplinary tactics versus helpful disciplinary strategies is at the heart of the problem. Using punitive approaches to discipline, such as zero tolerance policies, has proven to be ineffective, if not downright counterproductive, in recent years. Alternative "best practice" strategies that support the safe education of all learners are now available thanks to recent research and legislation. Effective disciplinary tactics protect learners' and staff's safety and dignity, preserve the learning environment's integrity, and address the reasons for misbehavior in order to

improve positive behavioral skills and long-term consequences (National Association of School Psychologists, 2002).

Suspension, deportation, and some other harsh measures have been shown in the United States of America to be ineffective in dealing with dangerous and disruptive student behavior (National Association of School Psychologists, 2002). As a result, a successful response to changing learner requirements necessitates reorganizing school activities in a way that consistently and proactively encourages positive behavior for all learners in all settings (Feuerborn & Tyre, 2012). To achieve academic performance and to offer a safe learning environment, effective discipline must be established (Handler et al., 2005). Without a doubt, schools have a responsibility to employ all available resources to create a safe and disciplined learning environment. Beyond the obvious task of keeping students safe, teachers and students cannot teach or learn in an environment characterized by disorder and disruption (American Psychological Association Zero Tolerance Task Force, 2008). As a result, schools are required to maintain constructive discipline in order to improve learning. An increasing body of evidence shows that proactive and preventative ways of dealing with problematic behavior in schools are effective (Lassen et al., 2006). Positive discipline tactics are evidence-based processes that emphasize increasing desirable behaviors rather than simply punishing negative ones. Positive discipline tactics stress the importance of making positive adjustments in the learner's environment in order to improve behavior. Positive reinforcement, modeling, supportive teacher-learner relationships, family support, and aid from a variety of educational and mental health specialists are examples of such changes (National Association of School Psychologists, 2002).

According to studies, schools employ a variety of ways to establish positive discipline. Establishing a code of conduct (Adams, 2005), teaching social skills (Ward, 2007), school-wide positive behavior support (SWPBS) communication (Lapperts, 2012), positive encouragement (Simatwa, 2012), modeling positive behavior, and staff and parent training are some of these tactics. In the United States, research has shown that schools that employ effective positive discipline practices report a 20–60% drop in office discipline problems (National Association of School Psychologists, 2002).

When a teacher is unable to maintain order and discipline in the classroom, pupils may become discouraged and worried, and the learning environment is compromised, resulting in underachievement (Hill & Hill, 1994). Effective disciplinary management, according to Blandford (1998), requires communication, planning, accountability, and ongoing assessment and evaluation. Discipline in the classroom has two major goals: to provide a positive environment for teaching and learning and to ensure the safety of students and teachers. The author also asserted that a shared understanding of educational management will assist schools in developing, implementing, and revising a discipline policy that works within the school and reflects the needs of children, educators, funding agencies, and society. For classroom discipline to be maintained, the teacher must be able to manage the class. Classroom management can be characterized as a method for a teacher's educational and teaching tasks to be carried out effectively (Kruger, 1996). Calitz (1987) defined classroom management as the teacher's administrative actions that not only allow for effective education and learning in the classroom but also allow for simultaneous instruction and learning.

2.2.1 Corrective Measure

Discipline is described as parental behaviour in response to and intended to remedy a child's misbehaviour (Douglas & Straus, 2007). Discipline, according to Papalia, Wendkos, and Duskinfeldman (2006), is a set of approaches for modeling character and teaching self-control and appropriate behaviour. The idea of discipline, according to Walsh (1991), is described as the basic method by which children of all cultures develop the strong moral values and attitudes of the culture they inherit. According to Mottee (2005), discipline is about ensuring a "safe and valuing atmosphere so that the rights of people and demands are acknowledged, correct, and protected," not about monitoring disruptive or other unwanted behaviour. Discipline should be viewed as a means of instilling in pupils the ability to take good control of their lives (Charles, 2007).

2.2.2 Establishing Order

Discipline is intended to be educational rather than disciplinary in nature. According to Masitsa (2008), discipline is an important aspect of the educational process. According to Porter (2004), discipline served primarily as a managerial tool for establishing order. For effective teaching and learning, a school's order must be established. Students learn best in a well-organized, well-ordered environment. According to Mtsweni (2008), maintaining discipline is necessary for preserving order and synchronization in the classroom. The author goes on to say that pupils learn best in a well-organized and safe environment. According to Porter (2004), the primary goal of the various techniques of school discipline is to establish and maintain order, as well as to create a climate in which learning is not only imaginable but also plausible. As a result, order and discipline are essential in a productive educational environment. (2006, Goodman).

2.2.3 Encouraging Self-discipline and Accountability

Discipline aids pupils in developing desirable characteristics such as self-control, self-discipline, and determination (Mtsweni, 2008). According to Mokhele (2006), discipline aids kids in developing self-discipline (inherent discipline) and accountability in their behaviour. Discipline is a form of positive behaviour management aimed at encouraging appropriate behaviour and helping pupils develop self-discipline and self-control (Squelch 2000).

2.2.4 Ensuring Safety and Support

Discipline at school has two major goals: to provide an environment that is conducive to learning and teaching and to protect the safety of both staff and children (Joubert,et al., 2005). The purpose of school discipline is to create a safe and enjoyable learning environment within the school. Discipline management thus requires educators to make kids feel genuinely happy and actually safe (Mokhele 2006). Managing school discipline provides pupils with a sense of security. Beginners are able to learn when they feel comfortable and secure, according to Olley, Cohn, and Cowan (2010). Students learn best in a well-ordered and safe environment, according to Mtsweni (2008).

2.2.5 Encouraging Compliance and Co-operation

Koenig (2008) maintained that the goals of discipline are to motivate a learner to:

- Stop disruptive behaviours
- Adopt productive behaviours
- Have a desire to cooperate

2.3 Punishment

Punishment is defined as the use of physical force against a child for the purpose of controlling the child's behavior. It is inflicted on the child's body with the intention of causing some degree of pain or discomfort, however mild it may be (Cashmore et al., 1995). Different methods of physical punishment are commonly used as corporal punishment, for example, slapping, spanking, smacking, pinching, twisting arms or ears, kicking, pulling hairs, hitting with different objects such as a stick, belt, whip, shoe, etc., and forcing the child to stand or sit in an uncomfortable position (UNCRC, 2006). While psychological punishments most commonly practiced include verbal abuse, ridicule, keeping the child in isolation, scaring, etc.

There are several driving forces that create an enabling environment for the practice of corporal punishment in schools. Such forces include the attitude toward corporal punishment by teachers, school heads, officials, and family members in particular, as well as the overall society in general. Such an attitude is supported by some common myths and beliefs regarding corporal punishment (Khuwaja et al., 2018).

Children will become knowledgeable, skillful, and keen observers if they are not punished, because corporal punishment may develop a number of complexities in children, like wise aggression, anger oversensitivity, hypertension, rude behaviors, further disturbing their classmates, learning, and possession of behavioral skills (Naz et al., 2011). Harsh and regular corporal punishment received in childhood increases the risk of violent behavior in adulthood. (Danish and Iqbal, 2016).

2.4 Curriculum as a Tool of Positive Disciplining

Educators, according to academics, should know exactly what they plan to teach and what they hope to accomplish through specific classes. As a result, an educator must have a rationale and a purpose for what they do in the classroom. The golden rule of maintaining discipline, according to Rogers (2002), is to recognize that strong discipline is a natural result of successful teaching. We will find that discipline will follow if educators teach successfully by making the work clear and enjoyable and assisting learners in staying 'on track' by keeping them engaged in the class and assisting them when they have difficulty with the work. Understanding the consequences is the first step in creating great lessons (Curvin, et al., 2008). According to Oosthuizen (2010), in order to be an effective educator who succeeds in instilling appropriate discipline in their students, educators must have three sets of skills:

- They must be masters of their subjects.
- They must know how to convey their subjects in such a way that lessons flow easily and learners' attention is maintained.
- They should be able to manage a group.

Discipline is, in great part, a result of good teaching. In order to be maintained, a good curriculum is required (Porter, 2007). As a result, schools should make sure that a suitable curriculum is available to pique students' interest. It is the responsibility of every educator to ensure that the lessons are prepared in an engaging manner. To make teaching and learning more entertaining, a variety of instructional methods should be used. As a result, students would have the motivation to be cooperative and responsible.

2.4.1 Code of Conduct

To establish the foundation for acceptable and proper learner behavior, an effective school environment that promotes positive discipline must have laws and regulations in the form of rules of behavior (Allie, 2001). Rules are crucial, according to Saya (2012), as they help students achieve academic achievement and make meaningful contributions to growth. While it is often referred to as the code of conduct in South Africa and other nations, it is commonly referred to as school rules and regulations in Zimbabwe and other countries such as Kenya (Bilatyi, 2012). The phrases code of conduct and school rules are used interchangeably in this study as they have the same purpose.

According to UNESCO, a code of conduct is a set of written guidelines, produced by public authorities or professional organizations, that details the set of recognized ethical norms (or values) and professional standards of conduct to which all members of a profession must adhere. In particular, such codes aim to enhance the commitments, dedications, and efficiency of service of members of the teaching profession and to provide self-disciplinary guidelines by establishing norms of professional conduct.

Codes are being developed in an increasing number of countries either by an autonomous body, as in Hong Kong, or by teacher organizations themselves, as in the province of Ontario in Canada. Research has shown that teacher codes can be an effective instrument for promoting ethics in education. However, their implementation sometimes proves difficult due to, among other variables, limited access, unclear content, and inadequate teacher training. (UNESCO, 2006)

A code of conduct's purpose is to articulate acceptable behavior in the school, promote positive self-discipline, establish a disciplined and purposeful school

environment, create a well-organized school environment for effective teaching and learning, outline how transgressions of the code of conduct will be dealt with, and include due process (Lekalakala, 2007). This means that the system of behavior must be recorded and made in such a way that it really accomplishes the primary goal of maintaining positive school discipline in order to improve teaching and learning.

Teachers, parents, and students are more likely to commit to successfully implementing the school code of conduct if they are included in the decision-making process. Additionally, an open discussion about the school code of conduct with teachers, parents, and students will aid in a greater understanding of the need to maintain positive discipline in schools (Lekalakala, 2007). Parental engagement in the creation of a code of conduct, according to Smith (as referenced in Lacton, 2012), is critical to maintaining a safe school environment. Murithi (2010) went on to say that parents and community members should be involved in policy creation to some extent, as they may have great ideas based on their encounters with students. As a result, the positive influence of parents in the development of school rules is critical to maintaining positive discipline and ensuring that parents understand and agree with what is expected of their children in terms of school rules. As a result, the rules of behavior in primary schools would be successfully implemented.

However, according to Squelch (2000), including the entire school community in the development of a code of conduct could be a protracted process that requires careful planning and coordination. She suggested that schools form a dedicated multidisciplinary working committee to organize and coordinate the entire process. On the contrary, Allie (2001) claimed that collaboration with numerous stakeholders creates a sense of ownership

that allows the code of conduct's meaning to be grasped. Mathe (2008) reflected Allie's comments when she said that after the consultation process, which is marked by stakeholder participation and consensus, all members of the school community should feel like they own the code of conduct and will support it. As a result, involving all stakeholders in the development of the code of conduct could lead to beneficial outcomes in the application of the code as a positive discipline management technique in schools. This code of conduct will be aided by the fact that all stakeholders will be aware of the content and importance of the codes of conduct, and students will be aware of the penalties for breaking disciplinary measures.

Allie (2001) suggested that in order for schools to design effective codes of conduct that will be successfully enforced to improve the preservation of positive discipline, the codes of conduct must:

- Mirror the rights and obligations of learners, teachers, and parents;
- Focus on providing guidelines for behavior and setting ethical guidelines for selecting; iii. Promote self-discipline and productive learning;
- Be based on love and tolerance;
- Give learners a clear picture of what they should and should not do.
- Say which lines of communication they should be using, and
- Provide systems and procedures and due process to obey in the event of a grievance.

The application of the code of conduct, according to Albert (as described in Nkabinde, 2007), should take into account the following criteria, which enable learners to be

proficient in analyzing their own behavior: The following are some recommendations for schools:

- Make the code of conduct public in order to remind students of appropriate behavior. According to Porteus, Ruth, and Vally (2001, p. 84), schools should set aside time during the year to reflect on the code of conduct, make any necessary changes or revisions, and post it in a conspicuous location for all to see.
- Model good behavior: teachers and other members of staff should model the code of conduct for their students;
- Encourage learner evaluation; this encourages students to advance in their choice of appropriate behavior. Instruct students to make a list of behaviors that they believe exemplify the rules of behavior.

It is obvious that having clearly established codes of conduct can help schools implement positive discipline management practices successfully. As a result, school discipline issues will be reduced because students will know how to act in various scenarios. When students are self-disciplined, they are able to comprehend a situation, make acceptable behavioral decisions, and behave appropriately when they are not supervised by adults (National Association of School Psychologists, 2006). As a result, the code of conduct as a method would have served the aim of preserving positive school discipline. The research that has been analyzed clearly shows that the presence of school codes of conduct plays an important role in preserving school discipline. As a result, the inclusion of the code of conduct as a technique for maintaining positive discipline in schools in the present study is strengthened.

2.4.2 Guidance and Counselling

Guidance and counseling, as a positive discipline method, plays an important role in an elementary school student's general growth and development and is thus an important part of the school curriculum. This guidance and counseling is due to the fact that high school students are in the midst of adolescence, which is marked by numerous physical and psychological changes that present a variety of personal, social, and scholastic obstacles (Nyamwange et al. 2012). Pastoral care must include both guidance and discipline. Guidance, also known as pastoral care in the United Kingdom, is to help students develop into full people (Hue, 2007). Guidance also tries to boost their self-esteem and the development of many elements of themselves, 'such as personal, moral, and social, whereas discipline aims to prevent misbehavior. Guidance and discipline both have a lot of potential for helping students feel more in control of their own behavior and boost their self-esteem (Hue, 2007). The exercise of discipline is required for society to function. If people are to work together amicably towards a similar goal, they must use guidance and counseling to promote discipline on a regular basis (Ajowi & Simatwa, 2010). Effective school guidance and counseling services in the United States of America help to establish a safe school climate (Chireshe, 2006). Guidance and counseling, according to Gysbers, Lapan, and Petroski (2006), increase learners feelings of safety in schools. Learners have a sense of belonging in this type of setting (Chireshe, 2006). According to Bruckner and Thompson (as stated in Chireshe, 2006), learners in the United States of America were able to establish friends and keep their cool because of the guidance and counseling services they received. According to research conducted in the United States of America, the majority of students stated that school counselors were helpful in resolving their difficulties. It was also

discovered that students who received advice and counseling in American schools had a more positive attitude about themselves and began to forecast their own academic performance (Chiweshe, 2006).

As a result, modern disciplinary plans emphasize that learners are responsible for their own behavior and use a developmental approach (American School Counselor Association, 2007). Although there has been a tendency to use the terms advice and counseling interchangeably, they are two sides of the same coin. Guidance is the practice of assisting students in recognizing their own abilities (Bagaya & Mbabazi, 2013). Counseling, on the other hand, is defined as the act of assisting an individual in exploring life's issues in order to make educated decisions that lead to a more fulfilling existence (Idowu, as cited in Bagaya & Mbabazi, 2013). These definitions imply that counseling is a necessary component of guidance and that guidance can never be complete without it (Bagaya & Mbabazi, 2013). Guidance and counseling, according to Kindiki (2009), is an effective approach to dealing with indiscipline as it tackles both the problem and its core cause. Learners can also realize their faults and begin to adjust their behavior in order to become more disciplined, with the help of competent supervision and counseling. As a result of guidance and counseling, conflicts are resolved peacefully because no negative feelings that could lead to aggressive behavior are harbored. As a result, positive discipline in primary schools may be maintained as a result of this fact. Prior research has shown the value of employing advice and counseling as a constructive discipline method in schools, particularly when dealing with drug usage and other issues that students confront (Makori & Onderi, 2013). According to Nyaegah (2011), there is adequate evidence that counseling provides favorable outcomes even when tough students are involved. Positive outcomes

have been reported by others as well (Kirui et al., as cited in Makori & Onderi, 2013). Counseling has also become a remedial method for disruptive behavior in British schools. Furthermore, according to Kok et al. (2012), advice and counseling gained traction in Malaysia as a panacea for social ills such as drug addiction, delinquency, and indiscipline in schools. Simatwa (2012) discovered that guidance and counseling as a way of learner disciplinary management makes one aware of the problem and expands one's options for how to rectify the problem in his study in Kenya. Furthermore, it established a support structure in which one could comprehend the problem and the actions of others. It also aids in comprehending why the other party does it. Counseling, above all, aids in grasping one's anger, understanding why it exists, and determining the best way to channel it. Ninety percent of school leaders said this strategy works well when students are mature and appreciate the importance of learning and education.

The findings of Wango's (2006) study in Kenya, which implied that despite the emphasis on advice and counseling in schools, the provision of guidance and counseling services is highly diverse and fragmented in scope, mostly depending on particular schools, are in agreement. Counselors acknowledged and yearned for a more integrated whole school approach to draw in teachers, school administrators, peer counselors, and parents to work together for the social and emotional development of learners, according to the findings of a study conducted by Kok et al. (2012) in Malaysia. Counselor self-efficacy is enhanced further by collaboration between all stakeholders in education, including parents, school administration, and even the local community, in fostering a favorable school climate. Learners' mental, physical, social, and emotional development is aided by this comprehensive approach to counseling. Because school counselors cannot improve

students' educational performance or build partnerships on their own, they should work together with family, community, and school employees to develop and implement comprehensive guidance and counseling programs that suit the needs of students. Furthermore, if challenging behavior is to be managed alongside behavior change, the duty should not be only borne by school counselors and disciplinarians; parents must be included as well. The majority of behavior change programs require home follow-up (Bechuke & Debeila, 2012).

As a result, such teamwork will help schools maintain positive discipline. In Kenya, Wango (2006) discovered that the role of the teacher counselor, as well as guidance and counseling, was not always obvious. For example, a discussion among the teachers revealed that areas of conflict with the school deputy head over discipline issues were most often caused by ambiguity and a lack of clearly defined duties and responsibilities. Simatwa (as stated in Ajowi and Simatwa, 2010) discovered that if teachers are well-guided, students will do the proper things in class and become disciplined. Learners who are not appropriately led or disregarded, on the other hand, produce discipline issues. The lack of specific guidance and counseling roles among members of staff in schools may obstruct the implementation of guidance and counseling programs in schools. As a result, maintaining positive discipline in schools will be difficult. As stated in the papers analyzed, advice and counseling are critical to maintaining positive school discipline, which is why they are relevant to this study.

2.4.3 Teaching social skills

Teaching social or decision-making skills is one way to increase social responsibility among students. Disciplined students are frequently rejected by their peers, and they are

unable to gain adequate social skills through typical peer interaction (Dupper, as cited in Ward, 2007). These students frequently engage in disruptive or act-out behavior. Giving children the chance to acquire and practice social skills can help them stop the pattern of negative interactions (Peterson & Skiba, 2000). Anger management, conflict resolution, empathy, problem-solving, and other pro-social skills are proactive tactics taught to learners to ensure that they acquire the necessary abilities to operate socially in society (Manitoba Education, Training, and Youth, 2001; National Association of School Psychologists, 2006).

Learners with behavior issues frequently require special support in developing social skills. Individual pupils, small groups of learners, or the entire classroom can be taught these social skills. The purpose of social skills training is to teach socially acceptable behaviors that will help students gain acceptance from their classmates and teachers (Manitoba Education, Training, and Youth, 2001). Helping students learn how to get along with others is a fundamental method of creating a caring and safe school culture, according to the Ontario Ministry of Education (2010). While many students arrive at school with some social skills in place, the majority of students benefit from direct instruction in social skills such as thinking before acting, listening, establishing and maintaining relationships, dealing with feelings, accepting consequences, and dealing with peer pressure.

Henley (2010) agreed that proactive schools recognize that acceptable social skills can be taught in the same way as academic skills can. Social skills training is incorporated into the daily activities and routines at these schools. They emphasize civility and serve as role models for the traits they aim to instill in their students. The Michigan Department of

Education (2010) agreed that social skills should be taught in the same way that academic subjects are. A social skills class includes the following elements:

- Defining the behavior expectation,
- Providing a rationale,
- Teaching critical discrimination: demonstrating appropriate behavior, demonstrating unacceptable behavior, practicing telling the difference with multiple examples,
- If there is a "signal," teach the signal (when the appropriate behavior should occur),
- Having everyone practice the appropriate behavior and
- Recognizing learners for demonstrating appropriate behavior.

It is vital to keep in mind that certain students will require one-on-one help to overcome their social skills deficiencies. The most effective ways of teaching social skills are those that are personalized to the learner's specific needs. The teacher identifies and prioritizes individual skills that require attention. The student is then taught using a structured teaching method by the teacher. It is insufficient to teach the learner how to develop social behaviors. The generalization of taught social behaviors across locations, time, and behavior must be the goal of social skills instruction.

The Center for Disease Control and Prevention (CDC) (2009) advises schools to:

- Give learners the opportunity to practice interpersonal skills like problem-solving, conflict management, self-control, negotiation, sharing, and good manners. Listening, stress management, and decision-making are some of the other abilities that can be taught.

- Encourage pro-social behavior among students by including them in activities like learning experiences, student interaction, classroom duties, and teacher assistance.
- Incorporate empathy, personal strengths, fairness, kindness, and social responsibility into classroom activities and lessons.
- Teach refuse and resistance skills, such as how to recognize social factors that lead to issue behaviors, how to identify problem behaviors' effects, how to produce and offer alternatives, and how to engage peers to participate in those alternatives.
- Correct misconceptions about what constitutes typical behavior among students (e.g., smoking or drinking alcohol).
- Use classroom occurrences as "teachable moments" to teach students about self-control, empathy, cooperation, and conflict resolution.
- Provide opportunities for learners to identify and define their feelings, communicate their feelings, and assess the severity of their feelings throughout the school day.
- Encourage students to think about their future plans, including career and personal aspirations. Assist them in laying out a plan to achieve their objectives.
- Promote teamwork and sportsmanship through school sporting events and physical education workshops, emphasizing fair play and nonviolence.

The Resolving Conflict Creatively Programme (RCCP) is a social-cognitive intervention in which learners are taught conflict resolution through modeling, role-playing, interviewing, and small group work, according to Gagnon and Leone (2001).

Communication, listening, self-expression, teamwork, recognizing the value of variety, and bias are among the skills taught in the weekly courses. Training is an important part of the RCCP program. Teachers receive ongoing training and support to help them integrate new concepts and abilities into their existing curriculum. Furthermore, school administrators, support personnel, and parents undergo conflict resolution training similar to that provided to teachers. Peer mediation training is given to a chosen number of pupils. According to Gagnon and Leone (2001), a comprehensive assessment of data showed that the social-cognitive strategy utilized within RCCP was beneficial in lowering crime, anti-social behavior, and conduct problems for all age groups of learners. When teachers had a moderate amount of training and help, covered half or more of the lessons, and had a low number of peer mediators in their class, the results were positive. These classes had much less aggressive students. Furthermore, as compared to students in classrooms where teachers gave fewer RCCP courses and relied on more peer mediators, learner pro-social behavior rose. If schools want to preserve positive discipline, the issue of teaching conflict resolution skills is crucial. Personal and interpersonal relationships rely heavily on conflict resolution. Conflict resolution is the process of resolving disagreements before they become physical fights. Inter-personal conflict, or conflict between two or more people, is the most common type of conflict among students. Put-downs (insults), teasing, fighting, turn-taking issues, and confrontations over playground chances, access to or custody of things, and even academic work are examples of these conflicts. These conflicts emerge mostly as a result of bullying, and if they are not resolved through negotiation or mediation, they can quickly escalate (Mathe, 2008; UNESCO, 2006).

Johnson and Johnson (as referenced in Peterson & Skiba, 2000) concluded that conflict resolution and peer mediation have been beneficial in reducing school suspension and enhancing the maintenance of positive discipline in schools in the most complete review of conflict resolution to date. In light of the difficulties addressed in the research, the teaching of social skills in schools is an important component of positive discipline management. As a result, its inclusion as a strategy in the current study is justified.

2.4.4 School-wide Positive Behaviour Supports (SWPBS)

School-wide positive behavior support (SWPBS) is a proactive, systems-level approach that enables schools to assist student (and staff) behavior effectively and efficiently (Negron, Simonsen, & Sugai, 2008). SWPBS, according to Sprague and Horner (in press), is a multi-system strategy for tackling the difficulties posed by antisocial learners and coping with demanding forms of learner behavior. SWPBS is a collection of systemic and tailored techniques aimed at enhancing people's quality of life (Lassen, Steele, & Sailor, 2006). According to the Michigan Department of Education (2010), SWPBS has evolved into a framework that can be used by any school to help improve learners' social and learning behaviors and reduce disruptions that interfere with instruction since its inception more than 13 years ago at the University of Oregon. Thousands of schools around the United States of America (USA) and hundreds of schools in Michigan, including preschools, elementary, middle, and high schools, have adopted SWPBS (Michigan Department of Education, 2010). SWPBS' main goal is to reduce problem behavior in schools and to create integrated support systems for students and staff at the school, classroom, and individual learner levels, including family levels (Sugai, Horner, & Gresham, as cited in Bilaty, 2012). SWPBS programs, according to Safran and Oswald

(2003), must involve school-based collaborative teams that comprise teachers, administrators, and/or special services workers. SWPBS programs, according to the Michigan Department of Education (2010), are based on the assumption that all learners can benefit from well-implemented, evidence-based methods for improving learner behavior. SWPBS provides a complete framework that any school can utilize to create their own behavioral support system for all students. SWPBS also provides data-driven decision-making that drives the process of assessing learner requirements and offering additional behavioral support to those students who require it (Michigan Department of Education, 2010). The SWPBS techniques are divided into three categories: preventive, multi-tiered assistance, and data-driven decision-making. Prevention entails developing and utilizing consistent consequences for bad behavior, as well as defining and teaching a common set of positive behavioral expectations, acknowledging and rewarding expected behavior, and defining and teaching a common set of positive behavioral expectations (Bear, Doyle, Osher, & Sprague, 2010). The key practices of SWPBS, according to Sprague and Horner (in press), are:

- Learners and staff members are given clear definitions of expected, appropriate, positive behaviors.
- Learners and staff members are given clear descriptions of negative behaviors and their repercussions.
- Learners are given regular teaching and guidance in desirable social behaviors, allowing them to develop the essential abilities for the intended behavior change.
- Learners are supplied with effective incentives and motivational systems to motivate them to behave differently.

- Staff pledges to stick with the intervention for the long haul, monitoring, supporting, coaching, debriefing, and providing booster classes to learners as needed to maintain the improvements made.
- Staff receives training, feedback, and coaching on how to implement the systems effectively, and
- Measurement and monitoring systems for the intervention's effectiveness are established and implemented.

SWPBS schools, according to Osher et al. (2010), also provide regularly scheduled education in desired social behaviors to enable learners to gain the essential skills for behavior modification, as well as effective motivating systems to urge learners to behave appropriately. Teachers design classroom-level rules and reinforcement systems that are compatible with the school-wide strategy, and SWPBS classrooms in SWPBS schools have the same set of common school expectations posted. Furthermore, the distinction between behavioral problems handled in the classroom and those handled by administrators is clearly defined, and data on patterns of problem behavior is periodically summarized and presented during meetings to aid decision-making and practice consistency. Schools must identify clear and measureable outcomes (for example, decrease problem behavior, increase social competence, and increase academic achievement) that are valued by significant stakeholders (for example, learners, family members, teachers, and the community); collect and use data to guide their decisions; implement relevant, evidence-based practices; and invest in systems to maintain positive discipline in schools, according to Simonsen et al. (2008). Data should be utilized to inform the selection of new practices, according to Horner and Sugai (2002).

Furthermore, data must be collected to assess the efficacy and quality of current practice implementation (individual or system), characterize and understand a situation (for example, learner behavior, academic performance, school setting, and teacher instruction), guide the development of new or modified practices, and track learner or program progress. Horner and Sugai (2002) go on to say that systems (such as procedures, routines, working structures, and administrative supports) are required to ensure that valued outcomes, research-validated practices, and data-driven decision-making are all taken into account. Horner and Sugai (2002) agreed with Simonsen et al. (2008) that focusing on reacting to one scenario at a time does not improve the school's behavior management capabilities. As a result, schools incorporate four important factors into effective procedures. The four important factors, namely outcomes, data, practices, and systems, should be contextually suitable and meaningful for the school. When schools use SWPBS, they usually see a reduction in inappropriate behavior (as assessed by fewer discipline referrals, suspensions, and expulsions) (Simonsen et al., 2008). The four pillars of SWPBS, when taken together, highlight the need for schools to improve the effectiveness, efficiency, and relevance with which they support student behavior (Horner & Sugai, 2002).

2.4.5 Communication

Any organization's lifeblood is communication. An effective communication system is required for an organization such as a school to function effectively. Communication is a crucial skill that all members of the school community should learn (Mathe, 2008). Communication, according to Akinnubi, Fashiku, Gbadeyan, and Kayode (2012), is derived from the Latin word "communicare," which means "to place in common" and "to share. It then refers to the exchange of ideas, information, thoughts, and sentiments

in order to facilitate coexistence. It is a two-way process in which both the sender and the recipient are involved. As a result, communication is concerned with the transmission and reception of information, which is essential to all aspects of organizational activity.

Communication, according to Mathe (2008), is the successful transmission of information by symbols, signs, behavior, voice, writing, or signals. It is the written or spoken interchange of ideas, opinions, and information, as well as the use of symbols and acts. The transfer of information between a sender and a receiver through any of the five senses is also a crucial component of social behavior. Communication, according to Akinnubi et al. (2012), aids in the development of relationships and the achievement of goals. The Jamaican Ministry of Education (2011) defined several types of communication as follows:

- Verbal communication, which encompasses both oral (spoken or written) and written communication,
- Nonverbal communication, which involves the use of body language, touch, and eye contact to convey meaning,

When communication is successful, meaning is transferred. True communication does not occur if this transfer of meaning does not occur as anticipated (Ministry of Education, Jamaica, 2011). According to Akinnubi et al. (2012), one of the most important drivers of communication efficacy is the medium of communication. School assemblies, staff meetings, bulletin boards, minutes in files, signs, visual representations, parent representations, during classroom lessons, and radio, television, and print media are examples of these forms of communication. No matter how wonderful a message is, if it is delivered through the incorrect channel, it will not only be ineffective, but it will also

generate major discipline issues in the school. As a result, the importance of good communication channels for maintaining positive school discipline cannot be overstated.

Kindiki (2009) discovered that inefficient communication leads to conflict, instability, misunderstanding, and a lack of trust in school administration in a study conducted in Kenya. Effective communication ensures that messages are delivered to the intended recipient, who then provides feedback. Rumors have no place in this system. According to Manitoba Education, Training, and Youth (2001), it is critical for the school and parents to interact on a daily basis when behavior problems grow. Phone calls, communication books, email, and communication or monitoring forms are all examples of ways to communicate. All of these communication devices are designed to ensure that information from both the home and the school is exchanged. The problem of behavior can be efficiently addressed by working together.

Schools should develop open communication lines between parents and school employees, according to Epstein (2011) and Michael, Dittus, and Epstein (2007). The following are some examples of communication channels that could be utilized in schools to improve communication with parents regarding their children's behavior:

- Memos, newsletters, progress reports, letters, monthly calendars of events, Web sites and bulletin boards, text messaging, and e-mail are all examples of written communication (Epstein, 2011; Henderson & Mapp, 2002).
- Communicating with parents about maintaining positive discipline in schools using a variety of verbal and face-to-face communication means, such as phone calls home, automated phone system messages, parent-teacher conferences, meetings,

conversations at school, and frequent parent seminars (Epstein, 2011; Henderson & Mapp, 2002; Chen, Yu & Chang, 2005),

- Establishing open channels of communication with parents to receive comments and suggestions on discipline concerns, as well as increasing the school's capacity to route this information to the appropriate people,

Creating a variety of mechanisms to collect feedback from parents, students, and teachers, such as on-site suggestion boxes, annual parent surveys, random sample parent phone polls, parent/teacher focus groups, and school-sponsored parent blogs (Epstein, 2009; Davies, Henderson, Johnson, & Mapp, 2007). According to Lapperts (2012), communication with parents is especially vital for students who are having difficulties at school due to learning hurdles or behavioral issues. To improve the maintenance of positive discipline in schools, the dialogue with parents should emphasize shared problem-solving. Schools must offer encouraging notes and phone calls to parents in order to provide good feedback on a student's behavior. Schools and parents should work together to determine the rewards and consequences of students' actions (Manitoba Education, Training, and Youth, 2001). Teachers have also found that parental engagement in acknowledging positive behavior, through the use of a comment in the homework diary, or in making reports to parents is highly effective, according to the Irish National Teachers' Organisation (2004). According to research, students consider a positive letter home to be the highest reward, while a bad note home is the worst sanction. As a result of this collaboration, positive achievements in applying positive discipline practices in schools have been achieved. Teachers should be cautious regarding verbal communication, according to Manitoba Education, Training, and Youth (2001), and should:

- Use a supportive tone.
- Communicate with learners using positive language.
- Avoid unduly authoritative or condescending language.
- Use an even and smooth rate and rhythm of speech, and
- Deliver warnings and reminders calmly.
- Teachers should be aware of the use of nonverbal communications as well. They should:
 - Make effective eye contact.
 - Use nonverbal cues as warnings when behaviors escalate, and
 - Recognize the influence of tone, volume, tempo, placement, and stance.

According to the Ministry of Education of Jamaica (2011), maintaining positive discipline necessitates an assertive communication approach, as the instructor must engage students in discussions about the standards and restrictions that should influence their behavior. It offers questions that encourage the student to speak out and expose specific facts and feelings, as well as perceptions, wants, interests, and worries, all of which aid in the development of relationships and the resolution of conflicts. As a result, by reducing conflict and misunderstanding, effective communication strategies strengthen interpersonal connections. Furthermore, according to the findings of a study conducted in Kenya by Kindiki (2009), notice boards are not a particularly successful manner of transmitting information to students because the message on the notice board could easily go missed or ignored by the students. Some sneaky students may remove notices from the board before they are read by the rest of the class. Furthermore, if the message on the notice

board is not explained, it may be confusing and, hence, subject to misinterpretation. When notice boards are used to disseminate information, such clarification is never immediate. Suggestion boxes were also revealed to be preferred as a means of communication with the school administration. This is due to the fact that suggestion boxes ensure the learner's confidentiality. The findings also found that school officials have insufficient communication channels. Meetings are not a key means of communication for undemocratic school administrations. Democratic school administrations, on the other hand, favored meetings and morning assemblies as the most effective communication methods. In a school setting, the lack of an appropriate structure of power can also contribute to poor communication because students are unsure to whom they should direct their complaints. As a result, suitable channels of communication may not be followed, resulting in delays in information reaching the intended recipient (Kindiki, 2009). According to the data gathered, a communication strategy is required for schools to effectively sustain positive discipline. Effective communication channels are required for schools to meet the requirements of all students. As a result, this method was included in the current investigation.

2.4.6 Positive reinforcement

Positive reinforcement, according to Noordien, Samson, and Siers (2008), can be anything that the learner perceives as a reward, but it must be earned for good behavior. Every earned reward provides an opportunity for the instructor to discuss what it takes to acquire it and to demonstrate how this is the real prize. Expected behavior is reinforced through a continuous system of rewards, which stimulate further manifestations of the desired behavior. Positive reinforcement is an important part of the SWPBS program.

Positive reinforcement increases the likelihood of the behavior being repeated (Maag, 2001). Positive reinforcement can be applied in two different ways, according to Lapperts (2012). First, students who act in a positive manner are praised or rewarded. Learners are encouraged to repeat the behavior as a result of such reward and recognition. Second, inappropriate behavior is avoided. A teacher pays close attention to the "life cycle" of bad behavior and the issues that lead to it. By doing so, the teacher prevents the student from engaging in negative behavior at an early stage in its life cycle. Reinforcement refers to “a stimulus which follows and is contingent upon a behavior and increases the probability of a behavior being repeated” (Smith, 2017, p. 1). The simplest way of conceptualizing positive reinforcement is that something pleasant is ‘added’ when a specific action is performed (Cherry, 2018).

Skinner (Cherry, 2018). Skinner studied rats, and he found that if the rats consistently pressed a bar which then administered food to the rat, the rat would press the bar more and more in order to get the food reward. Like those rats, if people find a particular behavior rewarding, it is more likely that they will repeat this behavior.

In their study, Noordien et al. (2008) discovered that the majority of teachers agreed that when students improved their behavior, they should be rewarded or provided incentives. Teachers favored non-monetary incentives over monetary rewards. Teachers also emphasized that incentives should be age-appropriate and relevant to the student. According to Noordien et al. (2008), some positive reinforcement incentives and rewards included:

- Sending students to the principal's office for particular recognition of success or good behavior. The student may receive a certificate from the school principal or be recognized at a school assembly.
- Writing a letter of commendation to the learner's parents or caregivers, detailing any positive characteristics noted in his or her schoolwork, behavior improvement, interactions with peers, or on the sports fields. Encourage the parents to post the note somewhere where family members can see it, such as on the refrigerator door. These notes are quite popular among students of all ages.
- The learner earns the right to be a teacher's assistant by assisting the teacher with age-appropriate, entertaining, and fascinating assignments. The teacher should inquire about the learner's preferences for work, but ensure that the learner will not be victimized at a later time. Writing on the board, asking students to answer questions, selecting a topic for class discussion, and so on are just a few examples.
- While the learner is there, the school head or teacher can make a phone call to the student's parents. Telling the parents what a fantastic job their child has done and how proud they should be. This improves communication between home and school, as well as between the learner and his or her parents. As a result, these incentives contribute to the preservation of constructive discipline in schools by motivating students to repeat behaviors that will earn those rewards.

Furthermore, several schools have chosen to incorporate reward and demerit systems in order to encourage students to be more self-disciplined. This strategy combines positive reinforcement with an early warning system to help students accept responsibility for their actions (Noordien et al., 2008). Positive behavior should be fostered and rewarded,

according to a merit system. Its goal is to instill confidence in students and inspire them to take responsibility for their actions. Learners are rewarded for 'doing it right' and persevering in their efforts. Merits are awarded for good work and good behavior, such as being helpful and following directions. When the merit system is put in place:

- A learner who obtains 10 or more merits in a week can choose from a variety of incentives for his or her reward.
- A learner who obtains more than 30 merits in a term is awarded a special achievement certificate.
- Merits must be distributed in a fair and consistent manner.

When students demonstrate the required behavior, they are immediately recognized and given points. These points have real worth for students, as they may be exchanged for rewards and incentives that are tailored to their unique areas of interest. On the other side, the demerit system serves as an early warning system before students are sent to detention. The technique enables learners to keep track of their own behavior and promotes self-discipline. During the process of implementation:

- If a student receives more than 10 demerits in a week, he or she will be sent to detention.
- Each week, a new cycle begins.
- Demerits must be given in a fair and consistent manner.
- It is necessary to keep and monitor strict records.
- By behaving well, students can reclaim merits that they had previously lost due to poor behavior (Noordien et al., 2008).

When Hao (2009) found that pleasant sentiments of being liked and respected promote other positive sensations within the learner, this positive sensation leads to the formation of good habits and practices, he backs up Noordien et al.'s (2008) claim. The process of behavior reinforcement is a spiral, not a straight line; if a positive habit is not reinforced on a regular basis, it may be abandoned.

The majority of individuals agree that praise is a powerful technique for changing behavior. Many educators, on the other hand, recommended distinguishing between praise and encouragement. In terms of timing and effectiveness, praise differs from encouragement, as indicated in the table below:

Table 2-1: *Showing the Difference between Praise and Encouragement*

Praise	Encouragement
<p>1. Conducted after obtaining an achievement and when the learner is successful (praise only those learners who achieve success)</p>	<p>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)</p>
<p>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.</p>	<p>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</p>

These rewards can only be achieved after lengthy efforts. 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 6. Encouragement makes learners proud of their achievements, efforts and

money”. Next time, the learner might say contributions, giving them internal
“I will only try to behave well if you give motivation to act.
me some more money” (bargaining).
Gradually, learners will learn that they
should never do anything if they do not
receive something in return.

Source: Hao (2009) Positive Disciplines Training Manual

Learners should be encouraged to feel important and capable. Teenagers should also be encouraged to overcome obstacles, challenges, and peer pressure, as well as develop a sense of responsibility. Encouragement aids in the development of self-esteem and confidence in students. Excessively high or low expectations from parents can frustrate children. High expectations can make students feel incapable of achieving their parents' or teachers' goals, causing them to lose motivation to attempt, whereas low expectations encourage students to rely on others for assistance and lose incentive to improve. Instead, parents and instructors should aim to focus on their children's strengths and virtues, emphasizing their good qualities and behaviors. As a result, schools should foster students' positive behaviors and characteristics in order to help them grow into responsible individuals (Hao, 2009).

As a result, teachers and parents must understand the differences between praise and encouragement in order to use them effectively to reinforce positive behavior in students. Such knowledge and abilities can help schools maintain positive discipline. Maag (2001) contended, on the other hand, that the functional definition of positive reinforcement frequently fails to help some teachers overcome the stereotype that it is a manipulative

technique used to persuade students to behave right. As a result, some educators continue to regard reinforcement as bribery, believing that it hinders learners' ability to become self-directed and quells internal motivation (Kohn, as cited in Maag, 2001). Regardless of the debate, research has demonstrated that boosting teachers' use of positive reinforcement appears to have a significant impact on reducing school suspension and dropout rates (Skiba & Peterson, 2000).

According to the results of a study conducted in Kenya by Simatwa (2012), all forty school heads engaged in the study used incentive and punishment to regulate pupil behavior in the schools under investigation. They also suggested that rewarded behavior was more likely to be repeated. Teachers found that concentrating on the good parts of professional practice was more rewarding than concentrating on sanctions and threats. Teachers, on the other hand, employed prizes and praise in practice, as well as penalties and threats as necessary. School leaders were found to have reasonable expectations of their students, emphasizing rewards and encouragement over blame and accusations. Given the foregoing, positive reinforcement as a new dimension of school discipline management is clearly necessary for maintaining positive discipline. As a result, the current study looked into how schools execute this technique to preserve positive discipline.

2.4.7 Modelling positive behaviour

Teachers had the task of being live examples of the expected behavior because students learn through role models (Bilatyi, 2012). The final and most crucial cornerstone, according to Lapperts (2012), was the requirement for teachers to exemplify excellent behavior. That is, instructors who were successful in interacting with students were role models for excellent behavior and caring beliefs. The significance of modeling good

behavior stems from the idea that learners learn by imitating the behavior of role models in their environment. When teachers act violently, their students are more inclined to follow suit. When teachers model frustration and intolerance, students who follow their lead are more likely to display irritation and intolerance. Learners are more likely to emulate the behaviors in question if teachers show compassion, patience, strong ethical principles, and a light touch. As a result, observational learning (learning by seeing others do something) is an extremely effective method for acquiring attitudes, abilities, and knowledge. Without intending to, people pick up on attitudes, habits, speech patterns, and prejudices by seeing "significant others" do so. As a result, when a teacher shows respect for the dignity of students and other school workers, students are more likely to emulate that behavior (Hunter, as cited in Serakwane, 2007; Noordien et al., 2008). By respecting and displaying respect for all learners, the Ontario Ministry of Education (2010) stated that school employees should model attitudes and behaviors that contribute to a caring and safe school culture. Teachers should model positive behavior by treating learners and adults with respect and developing positive relationships with them, according to the Irish National Teachers' Organization (2004). According to the Ottawa-Carleton District School Board (n. d.), teachers should ask themselves the following questions about the model they establish for students:

- What is your personal brand?
- When working to resolve problems, do you model positive behaviors?
- Do you show respect to others?
- Do you distinguish between the learner and the behavior?

Such inquiries always aided teachers in imitating positive behavior, which would have a beneficial impact on learner behavior. According to Yaroson (2012), research in Ghanaian schools found that teachers helped with disciplinary issues by modeling shabby clothing and indecent apparel that implied nudity. According to the Ministry of Education of Jamaica (2011), learners will not be able to acquire acceptable behaviors if they do not have adequate role models. Teachers and school personnel, according to Vermeire (2010), engaged with students on a regular basis and were responsible for modeling such standards. As a result, teachers, parents, and members of the community should model attitudes and actions that promote a compassionate as well as secure culture at school and in the community at large (Ontario Ministry of Education, 2010).

Parents model acceptable behavior, and when children act appropriately, they are rewarded with attention and praise (Save the Children Sweden, 2010). According to the authorities' points of view, positive behavior modeling is critical for preserving positive discipline in schools. Learners will copy positive behavior if school professionals, parents, and community members model it, which may reduce ill-discipline among students. As a result, maintaining positive discipline in schools is reinforced. Hence, this technique was appropriate for this research.

2.4.8 Training of staff and parents

Teachers' professional development has taken on additional urgency as a result of disruptive behavior. It is insufficient to merely instruct teachers to do a better job without equipping them with the skills and information necessary to deal with problem behaviors while carrying out their responsibilities (Ward, 2007). As a result, training is an important part of positive behavior management programs (Gagnon & Leone, 2001). The direct

problem of disruptive behavior in the classroom, as well as how to diffuse possibly more dangerous acts of violence, should be included in training. Parenting, neighborhood violence, instability, poverty, inappropriate curricula, insensitivity to learner diversity, low teacher standards, neglect, and other factors should all be addressed in teacher training (Joyce & Showers, as cited in Ward, 2007). Schools should organize staff development and training programs to guide teachers through the process of developing positive discipline strategies that prevent problem behaviors and promote school safety, according to the National Association of School Psychologists (2006) and Feuerborn and Tyre (2012). Vermeire (2010) emphasized that 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 is critical to preventing and addressing learner misconduct and ensuring a positive school environment. Furthermore, school personnel should be trained to incorporate the philosophies of creating a positive school environment and implementing non-biased discipline into their school's daily operations, including the use of curriculum that incorporates the values of diversity, anti-bias, and cultural awareness and competency. With the new emphasis on responsibility, Ward (2007) agreed that staff developers were under pressure to demonstrate that in-service training was changing teacher behavior and, as a result, increasing classroom discipline and promoting learner success. As a result, through extensive staff development, important components of a preventative strategy can be correctly executed and maintained (Gagnon & Leone, 2001). Gordon (as described in Serakwane, 2007) believed that teachers needed to be trained and developed, and that

training required a significant transformation in their attitudes and posture towards discipline, power, and authority.

According to Ward (2007), continuous and comprehensive training can lower the incidence of disruptive behaviors and make instructional employees feel more comfortable. The need to recognize learners who were prone to display anti-social behavior for the purpose of preventive intervention, to identify and diffuse potential disruption, and to deal appropriately with violence should it erupt were all skills that could be developed through programs. Programs for conflict resolution and violence prevention should also be seriously examined. For school employees looking for strategies to better train teachers to deal with disruptive students, Gable, Manning, and Bullock (as referenced in Ward, 2007) provided the following suggestions:

- Curriculum aspects that educate instructors to work with disruptive students should be included in staff development. This curricular aspect should involve (a) recognizing warning indicators of disruptive behavior, (b) creating and maintaining a calm and conducive school climate, and (c) avoiding potentially confrontational or aggressive circumstances.
- Staff development sessions should teach teachers how to create a learning environment in the classroom. This activity entails making changes to the classroom or other educational areas to avoid potential problems.
- Staff development should include training for others to act as resources, mentors, or members of intervention teams.
- Staff development should include broad-based methods that include preventative and intervention programs.

- Employee training should emphasize the value of collaboration, problem solving, and a team approach.

According to Noordien et al. (2008), in order to sustain positive discipline, schools should:

- Organize basic counseling and conflict resolution training for selected teachers, and organize training for the same or a different group of teachers to strengthen and support the application of positive discipline.
- Set up a mentoring program. Place teachers who are having trouble with discipline next to more successful teachers, and schedule time for them to watch and discuss strong classroom practices.
- Provide chances for staff growth and training in areas such as constructive discipline, children's rights, and participatory learning.

In this case, employee training becomes an indispensable tool in the maintenance of positive discipline in schools. However, Short, Short, and Blanton (as cited in Serakwane, 2007) preserved that schools and teachers frequently obtain very little professional training in classroom discipline, but without such training, it may be extremely easy for any of them to resort to force and corporal punishment as a behavior control strategy. Teachers should be taught how to use data from curriculum-based metrics to identify students who are in danger of misbehaving (Gagnon & Leone, 2001). Staff development programs such as Safe and Civil Schools Foundations have been developed by researchers in the United States of America (Feuerborn & Tyre, 2012). This was a staff development resource that used a series of multimedia presentations to walk school teams through the process of developing and implementing positive disciplinary practices. Clear definition, explicit teaching, and reinforcement of desired behaviors; clear definition and consistent consequences for

undesired behaviors; and the use of data to drive intervention planning and progress monitoring across all educational settings were all key features of the Foundations program that are consistent with SWPBS (Feuerborn & Tyre, 2012).

The Foundations for Safe and Civil Schools program included a staff development paradigm that emphasized introspection, data use, organization, and collaboration. When confronted with a difficult behavioral issue, school staff members were encouraged to reflect on how they may help the learner achieve greater success in the future. As a result, staff saw challenging behaviors as chances for both learners and staff to learn (Feuerborn & Tyre, 2012). Building Effective Schools Together (B.E.S.T.) is another staff development program that provides a standardized training program designed to improve schools and the students in school systems (Sprague et al., as cited in Sprague, 2003). The program's goal was to teach school team members how to develop and implement school rules, rule teaching, positive reinforcement systems, data-driven decision-making at the school level, effective classroom management, curriculum adaptation, and an introduction to functional behavioral assessment and positive behavioral intervention (Sprague, 2003). Previous research had demonstrated up to a 50% reduction in office discipline referrals, with ongoing improvement over a three-year period in schools that stuck with the intervention. In addition, when compared to schools that did not use B.E.S.T., school employees were happier with their jobs (Sprague, 2003). If constructive discipline was to be effectively maintained, it was also necessary for schools to consider parent training. As a result, the Center for Disease Control and Prevention (CDC) recommended that schools undertake training sessions to teach parents how to better control their children's behavior. Identifying desirable and unwanted behaviors, communication methods, conflict

resolution, listening skills, behavior expectations, and appropriate praise are all abilities that may be learned. Parents could also learn how to teach their children self-control and problem-solving skills.

The National Association of School Psychologists (2006) also recommended that schools should offer parenting workshops on effective discipline, particularly in relation to homework, school grades, classmates, learning programs, developmental expectations, and undesired behavior. Additionally, schools should provide parents with school-based consultation on how to effectively manage their children's behavior. Schools should gather funds for parent workshops on children's rights, parenting skills, and basic counseling, according to Noordien et al. (2008), so that parents might implement effective discipline at home and at school. They also proposed that a non-governmental organization be recruited to host a series of parenting skills trainings. Risk factors such as a lack of parent-child bonding, family collapse, alcohol or drug misuse, and many others would be covered during workshops. Parents could be given knowledge to aid in the improvement of their home situation and the exploration of good kinds of discipline with their children. Guest speakers could also be asked to speak on gender stereotypes and how they affect parents and their children. The facilitators should also emphasize the importance of instilling key values such as respect, compassion, and kindness in both male and female children's parenting. Hence, this technique was included in this research.

2.4.9 Monitoring and support given to schools to maintain positive discipline

Monitoring and assistance were critical things to consider for the successful deployment of a program. Education officials and other stakeholders should be deeply engaged in monitoring and supporting positive discipline measures if they are to be implemented

effectively in schools. By assisting teachers, education officials could have a positive impact on school discipline policies (Fitzsimmons, as cited in Ward, 2007). The educators in today's schools and classrooms should be encouraged to adopt and maintain effective, low-cost monitoring techniques (Horner & Sugai; Walker et al., as cited in Sprague, 2003). Administrative assistance was crucial for successful prevention programs; support should be apparent, predictable, and consistent, as per evidence, according to Gagnon and Leone (2001).

According to Vermerie (2010), school officials can discover successful tactics for addressing and rectifying underlying learner misbehavior by monitoring the implementation and impact of school disciplinary policies and practices. Regular data collection and analysis also allowed for the elimination of disciplinary techniques that did not successfully address behavior problems, as well as the identification of any irregularities or disparities in implementation. A school's discipline policy or practice should be examined on a regular basis to ensure that it effectively decreases behavioral issues and teaches students more suitable, acceptable behavior. The major goal of monitoring data, according to the Department of Basic Education and MIET Africa (2010), is to aid implementers and program managers in understanding how the program or intervention is working and making decisions. Vermerie (2010) confirmed that comprehensive data collection and analysis were necessary to track the success of school punishment systems. It was especially important to collect and analyze data on the different types of misconduct that disrupt learning, the various responses of teachers and administrators to such misconduct, the existence of any disparities in outcomes for similar offenses, and the rate of success for various interventions.

Furthermore, Gagnon and Leone (2001) asserted that consultants were required in the monitoring of positive discipline intervention programs because they assisted teachers with record-keeping and data analysis in order to assess the intervention's efficacy. Educators who have continuous access to trained advisors can help them implement processes with a high level of fidelity (Gagnon & Leone, 2001). As a result, the school community's involvement in fostering positive behavior and dealing with incidences of misbehavior was critical (Murithi, 2010). The District Education Officials' fundamental tasks in terms of maintaining school discipline, according to the Department of Education and Children's Service (as cited in Bilaty, 2012), were to:

- Assist school leaders in ensuring that school planning takes into account the execution of the school discipline policy, which includes ensuring that schools form disciplinary committees;
- Support school leaders in ensuring that each school's behavior code and other behavior management processes address the needs of its community. This means that school policies dealing with discipline should be created in such a way that they foster learners to be responsible community members.
- work with school heads to ensure that mechanisms are developed at a local level to provide appropriate placements for learners requiring temporary alternative placement, such as referrals by the school's disciplinary committees for learners in need of a temporary alternative placement;
- work with school heads to ensure that district support services and local interagency services provide appropriate services to school communities, such as capacity-building workshops to maintain discipline in schools.

- work with school heads to ensure that mechanisms are developed at a local level to assist schools, which may lead to staff dedication to sustaining positive discipline.

According to Gagnon and Leone (2001), maintaining positive results required ongoing staff commitment, access to technical assistance and consultation from an outside source, as well as regular leadership team meetings to review data on office discipline referrals, identify behavioral patterns, and make data-driven program modification decisions. The desire of personnel to support and implement an intervention program is crucial to its effectiveness. Learners improved substantially more when teachers continuously implied a preventative program (Gagnon & Leone, 2001). Fundamentally, every system-level project that restructures current school-wide processes requires the support and active engagement of stakeholders throughout the school system. The effective implementation of school-wide innovation was a critical component of gaining this support and active involvement (Ervin & Schaughency, as cited in Feuerborn & Tyre, 2012). This means that in order for intervention programs to thrive, education officials and other stakeholders must completely support the adoption of constructive discipline management measures.

Considering the critical role of monitoring and assistance in the implementation of positive discipline measures in schools, Chauke (2009) found that the Department of Education was not involved in learner discipline in his study in Gauteng Province, South Africa. Teachers confirmed that the department did not provide them with any assistance in this area. Bilaty (2012) found similar results in his research in the Eastern Cape Province. According to the reviewed literature, in order for positive discipline management tactics to produce good effects, education officials, teachers, parents, and other stakeholders must monitor and support the implementation of intervention programs in schools. Monitoring and

supporting positive discipline management intervention programs would provide schools with the resources they need to implement the interventions successfully. Hence, the two factors (monitoring and supporting) were considered in the current study.

2.4.10 Challenges encountered in implementing positive discipline strategies

Teachers and administrators had tried almost everything to keep schools in order and under control (Demuth, 2011). Society is increasingly expecting schools to provide socially acceptable, effective, and efficient treatments to maintain safe, productive settings in which norm-violating behavior is minimized and prosocial behavior is promoted (Ruef & Wilcox, 2000). Schools had used a variety of strategies to achieve this expectation, including developing codes of conduct, establishing guidance and counseling programs, teaching social skills, using the SWPBS approach, communication, positive reinforcement, modeling positive behavior, training staff and parents, and many others. Despite schools' best attempts to build shared practices that encourage positive behavior, it is likely that problematic behavior will continue to occur (Irish National Teachers' Organization, 2004; Demuth, 2011). Schools, according to Sugai et al. (2000), confronted enormous obstacles in establishing and maintaining safe, productive settings in which all teachers can teach and all students can learn.

According to a recent study (Dempsey & McKeivitt, 2012), schools faced a variety of distinct hurdles when adopting positive behavior support (PBS) treatments. Lack of knowledge, misunderstandings, misperceptions, and diverse ideas about behavior control among employees are all major concerns. PBS is based on a philosophy that encourages people to engage in desired behaviors by rewarding them with positive reinforcement. Some staff, on the other hand, may not believe in rewarding students for completing what

they are intended to do, choosing to use more traditional punishment-based techniques instead (Maag, 2001). In his study, Nkabinde (2007) found that teachers failed to employ related alternatives to corporal punishment to deter misbehavior because they still believed that corporal punishment was effective in disciplining students.

Furthermore, Maphosa and Shumba (2010) discovered that in the absence of corporal punishment, teachers felt disempowered in their abilities to maintain school discipline. Teachers' disempowerment had also resulted in feelings of abandonment of their vital duty of disciplining students. Most teachers, according to Serakwane (2007), focused on eradicating undesirable behaviors rather than teaching appropriate ones. Positive discipline measures, according to Ward (2007), were underutilized in public schools. Positive consequences, for example, have been widely demonstrated to be effective in managing learner behavior (Ward, 2007). Failure to strike a balance between positive and negative consequences may result in a coercive cycle, increasing the chance of disruptive behavior. However, in schools, negative consequences appeared to outnumber the use of positive reinforcers (Shores et al., as cited in Ward, 2007). It had been suggested that school resistance was to blame for the underuse of effective behavioral strategies. As a result, those teachers who advocated for traditional discipline strategies might be hesitant to use positive discipline strategies in disciplining students. Hence, the successful implementation of positive discipline strategies in schools would be hampered. According to Bear (2010), failing to incorporate strategies that promote self-discipline might result in learners not learning the skills necessary to engage in adequate and independently guided behavior. When parental guidance, systematic rewards, clear rules and expectations, and possible repercussions for inappropriate behavior were used to manage behavior, this was especially

evident. Learners might be unable to function autonomously if these external tactics are withdrawn later.

Another challenge, according to Sugai et al. (2000), was that proactive efforts were difficult to establish and maintain because learners with significant learning and behavioral difficulties were unresponsive to universal interventions and daily classroom and school functioning, responded slowly to even targeted interventions, and required such intensive and on-going behavioral support. Although these students make up only 1% to 5% of a school's student body, they could account for more than half of the disciplinary issues handled by office staff and demand a large amount of teacher and school administrator time (Sugai, Sprague, Homer, & Walker, as cited in Sugai et al., 2000).

In many schools, a lack of capacity to develop, adopt, and sustain policies, practices, and systems that effectively and efficiently address the needs of all learners might obstruct the implementation of positive discipline measures (Walker et al., 2000). As local workers lack the specialized abilities needed to educate students with substantial problem behaviors, schools frequently turn to outside behavioral experts. As ongoing staff assistance is inadequate, school morale is frequently low. Social skills training was not a prominent and systemic component of the school-wide curriculum, despite the fact that many learners had high social skills demands. Behavioral interventions were not based on the results of assessments. In general, there were no processes in place for identifying, adopting, and maintaining research-validated practices (Sugai et al., 2000).

Several schools, according to Sugai et al. (2000), struggled to balance efforts and attention between school-wide and individual learner systems. For example, a school-wide discipline system that was efficient and successful for the majority of students could reduce

the high expenses associated with managing the high demands of the relatively small percentage of students who had exhibited the most serious problem behavior (Sugai et al., 2000). Many schools, on the other hand, lack the resources to keep both school-wide and individual student systems running smoothly. Bechuke and Debeila (2012) identified a lack of attention to difficult behavior as one of the barriers to effective implementation of positive discipline tactics. Miltenberger (as referenced in Bechuke & Debeila, 2012) claimed that school-based management of difficult student behavior lacked attention to the target behavior. It was occasionally used to change a person's personality. Behavior modification treatments were designed to modify behavior, not a personal attribute or trait, with the defense of one of the behavior modification qualities.

Overcrowding may have led to the increase in workplace discipline referrals; according to Anderson's (2009) study conducted in America, she claimed that in overcrowded schools, students were forced to learn in facilities that were never intended to be classrooms, such as library workrooms and, in some cases, closets. Due to the limited amount of room available, students were forced to sit close together, leaving minimal personal space. There were too many students in the classrooms, hallways, bathrooms, and cafeterias in the schools studied, which resulted in undesirable behaviors such as altercations and cafeteria violations. It was difficult for instructors and school administrators to keep order in these places due to the large number of students. Chauke's (2009) study in South Africa also revealed that overcrowding due to a shortage of classrooms had made it difficult for schools under study to implement positive discipline strategies.

According to Demuth (2011), a lack of parental guidance among learners was a primary contributing factor to the ineffective implementation of discipline strategies in schools. He

stated that the American Psychological Association had highlighted that, during the last thirty years, children had lost approximately twelve hours of parental time a week; more parents were working, and those parents were working longer hours. Parents had come home stressed out from their jobs and failed to spend quality time with their children, nurturing and training them in manners, morals, and respect for people and property. Training children to follow rules and to understand what occurs when rules are ignored starts at home, as does teaching them to take personal and social responsibility for their activities. Inadequate social and linguistic development, combined with poor parenting skills, could lead to a kid exhibiting problematic behavior, according to the Irish National Teachers' Organisation (2004). In the child's environment, this behavior could be employed as a survival strategy. The results of research conducted in South Africa also showed that a lack of parental guidance had harmed the maintenance of discipline in the schools under investigation. It had been discovered that parents had delegated their responsibilities for child discipline to instructors (Chauke, 2009; Matseke, 2008; Mtsweni, 2008; Serakwane, 2007; Nene, 2013). Thus, if parents do not provide guidance to their children on how to behave in various situations, schools' efforts to maintain positive discipline will be futile. Maintaining constructive discipline necessitates collaboration among all stakeholders in molding student behavior.

According to the Michigan Department of Education (2010), sustaining any school program could be difficult because barriers such as shrinking finances, dwindling resources, and competing demands on available time might hinder the implementation of intervention programs. McKevitt et al. (2012) stated that a lack of funding, limited time with students, restricted resources, pressure from numerous stakeholders, and the impact

of socio-political issues could all obstruct the implementation of positive behavior interventions in schools. In addition, Cowan, Rossen, Pollitt, and Vaillancourt (2013) argued that major budget cuts, along with widespread personnel shortages, had resulted in a reduction in access to school-employed mental health specialists in many schools and districts. In these districts, school counselors, school psychologists, school social workers, and school nurses frequently had learner-to-professional ratios that were substantially higher than what their respective professional organizations recommended. These experts' capacity to commit time to critical programs, such as school-wide preventative services (for example, bullying, violence, and dropout prevention), safety promotion, and long-term school development, was limited by poor ratios. Many districts lack programs for prevention and early intervention. As a result, the planned positive discipline intervention programs would not be implemented properly. School counselors were overworked, according to studies conducted by Nyamwange et al. (2012) in Kenya and Bechuke and Debeila (2012) in South Africa. Consequently, some learners did not have the opportunity to visit the school counselor. As a result, some students with behavioral issues might never receive assistance from the school counselor, making it difficult to sustain effective discipline in such instances.

The culture expected teachers and parents to model positive behavior for students. This expectation had not always been the case, as some students had accused some teachers of being regular drunkards (Murithi, 2010). Rayment (as described in Nene, 2013) reported that some parents were violent and abusive towards school workers, which had a detrimental impact on learner behavior. According to the findings of research conducted by Nene (2013) in South Africa, 10% of learner respondents said they had frequently seen

their parents arguing verbally or physically. As a result, failure by teachers and parents to model positive behavior in students might stymie the application of positive discipline measures in the classroom.

Insufficient guidance and counseling resources; a negative attitude towards guidance and counseling from learners, teachers, and school heads; a lack of adequate support from stakeholders for guidance and counseling programs; and insufficient training of teacher counselors on guidance and counseling were among the challenges faced by schools in implementing guidance and counseling programs to maintain positive discipline, according to the findings of studies conducted and mentioned above. As a result of the obstacles listed, it appeared that the implementation of guidance and counseling programs in some schools was hampered by a variety of issues. These problems have a bad influence on the preservation of positive discipline in schools. According to the mentioned literature, schools, no matter how hard they tried, had problems implementing good discipline tactics. This demonstrated that every program adopted in schools could be hampered by a variety of internal and external issues. So it was necessary for this study to include this component so that appropriate recommendations could be made to help schools overcome these problems.

2.5 Teachers Role in Positive Disciplining

It was vital that we analyze our own dispositions in order to contemplate how we might change our desires, address our student difficulties, and find ways to settle them without penalizing them. The personality fit between the student and the teacher had a significant impact on teacher-student relationships. There were a variety of ways that instructors could

use to deal with stress. According to Pascual, M. et al. (015), teachers and their students might manage their stress by doing the following exercises:

- Feathers and paper plates
- Shake, count, and clap
- Cool My Soup
- Smell the flowers.
- Blow out the candles.

2.6 Positive Discipline

Positive discipline teaches children and adults' vital social and life skills in a courteous and supportive manner (including parents, teachers, childcare providers, youth workers, and others). Positive discipline is a program that teaches young people how to be responsible, courteous, and resourceful community members.

(<http://www.positivediscipline.com/dr-jane-nelsen>)

Jane Nelsen gave the following criteria for "effective discipline that teaches":

The tools and concepts of positive discipline include:

- Determining the belief that underpins the conduct Rather than aiming to modify behavior, effective discipline recognizes why children behave the way they do and tries to change those beliefs.
- Communication and problem-solving abilities
- Educative discipline is neither permissive nor punitive.

- Mutual admiration. Adults model firmness by honoring themselves and the situation's requirements, as well as kindness by respecting the child's needs.
- Concentrating on solutions rather than punishment.
- Perseverance (instead of praise) Encouragement recognizes effort and progress rather than merely accomplishments, and it fosters long-term self-esteem and empowerment.

Unique characteristics of the positive discipline model also include:

- Consistent classroom disciplinary programs and parent education programs. Parents, schools, and daycare providers can collaborate to offer a safe, predictable environment for kids.
- Using experiential activities to teach adults and pupils Providing opportunities for students to practice new abilities and learn by doing
- Low-cost training and continuing support so that community members can educate each other on how to use positive discipline.
- Nationally certified trainers who can work with communities and schools.

2.7 Promoting Positive Behavior in Schools

Key issues in fostering positive discipline in schools were highlighted by Harper, Horno, LandSDown, Martin, Newell, and Nilsson (2005):

- Adult behavior is defined as mature behavior.
- Winning cooperation and lowering educator stress

- A well-thought-out, whole-school strategy
- Curriculum is important.
- Promoting equity and respect
- Children's motivation
- Rewarding rather than punishing
- Collaborative rule-making
- Respecting rights as a reciprocal process
- Children as a source of information

2.8 Legislations

In its most recent assessment and recommendation against the UNCRC's third and fourth periodic reports, "The Committee on the Rights of Children" urged the Pakistani legislature to repeal Section 89 of the Pakistan penal code and to launch an extensive public awareness campaign on the negative effects of corporal punishment on child development. In 2013, the Sindh Provincial Assembly approved the "Forbiddance of Corporal Punishment Act," prohibiting corporal punishment in both public and private schools. A bill called the "Denial of Corporal Punishment Act 2013" was introduced in the National Assembly and was typically passed by the chamber. The Child Protection System Bill for Islamabad Capital Territory was passed by the Senate's lower chamber in May 2014. Article 38 of the Bill outlawed flogging: "Flogging was outlawed in all of its forms and manifestations, and its instruction in any form was prohibited." However, the definition of physical discipline declared that it encompassed any area that had achieved a certain level of seriousness

(emphasis added): "Beating" referred to the intentional use of physical force with the intent of inducing a high level of torment or tension in order to teach, adjust and control, change behavior, or in the conviction of training or raising a child, which either causes or has a high probability of causing damage, mental mischief, mal-advancement, or hardship. The Prohibition of Corporal Punishment Act in Gilgit Baltistan prohibits all forms of corporal punishment against children in substitute care settings.

The Prohibition of Corporal Punishment Act was passed on February 20, 2017 in Islamabad Capital Territory. For this demonstration, the meaning of beating was taken from the Committee on the Rights of the Child's General Comment No. 8, and Article 3(2) stated: "Despite anything contained in Section 89 of the Pakistan Penal Code, 1860 (Act XLV of 1860) and any other law currently in force, whipping of children by any individual was prohibited in all of its structures, in schools and other educational organizations, both formal and non-formal, both government and private. Child care foundations were defined as "an organization, an orphanage, or a place of welfare that houses at least one child for the purpose of providing alternative care or child care and may include a children's home or haven on a permanent or temporary basis, whether open or private, enlisted or unregistered." "The framework given in the Juvenile Justice System Statute, 2000 (XXII of 2000)" is how the adolescent justice system was described. "Other non-physical methods of discipline that are unfeeling and corrupting" are included in the prohibition. In January 2017, the Sindh provincial assembly enacted the Sindh Prohibition of Corporal Punishment Act, which was later declared on March 22, 2017.

The Punjab Training Division had stated that incidents of flogging in schools would not be tolerated without genuine results and that serious action would be taken against teachers

who support it under the Punjab Removal from Service Ordinance 2000. (Daily Times, 2005). In Pakistan, a few stages had been implemented that included instructor penalties. Academicians, analysts, and specialists had slammed the use of notifications by teachers in schools. Analysts had accepted mental pharmaceuticals such as time out, positive and negative support, token economy, overrectification, overlooking, and strain cleaning through cleverness to revise or limit undesirable behavior. It was well acknowledged that increased violence in schools had contributed to excessive physical discipline.

The Balochistan Child Protection Bill 2015 (Bill No. 10 of 2015) was passed by the Provincial Assembly of Balochistan on November 7, 2016, and was signed into law by the Governor of Balochistan on November 15, 2016. It is known as "The Balochistan Child Protection Act, 2016. ACT NO. VII OF 2016" and protects children in Balochistan from all forms of physical or mental violence, injury, neglect or negligent treatment, maltreatment, or exploitation. Despite the fact that some countries, including Pakistan, have stated their opposition to corporal punishment, school shootings and violence have recently increased. Regardless of anti-violence crusades, such incidents are on the rise, as evidenced by the recent shooting spree at Virginia Tech University, which claimed the lives of 33 people, including the suspected gunman (BBC, April 17, 2007). In the eastern German city of Erfurt, 14 instructors, two pupils, and a security guard were killed in a shocking school massacre when an ex-student went on a shooting rampage at his former school (BBC News, April 26, 2002). Every one of these events implied that if instructors monitor students' unhealthy behavior in educational institutions, such a slaughtering scenario might be confined to amazing survival. It is widely known that such incidents occur as a result of educators' disappointing processes for dealing with disheartened students. Several

countries, including Norway, Denmark, and Finland, have banned corporal punishment in schools because it is seen as a source of school violence (Larzelere, 1999).

According to the Gallup organization (1995), those adults, guardians, and teachers who were physically chastised as children are unwavering in their support for physical discipline, while those adults who were not subjected to physical orders are opposed to it (Hyman, 1988). It was discovered that 74% of parents hit their children under the age of five, and 90% of parents hit their children under the age of three (Wauchope, 1990). This mindset of parents motivates educators to implement such measures in schools in order to help pupils (Bauman, 1998). According to English legislation from 1970, educators should act as guardians when training children (Conte, 2000). When children are treated with mental systems, they learn more effectively, improve their ethical character, become more social, and learn better. Unfortunately, many educators believed that physical discipline was the most effective way to keep up with teaching, and they did not use mental standards to manage children (Hyman, 1977).

However, according to the majority of family doctors and pediatricians, corporal punishment might not be effective in permanently correcting poor behavior (Bauman, 1998). According to Climinillo (1988), without whipping order, concerns with educator security may arise, which is why instructors must be allowed to act like parents, as parents are permitted to physically discipline their children according to religious perspectives (Conte, 1998). Regardless of these discoveries, the teachers' perspective in Pakistan is the same: punishment is the only workable toll for resolving trouble-making students. Pakistan expressed its sense of responsibility to end all physical punishment of children at a meeting of the South Asia Forum in July 2006, bringing the 2005 provincial debate of the United

Nations Study on Aggression Against Children into the home. In 2014, the government reprised its role in law reform by launching a national fight against beating, and charges that included preclusion in a few contexts were being considered.

"Nothing done in accordance with some basic advantage of a man under twelve years of age or of unsound identity by or with the consent, either express or recommended, of the gatekeeper or other individual having honest to goodness charge of that individual is an offense by reason of any insidiousness which it may cause, be relied upon by the expert to cause, or be known by the specialist to reasonable justification to that persuasion," according to Article 89 of the Penal Code. Similar provisions have been made in various common laws, such as:

- Neglected Children Act 2004, Article 35 of the Punjab Destitute
- Sindh Children Act 1955, Article 48
- Articles 33 and 44 of Khyber Pakhtunkhwa
- Child Protection and Welfare Act 2010

It was necessary to alter these arrangements in order to ensure that no law could be read as a security mechanism for the use of physical discipline on children. All forms of flogging, whether used by parents or other professionals, should be prohibited. On November 12, 1990, Pakistan commemorated and endorsed the United Nations Convention on the Rights of the Child (UNCRC), which encouraged states to "adopt all appropriate authoritative, managerial, and other measures for the use of the rights recognized in the present Convention." After the eighteenth Constitutional Amendment, it is the responsibility of the local government to ensure the enactment of legislation for children's insurance.

2.9 Summary

In this chapter, literature has been reviewed based on different research, findings of studies by different local NGOs, and annual reports of international organizations about the prevailing practices of positive disciplining in elementary schools and some challenges faced by schools to maintain positive discipline at schools. The preceding discussion in this chapter highlighted the relevance of strategies to maintain positive discipline in schools. The literature was also reviewed based on research questions. The chapter also focused on the implementation of strategies used to maintain positive discipline in schools. The strategies included having a code of conduct, guidance and counseling programs, teaching social skills, school-wide positive behavior support (SWPBS), communication, positive reinforcement, modeling positive behavior, and training 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 in the literature in this chapter. Various views were raised by the literature on the impact of monitoring and support that schools get from different stakeholders in the implementation of positive discipline strategies. The legislative prospects of Pakistan regarding corporal punishment have also been made part of this chapter. Finally, literature was consulted on challenges encountered by schools in the implementation of positive discipline strategies. It emerged from the literature that schools encountered numerous constraints in the implementation of positive discipline strategies. Chapter three, which follows, deals with the methodology adopted by this study.

CHAPTER 3

METHODOLOGY OF THE STUDY

3.1 Introduction

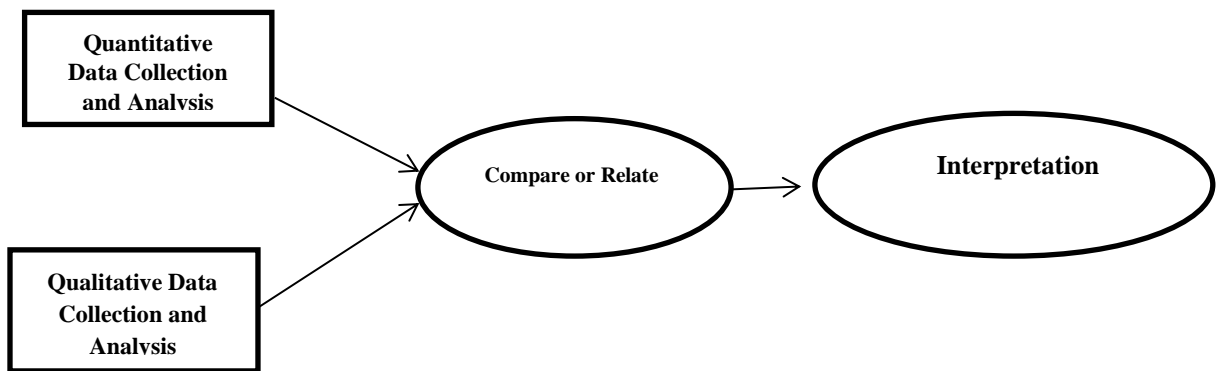
A research methodology is a pathway to systematically solve the research problem. It involves studying various steps that are generally adopted by a researcher in studying his or her research problem, along with the logic behind them (Kothari, 2004). Metz (as cited in Schram, 2003) adds that research methodology refers to the theory and analysis of how the investigation proceeds. Thus, this chapter presents the research methodology that was used in this study, which involves the research paradigm, research approach, research design, population, sample and sampling techniques, 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 justify their relevance to this study.

3.2 Research Design

A research design is a plan for 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 that moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used, and the analysis to be done. The choice of research design is based on the researcher's assumptions, research skills, and research practices and influences the way in which she or he collects data. Kothari (2004) adds that research design is the

conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. Thus, a research design permitted the researcher to tie up the theoretical paradigm, the research approach, and the methods of collecting data (Denzin & Lincoln, 2011).

A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell & Pablo-Clark, 2011).



Source: Convergent Parallel Mixed Methods Design (Creswell & Plano-Clark, 2011)

In view of the several research studies that used the convergent parallel mixed method, for example, 1) A Convergent Parallel Mixed Methods Study Measuring the Impact of Math-Economics Cross-Curricular Intervention by Kelli Leanne Kelley (Columbus State University, 2021). 2) A Convergent Parallel Mixed-Methods Study of Controversial Issues in Social Studies Classes: A Clash of Ideologies by Selcuk Besir Demir and Nuray Pismek (Cumhuriyet University, 2018) The researcher also used the convergent parallel mixed method in this study.

The focus of the study

The focus of the researcher's study was to examine the perceptions of heads, teachers, and students about school discipline practices, challenges, and remedies and solicit ideas for improvements. The study was conducted in selected elementary public schools in Rawalpindi District concerning discipline practices in elementary schools, focusing on grades 5 through 8. Heads and students were interviewed, and the views of teachers were obtained through closed-ended questions formulated on the basis of topics and research questions. This study was an attempt to identify the participants' perceptions of school discipline practices, challenges, and hence remedies.

The targeted population in this study were 301 school heads, 3320 school teachers, 38893 female students, and 29939 male students from 301 public sector elementary schools in Rawalpindi district. On the basis of the targeted population, the sample was selected using the Krejcie & Morgan table. Thus, the sample is comprised of 269 school heads, 341 teachers, 380 female students, and 378 male students. The current study adopted purposive sampling, which is a non-probability sampling technique. From the sample, the required data were collected as follows: i) From heads through face-to-face semi-structured interviews. ii) from teachers through questionnaires, and iii) from students through focus group discussions. Due to a sensitive issue and social norms, some heads were not willing to participate in this study. These heads also did not grant permission to the researcher to approach their students and even teachers. All the participants were briefed about the nature of the study before time, and after seeing their willingness to participate in this study, the researcher moved forward to collect the required data. Before approaching the selected public sector elementary schools, formal written permission was obtained from the District

Education Authority Rawalpindi (elementary wing). The same permission was also obtained from the heads of the selected public elementary schools. The researcher developed general interview guides and questionnaires and pilot tested the instruments with several heads, teachers, and students who were not included in the sample. The qualitative approach to this study allowed the researcher to describe in depth the perceptions and thoughts expressed by the concerned participants about school discipline practices and challenges.

To be trustworthy, qualitative studies must satisfy the constructs of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). To ensure trustworthiness, all interview questions were piloted, and a panel of heads, teachers, and students were asked to determine if the questions were appropriate. The researcher kept the names of schools, teachers, heads, and students confidential, and all names of persons and places throughout the study have been replaced with pseudonyms to protect the privacy of participants and to assure their continued anonymity. To know the legislative position about the ban on corporal punishment and positive discipline practices in schools, the researcher went through the acts passed by the national assembly of Pakistan and the provincial assemblies of Pakistan. This was done by going through the related documents.

Data Collection

The researcher used a general interview guide because it allowed him to provide a common set of topics from which data were collected to determine the exact workings or sequencing of interview questions. Responses from questionnaires and interviews with each participant were included in the data collection. The qualitative method of gathering a rich description

of school discipline practices afforded the researcher the opportunity to look at similarities and differences, as well as points of uniqueness, as data were collected.

Data Analysis

It was determined that a mixed-methods research design approach would be most appropriate. Hence, data were analyzed by applying a convergent parallel design, as the same design has been used by a number of researchers who conducted their research on positive discipline in schools. In a convergent parallel design, the data gathered through qualitative and quantitative methods were fused together at a later stage to obtain a very clear picture of the results of the current study. Because of the nature of the study, the researcher sought to enhance the accuracy of the themes by providing supporting data for those themes in the participants' own words. The primary data from in-depth, open-ended interviews were quotations. What people say, what they think, how they feel, what they have done, and what they know—these are the things one can learn (Patton, 1983).

3.3 Population, sample and sampling techniques

3.3.1 Population

Creswell (2009) views the population as that group in 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 was 301 school heads, 3320 school teachers, 38893 female students, and 29939 male students from 301 public sector elementary schools in Rawalpindi district. The researcher personally visited the office of the district education authority in Rawalpindi (elementary wing) to collect data. The collected data were also

verified on the official website (<https://schools.punjab.gov.pk>) of the school education department of the government of Punjab. The collected data is based on the academic year 2021–2022. The same is shown in table form as under:

Table 3.1 Population (Male)

Level	Schools	Enrolment	Teachers	Heads
Elementary	128	29939	1600	128

([https //schools.punjab.gov.pk](https://schools.punjab.gov.pk))

Table 3.2 Population (Female)

Level	Schools	Enrolment	Teachers	Heads
Elementary	173	38893	1720	173

([https //schools.punjab.gov.pk](https://schools.punjab.gov.pk))

3.3.2 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 defined sampling as the process used to select a portion of the population for study. Mason (2002) pointed out that sampling is a systematic, principle-based procedure used to make well-considered selections that enable a researcher to gain access to relevant data sources. Mason (2002) further explained that data sources related to a relevant wider population and a researcher’s choices need to then be linked meaningfully to a wider context. Mason’s (2002) view implied that researchers' choices should be based on well-thought-out principles that were justified by the intentions of the nature of what needed to be examined in terms of depth, circumstance, and the purpose for which the results needed to be used. The question of the relevance of information sources was paramount because, in research, credibility counts and sources must be relevant for the data yielded to be dependable. Mason (2002) also

referred to relating research to a wider research population, which happened in quantitative studies, whereas in qualitative studies, generalizability was not to the wider population but was limited to theories only (Drew, Hardman, & Hosp, 2008).

Thus, for qualitative samples, researchers were 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) explained that researchers have done sampling because limited resources or time often prevent them from studying an entire population. The strengths of using sampling, as stated by Karavakas (2008), were that it made the research feasible and enabled the researcher to organize the research with ease. He added that sampling reduced the costs of research and saved time. Curtis et al. (2000) maintained that qualitative samples were small and studied intensively, and each one typically generated a large amount of information. A well-selected sample, therefore, always positively contributed to the credibility of the findings in any given research. Cohen et al. (2007), who believed that whenever good sampling was done following recommended sampling procedures, it would be possible for the researcher to replicate the results, showed this. This was an important aspect of confirming the authenticity of the results, especially with a qualitative approach.

The sample in this study is comprised of 269 school heads, 341 teachers, 380 female students, and 378 male students. This was because a sample of this size was suitable to develop insights and an 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 purpose-based (Mason, 2002; Patton, 2002). Patton (2002) suggested that the logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information-rich cases were those from which one could 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 two hundred and sixty-nine public sector elementary schools. The researcher relied on information provided by the office of the district education authority in Rawalpindi. Nieuwenhuis (2007) observed that qualitative research was generally based on nonprobability 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) added that purposive sampling was choosing people who had a unique perspective or occupied 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 based on their unique perspectives and roles pertaining to practices used to maintain positive discipline in selected public sector elementary 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 that enabled detailed exploration and understanding of the central themes and puzzles that the researcher wished to study (Ritchie et al., 2003). Although purposive selection involved 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, school heads, schoolteachers, and students were selected because they possessed a deeper understanding of the implementation of strategies used in elementary schools to maintain positive discipline. The participants were also chosen to ensure diverse perspectives.

Through face-to face interviews, questionnaires, and documentary analysis, the researcher was able to get the lived experiences and perceptions of participants on the implementation of strategies used in elementary schools to maintain positive discipline. The ever-increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size, and this demand was fulfilled by Krejcie and Morgan (1970); the same table has been used in sampling. Due to social constraints and being a sensitive study, some heads neither participated in the study nor allowed to approach the classes, particularly female heads, who hesitated to cooperate in this regard. Both the targeted and responded samples are shown below in table form.

3.4 Male Data

Table 3.3 Targeted Sample

Level	Schools	Enrolment	Teachers	Heads
Elementary	96	378	150	96

Table 3.4 Respondent sample

Level	Schools	Enrolment	Teachers	Heads
Elementary	78	311	144	78
	(Response rate in percentage 81%)	(Response rate in percentage 82%)	(Response rate in percentage 96%)	(Response rate in percentage 82%)

3.5 Female Data

Table 3.5 Targeted sample (Female)

Level	Schools	Enrolment	Teachers	Heads
Elementary	173	380	191	173

Table 3.6 Responded Sample (Female)

Level	Schools	Enrolment	Teachers	Heads
Elementary	121	266	177	121
	(Response rate in percentage 70%)	(Response rate in percentage 70%)	(Response rate in percentage 93%)	(Response rate in percentage 70%)

3.6 Data collection instruments and procedures

To gain access to conduct the study, the researcher acquired an introductory letter from the concerned university (International Islamic University Islamabad) to confirm the intention of the researcher to conduct a study in Rawalpindi district public elementary schools. The researcher then applied to the district education authority's office for permission to conduct the study in selected elementary schools. A copy of the university letter was attached to the application letter. When the clearance letter from the district education authority was issued to the researcher, he then proceeded to meet the participants in selected elementary schools. However, before interacting with the participants in schools, the researcher first of all met the school head, produced the clearance letter from the district education authority, explained the purpose of the study, and sought permission to conduct face-to-face interviews with the respondents, including school heads.

Data collection is an essential component of conducting research (Kajornboon, 2005). Data collection can be derived from a number of methods and instruments, which include interviews, focus groups, surveys, telephone interviews, field notes, taped social interaction, and questionnaires (Heaton, 2004). By and large, it is also very difficult to choose the best instrument for data collection (Kajornboon, 2005). Therefore, which data collection instrument to use often depends on 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 and questionnaires.

3.6.1 Face-to-face interviews

An interview is a two-person conversation that is initiated by the interviewer for the specific purpose of obtaining relevant research information from the researcher (Creswell,

2009). According to MacDonald and Headlam (2009), interviews were a qualitative method of research often used to obtain the interviewees' perceptions and attitudes toward 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 and students—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) expounded that interviews resemble everyday conversations, although they were 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 they 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) emphasized that the key issue with interviewing was making decisions about who the key participants were to talk to and what type of interview the researcher was going to use. Cohen et al. (2000) stated the different types of interviews as structured interviews, semi-structured interviews, and unstructured interviews. A structured interview is sometimes called a standardized interview. This type of interview follows a set of specific questions that are worked through systematically, and these same questions are asked of 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 of the answer given in order to gain a deep understanding of the issues pertaining to strategies used in elementary 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 the maintenance of positive discipline in selected public sector elementary 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 that guided the research had a list of the key questions the interviewer liked to cover, along 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 that truly reflects 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, elementary 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 share their views, feelings, opinions, and experiences on the implementation of strategies used in elementary 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 researcher took notes during each interview (Wahyuni, 2012). The researcher 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 school heads. Using semi-structured interviews assisted the researcher in refocusing the discussion to gain accurate information from participants through rephrasing questions and observing non-verbal cues such as facial expressions.

3.7 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, behaviors, opinions, 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 purposefully, 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 students, who were comprised of 380 female and 379 male students. 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 practices of strategies used in elementary 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 students were divided into 14 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 discussing 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 while also controlling the process to bring everyone in, prevent dominance, and steer 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 of focus group interviews. This can be done through the use of a tape recorder or by taking notes (MacDonald & Headlam, 2009; Mack, Woodson, MacQueen, Guest, & Namey, 2005). In the current study, the researcher ensured that he got participants' permission to record the sessions. The researcher noted down the main points at the moment to minimize 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 minimized discussions outside of the implementation of strategies used in elementary 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 revision 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 practices of strategies used in elementary 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 among 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 elementary 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 accept 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 and arrived early for appointments so that the group discussions commenced and ended on schedule. 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, 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 at a time convenient to them.

3.8 Document analysis

Documents are standardized artifacts in various formats that 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 that serve as institutionalized traces of activities that take place in an institution (Flick, von Kardoff & Steinke, 2004; Hancock et al., 2009). Researchers analyze written documents that 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 a 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 or 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, parents-teacher meetings (PTM) minutes, and minutes of staff meetings.

3.9 Quantitative Data

Quantitative data is information that can be counted or measured—or, in other words, quantified—and given a numerical value. Quantitative data is used when a researcher needs to quantify a problem, and answers questions like “what,” “how many,” and “how often.”

Data were collected from sample through questionnaire and interview regarding positive discipline. The researcher, after getting permission letter from the directorate of education (elementary wing) Rawalpindi, personally visited and collected the data from respective sample.

3.10 Questionnaire

The questionnaire was designed to collect information about the positive disciplining in schools: practices, challenges and remedies from teachers. The Questionnaire was used for achievement of objectives number one, two, three and four.

There were four sections in questionnaire. Questions in section one of the questionnaire addressed research questions regarding practices of positive discipline strategies in sample public elementary schools.

Questions in section two of the questionnaire addressed research questions regarding issues of positive discipline strategies in sample public elementary schools.

Questions in section three of the questionnaire addressed research questions regarding challenges of positive discipline strategies in sample public elementary schools.

Questions in section four of the questionnaire addressed research questions regarding remedial strategies to maintain positive discipline in sample public elementary schools.

Each section of questionnaire was composed of fifteen relevant questions and hence there were a total of sixty questions.

3.10.1 Validity and Reliability of Questionnaire

Validity is defined as a measure of truth or falsity of the data obtained through using the research instrument. (Burns & Grove, 2001). The validity of questionnaire was determined with the consultation with experts and personal experiences of the researcher. Valuable suggestions and recommendations i.e. re-phrasing of a few statements and substitution of difficult words to make the questionnaire easily understandable for respondents were incorporated in the questionnaire. Feedback of the worthy experts in the form of suggestions, additions, and modifications was carefully considered and included in the questionnaire, which was found appropriate.

Reliability is the degree of consistency with which the instrument measures an attribute (Hungler & Polit, 1999). Reliability of the questionnaire the Cronbach Alpha for five point Likert scale was estimated for the questionnaire. Cohen and Morison (p.7) maintained that a questionnaire is considered highly reliable if Cronbach Alpha range is .8-.9. The reliability of the questionnaire was investigated by Split-half test, using SPSS (Version, 24). Internal consistency and reliability of the survey questionnaire were checked through Cronbach's alpha and the overall reliability was found as .83.

3.11 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 he 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 organizing and working with the data, breaking them into manageable units, coding and synthesizing them, and searching for patterns (Bogdan & Bilken, 2007). Data analysis was conducted to reduce, organize, 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 elementary 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 summarizing 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 analyzed 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 analyzed 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 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 the data soon after the interviews had been completed, while still remembering the whole process. During transcription, the researcher relied on the written notes he took during the interview, then transcribed the data. The familiarity with data and attention to what was actually there or what was expected facilitated realizations or ideas that emerged during data analysis (Bailey, 2008).

3.12 Credibility and Trustworthiness

In qualitative research, when researchers speak of "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 his 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 the triangulation of data (Guba & Lincoln, 2005). A single method can never adequately shed light on a phenomenon under study. Using multiple methods facilitated a deeper understanding of

the practices used to maintain positive discipline in elementary schools (Cohen & Crabtree, 2006). Accordingly, data triangulation was realized through the 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 written notes to come up 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 for 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 confirmability, the researcher offered a self-critically reflexive analysis of the methodology used in the research.

3.13 Ethical considerations

Ethics has become a cornerstone for conducting effective and meaningful research. As such, the ethical behavior 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) state 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: 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 and 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.

3.14 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' rights to privacy were protected to ensure confidentiality. The term confidentiality refers to control over access to information and the guarantee that data will not be shared with unauthorized 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 unauthorized persons. Babbie and Mouton (2005) advise researchers not to disclose participants' identities, links, or what they say to reveal who said it. The authors maintain that the researcher should not be able to identify a given response from 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, he did not divulge them; instead, codes were used in place of names in order to disguise the identity of the participants. Data collected during face-to-face interviews, focus group interviews, and document analysis was secured by keeping all information obtained during the study confidential. The methodology adopted by the study was discussed in this chapter under various headings that included the research paradigm that directed the focus of the study. The next chapter focuses on data analysis and presentation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter presents the analysis of the collected data. The main purpose of this chapter is to amass the data collected through interviews and questionnaires and present it in line with the research questions that guided the study. The study sought to examine the existing practices of positive discipline, challenges in establishing positive discipline, and remedial actions to establish positive discipline in elementary schools in Rawalpindi District. Basically, the study envisaged responding to the research questions based on the existing practices of positive discipline used in elementary schools and the challenges faced in implementing positive discipline and, hence, exploring remedial actions to establish positive discipline in elementary schools. The study sample consisted of 380 female students, 378 male students, 341 teachers, and 269 heads. Purposive sampling was used in the study to select participants from the population.

This chapter deals with the research designs of the study; it completely explains the methodological and philosophical underpinnings about the research. The detail about participant selection, data management, participant selection, data analysis and research site is included in this section as well. Keeping in view the nature of the question strong consideration has been given to insure the ethical issues and validity of research findings. In spite of that; the overall research design is consistent with methodological and philosophical underpinnings in this thesis because the research is qualitative in nature. The selection criteria and justification of the sample is also mentioned in this chapter.

4.1 Quantitative Data Analysis

Table 4.1 the *teachers involve students in establishing class room rules and procedures*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	175	79	53	8	6	321	1
Percentage	55	25	15	3	2	100	

Table 4.1 depicts that 80% teachers agreed and 5% teachers disagreed while 15% teachers were undecided that they involve students in establishing classroom rules and procedures. The mode value was 1, which shows strong agreement with statement. Hence, it was found that the teachers involve students in establishing class room rules and procedures.

Table 4.2 the *teachers share with the students the reasons behind the disciplinary approaches, they use*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	90	151	2	56	13	321	2
Percentage	28	47	1	20	4	100	

Table 4.2 depicts that 75% teachers agreed and 24% teachers disagreed while 1% teachers were undecided that they share with the students the reasons behind the disciplinary approaches, they use. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers share with the students the reasons behind the disciplinary approaches, they use.

Table 4.3 the *teachers provide positive support to students for appropriate behaviour (e.g. special help, extra computer time, real rewards)*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	66	193	28	19	15	321	2
Percentage	21	60	9	6	5	100	

Table 4.3 depicts that 81% teachers agreed and 11% teachers disagreed while 9% teachers were undecided that they provide positive support to students for appropriate behaviour (e.g. special help, extra computer time, real rewards). The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the teachers provide positive support to students for appropriate behaviour (e.g. special help, extra computer time, real rewards).

Table 4.4 the *teachers make students aware of results for misbehaviour (e.g. loss of break time, extra class room time)*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	83	123	32	65	18	321	2
Percentage	26	38	10	20	6	100	

Table 4.4 depicts that 64% teachers agreed and 26% teachers disagreed while 10% teachers were undecided that they make students aware of results for misbehaviour (e.g. loss of break time, extra class room time).The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the teachers make students aware of results for misbehaviour (e.g. loss of break time, extra class room time).

Table 4.5 the *teachers use class time to reflect on appropriate behaviour with students as a group*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	45	182	55	20	19	321	2
Percentage	14	57	17	6	6	100	

Table 4.5 depicts that 71% teachers agreed and 12% teachers disagreed while 17% teachers were undecided that they use class time to reflect on appropriate behaviour with students as a group. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers use class time to reflect on appropriate behaviour with students as a group.

Table 4.6 the *teachers redirect inappropriate behaviour on the spot, using loud voice*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	79	160	44	18	20	321	2
Percentage	24	50	14	6	6	100	

Table 4.6 depicts that 75% teachers agreed and 12% teachers disagreed while 14% teachers were undecided that they redirect inappropriate behaviour on the spot, using loud voice. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers redirect inappropriate behaviour on the spot, using loud voice.

Table 4.7 the *teachers ignore misbehaviour that is not problematic to class*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	26	122	54	77	42	321	2
Percentage	8	38	17	24	13	100	

Table 4.7 depicts that 46% teachers agreed and 37% teachers disagreed while 17% teachers were undecided that they ignore misbehaviour that is not problematic to class. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers ignore misbehaviour that is not problematic to class.

Table 4.8 the *teachers use short verbal cues to stop misbehaviour (e.g. say student`s name aloud, use “shh” sound)*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	23	170	48	56	24	321	2
Percentage	7	53	15	17	8	100	

Table 4.8 depicts that 60% teachers agreed and 25% teachers disagreed while 15% teachers were undecided that they use short verbal cues to stop misbehaviour (e.g. say student`s name aloud, use “shh” sound). The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers use short verbal cues to stop misbehaviour (e.g. say student`s name aloud, use “shh” sound).

Table 4.9 the *teachers use nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive students)*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	61	104	70	61	25	321	2
Percentage	19	32	22	19	8	100	

Table 4.9 depicts that 51% teachers agreed and 27% teachers disagreed while 22% teachers were undecided that they use nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive students). The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers use nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive students).

Table 4.10 the *teachers send students to the principal`s office for misbehaviour*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	55	57	105	75	29	321	2
Percentage	18	18	32	23	9	100	

Table 4.10 depicts that 36% teachers agreed and 32% teachers disagreed while 32% teachers were undecided that they send students to the principal`s office for misbehaviour. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers send students to the principal`s office for misbehaviour.

Table 4.11 the *teachers send home teacher-to-parent communication letters or news letter regarding positive and negative aspects of their children`s behaviour*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	55	85	67	84	30	321	2
Percentage	17	27	21	26	9	100	

Table 4.11 depicts that 44% teachers agreed and 35% teachers disagreed while 21% teachers were undecided that they send home teacher-to-parent communication letters or news letter regarding positive and negative aspects of their children`s behaviour. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers send home teacher-to-parent communication letters or news letter regarding positive and negative aspects of their children`s behaviour.

Table 4.12 the *teachers send for parents to report inappropriate behaviour*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	36	119	70	64	32	321	2
Percentage	12	37	22	19	10	100	

Table 4.12 depicts that 49% teachers agreed and 29% teachers disagreed while 22% teachers were undecided that they send for parents to report inappropriate behaviour. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers send for parents to report inappropriate behaviour.

Table 4.13 the *teachers send for parents to report good behaviour*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	21	127	109	31	33	321	2
Percentage	7	40	33	10	10	100	

Table 4.13 depicts that 47% teachers agreed and 20% teachers disagreed while 33% teachers were undecided that they send for parents to report good behaviour. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the teachers send for parents to report good behaviour.

Table 4.14 the *teachers collaborate with parents on a home-school behaviour plan*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	24	138	100	25	34	321	2
Percentage	8	43	30	8	11	100	

Table 4.14 depicts that 51% teachers agreed and 19% teachers disagreed while 30% teachers were undecided that they collaborate with parents on a home-school behaviour plan. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers collaborate with parents on a home-school behaviour plan.

Table 4.15 the *teachers teach parents activities to do with students at home to reinforce good behaviour at school*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	40	135	86	24	36	321	2
Percentage	13	42	26	8	11	100	

Table 4.15 depicts that 55% teachers agreed and 19% teachers disagreed while 26% teachers were undecided that they teach parents activities to do with students at home to reinforce good behaviour at school. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers teach parents activities to do with students at home to reinforce good behaviour at school.

Table 4.16 the *teachers often face disrespect from students` parents*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	40	68	66	105	42	321	2
Percentage	13	21	20	33	13	100	

Table 4.16 depicts that 34% teachers agreed and 46% teachers disagreed while 20% teachers were undecided that the teachers often face disrespect from students` parents. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the teachers often face disrespect from students` parents.

Table 4.17 the *teachers face disorder line from students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	60	87	80	51	43	321	2
Percentage	19	27	25	16	13	100	

Table 4.17 depicts that 46% teachers agreed and 29% teachers disagreed while 25% teachers were undecided that they face disorder line from students. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the teachers face disorder line from students.

Table 4.18 *Whispering in class among students is common*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	59	132	31	55	44	321	2
Percentage	18	41	10	17	14	100	

Table 4.18 depicts that 59% teachers agreed and 31% teachers disagreed while 10% teachers were undecided that Whispering in class among students is common. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that Whispering in class among students is common.

Table 4.19 *the students are frequently indulge in the habit of stealing*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	74	80	55	55	57	321	2
Percentage	23	25	17	17	18	100	

Table 4.19 depicts that 48% teachers agreed and 35% teachers disagreed while 17% teachers were undecided that the students are frequently indulge in the habit of stealing. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the students are frequently indulge in the habit of stealing.

Table 4.20 *Non-academic/Non-professional duties imposed by government, burdened the teachers to focus on their real duty*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	57	118	61	43	42	321	2
Percentage	18	37	19	13	13	100	

Table 4.20 depicts that 55% teachers agreed and 26% teachers disagreed while 19% teachers were undecided that Non-academic/Non-professional duties imposed by government, burdened the teachers to focus on their real duty. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that Non-academic/Non-professional duties imposed by government, burdened the teachers to focus on their real duty.

Table 4.21 *Most of the students show absenteeism*

Description	SA	A	DA	SDA	Total	Mo
UN						
Frequency	46	126	77	35	321`	2
Percentage	14	39	24	11	100	

Table 4.21 depicts that 53% teachers agreed and 24% teachers disagreed while 23% teachers were undecided that Most of the students show absenteeism. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that most of the students show absenteeism.

Table 4.22 *Due to frequent transfer of teachers it becomes difficult to complete students` mentoring programme*

Description	SA	A	DA	SDA	Total	Mo
UN						
Frequency	30	128	95	37	321	2
Percentage	9	40	29	12	100	

Table 4.22 depicts that 49% teachers agreed and 22% teachers disagreed while 29% teachers were undecided that due to frequent transfer of teachers it becomes difficult to complete students` mentoring programme. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that due to frequent transfer of teachers it becomes difficult to complete students` mentoring programme.

Table 4.23 *Entangling with each other in class in the absence of teacher is a permanent issue in the students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	27	121	63	78	32	321	2
Percentage	8	38	20	24	10	100	

Table 4.23 depicts that 46% teachers agreed and 34% teachers disagreed while 20% teachers were undecided that entangling with each other in class in the absence of teacher is a permanent issue in the students. The mode value was 2, which shows strong agreement with statement. Hence, it was found that entangling with each other in class in the absence of teacher is a permanent issue in the students.

Table 4.24 *the teachers often face issue of restlessness in the students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	25	118	65	61	52	321	2
Percentage	8	37	20	19	16	100	

Table 4.24 depicts that 45% teachers agreed and 35% teachers disagreed while 20% teachers were undecided that the teachers often face issue of restlessness in the students. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the teachers often face issue of restlessness in the students.

Table 4.25 *Nervousness during the class is commonly found in the students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	42	102	87	62	28	361	2
Percentage	13	32	27	19	9	100	

Table 4.25 depicts that 45% teachers agreed and 28% teachers disagreed while 27% teachers were undecided that nervousness during the class is commonly found in the students. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that nervousness during the class is commonly found in the students.

Table 4.26 *Bullying, before the arrival of teacher in the class, is commonly found in the students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	94	75	25	50	77	321	1
Percentage	30	23	8	15	24	100	

Table 4.26 depicts that 53% teachers agreed and 39% teachers disagreed while 8% teachers were undecided that bullying, before the arrival of teacher in the class, is commonly found in the students. The mode value was 1, which shows strong agreement with statement. Hence, it was found that bullying, before the arrival of teacher in the class, is commonly found in the students.

Table 4.27 *The students are depressed in class environment*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	44	86	46	26	119	321	2
Percentage	14	27	14	8	37	100	

Table 4.27 depicts that 41% teachers agreed and 45% teachers disagreed while 14% teachers were undecided that the students are depressed in class environment. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the students are depressed in class environment.

Table 4.28 *The students always seemed dispirit in class*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	47	152	27	37	58	321	2
Percentage	15	47	8	12	18	100	

Table 4.28 depicts that 62% teachers agreed and 30% teachers disagreed while 8% teachers were undecided that the students always seemed dispirit in class. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the students always seemed dispirit in class.

Table 4.29 *The students often cheat me*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	48	110	68	40	55	321	2
Percentage	15	34	21	13	17	100	

Table 4.29 depicts that 49% teachers agreed and 30% teachers disagreed while 21% teachers were undecided that the students often cheat me. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the students often cheat the teachers.

Table 4.30 *The students behave angrily to me often*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	26	156	27	57	56	321	2
Percentage	8	48	9	18	17	100	

Table 4.30 depicts that 56% teachers agreed and 35% teachers disagreed while 9% teachers were undecided that the students behave angrily to me often. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the students behave angrily to the teachers often.

Table 4.31 *Due to plenty of subjects students always behave aggressive in class*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	52	173	2	79	15	321	2
Percentage	16	54	1	24	5	100	

Table 4.31 depicts that 70% teachers agreed and 29% teachers disagreed while 1% teachers were undecided that due to plenty of subjects students always behave aggressive in class. The mode value was 2, which shows strong agreement with statement. Hence, it was found that due to plenty of subjects students always behave aggressive in class.

Table 4.32 *To maintain discipline in overcrowded class is a serious challenge*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	71	151	68	16	15	321	2
Percentage	22	47	21	5	5	100	

Table 4.32 depicts that 69% teachers agreed and 10% teachers disagreed while 21% teachers were undecided that to maintain discipline in overcrowded class is a serious challenge. The mode value was 2, which shows strong agreement with statement. Hence, it was found that to maintain discipline in overcrowded class is a serious challenge.

Table 4.33 *Little emphasis on basic skills is a barrier to discipline students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	70	187	14	33	17	321	2
Percentage	22	58	6	10	5	100	

Table 4.33 depicts that 79% teachers agreed and 15% teachers disagreed while 6% teachers were undecided that little emphasis on basic skills is a barrier to discipline students. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that little emphasis on basic skills is a barrier to discipline students.

Table 4.34 *The students with weak economic condition back ground behave desperately in class*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	58	175	28	44	16	321	2
Percentage	18	54	9	14	5	100	

Table 4.34 depicts that 72% teachers agreed and 19% teachers disagreed while 9% teachers were undecided that the students with weak economic condition back ground behave desperately in class. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the students with weak economic condition back ground behave desperately in class.

Table 4.35 *Poor home school relationships becomes a challenge to discipline students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	72	184	26	25	14	321	2
Percentage	22	57	9	8	4	100	

Table 4.35 depicts that 79% teachers agreed and 12% teachers disagreed while 9% teachers were undecided that poor home school relationships becomes a challenge to discipline students. The mode value was 2, which shows strong agreement with statement. Hence, it was found that poor home school relationships becomes a challenge to discipline students.

Table 4.36 *Non availability of electronic AV aids is a cause of inattention of students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	73	121	27	86	14	321	2
Percentage	23	38	9	27	4	100	

Table 4.36 depicts that 79% teachers agreed and 12% teachers disagreed while 9% teachers were undecided that non availability of electronic AV aids is a cause of inattention of students. The mode value was 2, which shows strong agreement with statement. Hence, it was found that non availability of electronic AV aids is a cause of inattention of students.

Table 4.37 *Parental rejection of children has reflection in class room*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	110	94	66	34	17	321	1
Percentage	34	29	21	11	5	100	

Table 4.37 depicts that 63% teachers agreed and 16% teachers disagreed while 21% teachers were undecided that parental rejection of children has reflection in class room. The mode value was 1, which shows strong agreement with statement. Hence, it was found that parental rejection of children has reflection in class room.

Table 4.38 *Children from broken homes carry psychological symptoms*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	99	184	2	18	18	321	2
Percentage	31	56	1	6	6	100	

Table 4.38 depicts that 87% teachers agreed and 12% teachers disagreed while 1% teachers were undecided that children from broken homes carry psychological symptoms. The mode value was 2, which shows strong agreement with statement. Hence, it was found that children from broken homes carry psychological symptoms.

Table 4.39 *Violence of television is negatively affecting student's behaviour*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	92	178	4	23	24	321	2
Percentage	29	56	1	7	7	100	

Table 4.39 depicts that 85% teachers agreed and 14% teachers disagreed while 1% teachers were undecided that violence of television is negatively affecting student's behaviour. The mode value was 2, which shows strong agreement with statement. Hence, it was found that violence of television is negatively affecting student's behaviour.

Table 4.40 *The students belonging to single parent possess imbalance personality*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	108	98	68	23	24	321	1
Percentage	34	31	20	7	8	100	

Table 4.40 depicts that 65% teachers agreed and 15% teachers disagreed while 20% teachers were undecided that the students belonging to single parent possess imbalance personality. The mode value was 1, which shows strong agreement with statement. Hence, it was found that the students belonging to single parent possess imbalance personality.

Table 4.41 *There is a language barrier between teacher and non- native students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	126	87	32	51	25	321	1
Percentage	39	26	11	16	8	100	

Table 4.41 depicts that 65% teachers agreed and 24% teachers disagreed while 11% teachers were undecided that there is a language barrier between teacher and non- native students. The mode value was 1, which shows strong agreement with statement. Hence, it was found that there is a language barrier between teacher and non- native students.

Table 4.42 *Cultural differences among students is a hurdle to maintain discipline in class*

Description	SA	A	UN	DA	SDA	Total	MO
Frequency	107	105	25	57	27	321	1
Percentage	33	33	8	18	8	100	

Table 4.42 depicts that 66% teachers agreed and 26% teachers disagreed while 8% teachers were undecided that cultural differences among students is a hurdle to maintain discipline in class. The mode value was 1, which shows strong agreement with statement. Hence, it was found that cultural differences among students is a hurdle to maintain discipline in class.

Table 4.43 *the parents do not behave their children positively at home, the students reciprocate this at school*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	145	114	6	28	28	321	1
Percentage	45	36	2	8	9	100	

Table 4.43 depicts that 81% teachers agreed and 17% teachers disagreed while 2% teachers were undecided that the parents do not behave their children positively at home, the students reciprocate this at school. The mode value was 1, which shows strong agreement with statement. Hence, it was found that the parents do not behave their children positively at home, the students reciprocate this at school.

Table 4.44 *The parents are too busy to take interest of their children`s activities*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	88	142	5	58	28	321	2
Percentage	27	44	2	18	9	100	

Table 4.44 depicts that 71% teachers agreed and 27% teachers disagreed while 2% teachers were undecided that The parents are too busy to take interest of their children`s activities. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that The parents are too busy to take interest of their children`s activities.

Table 4.45 *The students from joint family system show poor behaviour at school*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	67	173	16	39	26	321	2
Percentage	21	54	5	12	8	100	

Table 4.45 depicts that 75% teachers agreed and 20% teachers disagreed while 5% teachers were undecided that the students from joint family system show poor behaviour at school. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the students from joint family system show poor behaviour at school.

Table 4.46 *The students must be involved in establishing rules and procedures*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	45	136	32	62	46	321	2
Percentage	14	42	10	19	15	100	

Table 4.46 depicts that 56% teachers agreed and 34% teachers disagreed while 10% teachers were undecided that the students must be involved in establishing rules and procedures. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the students must be involved in establishing rules and procedures.

Table 4.47 *The students must be made aware the reasons behind the positive strategy used by the teacher*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	45	165	6	83	22	321	2
Percentage	14	51	2	26	7	100	

Table 4.47 depicts that 65% teachers agreed and 33% teachers disagreed while 2% teachers were undecided that the students must be made aware the reasons behind the positive strategy used by the teacher. The mode value was 2, which shows strong agreement with statement. Hence, it was found the students must be made aware the reasons behind the positive strategy used by the teacher.

Table 4.48 *The students must be provided positive reinforcement so that they may behave appropriate in class*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	64	146	67	20	24	321	2
Percentage	20	46	20	6	8	100	

Table 4.48 depicts that 66% teachers agreed and 14% teachers disagreed while 20% teachers were undecided that the students must be provided positive reinforcement so that they may behave appropriate in class. The mode value was 2, which shows strong agreement with statement. Hence, it was found the students must be provided positive reinforcement so that they may behave appropriate in class.

Table 4.49 *The teachers must be trained in line of positive behaviour*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	100	171	6	20	24	321	2
Percentage	31	53	2	6	8	100	

Table 4.49 depicts that 84% teachers agreed and 14% teachers disagreed while 2% teachers were undecided that the teachers must be trained in line of positive behaviour. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the teachers must be trained in line of positive behaviour.

Table 4.50 *The parents must be taught about positive behaviour*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	66	202	7	22	24	321	2
Percentage	20	63	2	7	8	100	

Table 4.50 depicts that 83% teachers agreed and 15% teachers disagreed while 2% teachers were undecided that the parents must be taught about positive behaviour. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the parents must be taught about positive behaviour.

Table 4.51 *The syllabus must be reduced to level of students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	47	153	45	27	49	321	2
Percentage	15	48	14	8	15	100	

Table 4.51 depicts that 84% teachers agreed and 14% teachers disagreed while 2% teachers were undecided that the syllabus must be reduced to level of students. The mode value was 2 , which shows strong agreement with statement. Hence, it was found that the syllabus must be reduced to level of students.

Table 4.52 *The use of electronic AV aids be used frequently to engage students actively*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	54	183	4	31	49	321	2
Percentage	17	57	1	10	15	100	

Table 4.52 depicts that 74% teachers agreed and 25% teachers disagreed while 1% teachers were undecided that the use of electronic AV aids be used frequently to engage students actively. The mode value was 2 , which shows strong agreement with statement. Hence, it was found the use of electronic AV aids be used frequently to engage students actively.

Table 4.53 *The school timing must be reduced according to age bracket of students*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	24	172	31	41	53	321	2
Percentage	8	52	10	13	17	100	

Table 4.53 depicts that 60% teachers agreed and 30% teachers disagreed while 10% teachers were undecided that the school timing must be reduced according to age bracket of students. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the school timing must be reduced according to age bracket of students.

Table 4.54 *The parents must also be involved in students matters*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	40	129	59	35	58	321	2
Percentage	13	40	18	11	18	100	

Table 4.54 depicts that 53% teachers agreed and 29% teachers disagreed while 18% teachers were undecided that the parents must also be involved in student's matters. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the parents must also be involved in student's matters.

Table 4.55 *A strong and clear communication system regarding student behaviour among school and parents must be established*

Description	SA	A	DA	SDA	Total	Mo
UN						
Frequency	86	125	20	29	61	321
Percentage	27	39	6	9	19	100

Table 4.55 depicts that 66% teachers agreed and 6% teachers disagreed while 28% teachers were undecided that a strong and clear communication system regarding student behaviour among school and parents must be established. The mode value was 2, which shows strong agreement with statement. Hence, it was found that a strong and clear communication system regarding student behaviour among school and parents must be established.

Table 4.56 *The number of students in a class must not be more than 15*

Description	SA	A	DA	SDA	Total	Mo
UN						
Frequency	43	106	60	54	58	321
Percentage	13	33	19	17	18	100

Table 4.56 depicts that 46% teachers agreed and 35% teachers disagreed while 19% teachers were undecided that the number of students in a class must not be more than 15. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the number of students in a class must not be more than 15.

Table 4.57 *The number of teacher mentors at school must be increased*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	43	136	60	22	60	321	2
Percentage	13	42	19	7	19	100	

Table 4.57 depicts that 55% teachers agreed and 26% teachers disagreed while 19% teachers were undecided that the number of teacher mentors at school must be increased. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the number of teacher mentors at school must be increased.

Table 4.58 *The parents must monitor the length of screen time of the children at home*

Description	SA	A	UN	DA	SDA	Total	Mo
Frequency	44	148	50	19	60	321	2
Percentage	14	46	15	6	19	100	

Table 4.58 depicts that 60% teachers agreed and 25% teachers disagreed while 15% teachers were undecided that the parents must monitor the length of screen time of the children at home. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the parents must monitor the length of screen time of the children at home.

Table 4.59 *The students must be awarded rewards to maintain their attraction in class*

Description	SA	A	DA	SDA	Total	Mo
	UN					
Frequency	31	166	50	20	54	321
Percentage	10	52	15	6	17	100

Table 4.59 depicts that 62% teachers agreed and 23% teachers disagreed while 15% teachers were undecided that the students must be awarded rewards to maintain their attraction in class. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the students must be awarded rewards to maintain their attraction in class.

Table 4.60 *The school must develop a written policy about zero tolerance for bullying and post it on a public board*

Description	SA	A	DA	SDA	Total	Mo
	UN					
Frequency	30	152	68	17	54	321
Percentage	9	47	21	6	17	100

Table 4.60 depicts that 56% teachers agreed and 23% teachers disagreed while 21% teachers were undecided that the school must develop a written policy about zero tolerance for bullying and post it on a public board. The mode value was 2, which shows strong agreement with statement. Hence, it was found that the school must develop a written policy about zero tolerance for bullying and post it on a public board.

4.1.1 Summary of Quantitative data analysis

The questionnaire was consisted of sixty items under the headings of practices, challenges, issues and remedies with reference to positive discipline. In the following pages a summary is being presented about the responses of targeted sample. While analyzing the practices regarding positive behavior it was found that the teachers involve, in establishing class room rules, disciplinary measures and provide positive support to their students. They make students aware of results for inappropriate behavior and correct them by using nonverbal cues on the spot. And even then if there is any problematic student then such a student is send to principal office under the intimation of parents. The report of disciplined students is communicated to parents.

While analyzing the issues regarding positive behavior, most of the sample teachers were of the opinion that they often face, disrespect from students` parents, disorder line from students. The frequent engagement of teachers in nonprofessional duties is another issue.

Whispering and absenteeism on the students` end is also an issue. Frequent transfer of teachers results in incompleteness of students` mentoring programmes. Bullying, before the arrival of teacher in the class, is commonly found in the students.

While analyzing the challenges faced by teachers in maintaining positive discipline in classroom following factors were revealed by most of the sample teachers that the students behave aggressively in the class due to, plenty of subjects, overcrowded classes, absence of basic skills and lengthy school hours. The students, from broken or joint family, with weak economic condition, with parental rejection carry psyche issues. The students are more attractive towards electronic AV aids which are not available in the sample schools.

At home students spend a lot of time using television. Parents are busy from morning till evening and have no time to take care of their younger children. Rawalpindi being a capital city attracts a lot of families from other provinces, hence there is a cultural difference and language barrier between teacher and non- native students.

While analyzing the remedies regarding positive behavior it was found that the discipline may be established in class by, involving the students in formulating rules, making students aware of the reasons behind the positive strategy, providing positive reinforcement, training teachers and parents in line of positive behavior, reducing number of subjects, reducing school timing, engaging students with electronic AV aids, involving parents in students' matters, developing an effective communication system among school and parents regarding student behavior, maintaining an appropriate size of class, increasing the number of mentor teachers, monitoring the length of screen time of the students at home, awarding rewards to attract the students and by developing a policy about zero tolerance for bullying.

4.2 Qualitative Data Analysis

Qualitative data analysis is a systematic process used to make sense of non-numerical or textual data, such as interview transcripts, written documents, audio recordings, images, videos, and more. This type of analysis aims to uncover patterns, themes, insights, and meanings within the data to gain a deeper understanding of the phenomenon being studied. It is commonly used in the social sciences, humanities, and other fields where a quantitative approach might not be suitable or sufficient.

4.2.1 Research Philosophy/Research paradigms.

Philosophical paradigms are basically frameworks that contain concepts, theories, assumptions, beliefs and principles that inform a discipline on how to interpret subject matter of concern (Bergman, 2010). The philosophical paradigms are around reality that is perceived or constructed by individual through the lens of social world. There are multiple constructions, perceptions and interpretation of the reality (Merriam, 1988, 1998, 2002). Each paradigm consists of ontological, epistemological and methodological assumptions. Ontology talks about the nature of reality which is being studied. It holds the division which comprises of socio- cultural behaviors' of entities. Epistemology is related with the nature of knowledge or information and guides how to acquire it (Saunders, 2011). In other words it is branch of philosophy which deals with awareness of a specific subject. Methodology considers the set of tools which will be implied to reach the exact information.

In this regard, there are two major paradigms or schools of thought i.e. positivism and interpretivism. The positivist school consider social science as single reality established through concrete process and assumes that in this process man is considered as responder. Further the positivist school of thought argues that social world is part of natural world and both can be studied with same method i.e. observation and experiment.

Contrary to this, interpretivists consider social science as composed of several realities based on the projection of human imagination and in this process man is considered as constructor or symbolic creator. Moreover, interpretivist argues that social world is composed of humans who have diverse interactions and thoughts. These interactions are dynamic due to conscious power of human beings to change their environment or are in best position to explain their environment and context.

Keeping interpretivist in view in this research the inductive reasoning approach has been applied in this thesis” the qualitative study relies on inductive to translate and interpret the meaning that can be derived from data collected for the research. In inductive reasoning the data is used to generate concepts and ideas or hypothesis. These ideas and hypothesis are used in theory building Reasoning which is sometimes, thus in inductive reasoning flows from data to theory i.e. specific to general (snape & spencer , 2003).

4.2.2 Research Strategy

The selection of research strategy in qualitative research depend upon the nature of research question is being investigated. From interpretivist paradigm, the possible research strategies are the grounded theory approach, ethnography, case study, ethnology etc. the research strategy for this thesis is case study approach due to the intricacy of the research question. Further, the case study approach suits when the nature of investigation is driven through inductive approach where your intention is to extend or contribute in existing theories from different contextual environment (Bryman and Bell, 2011).

Therefore, Case studies have become one of the most common ways to do qualitative inquiry (Stake, 1995) and the most frequently used approach for research in business and management as well as education discipline (Ghauri, 2004). “Case studies bring a deeper understanding about the phenomenon. The core objective of this research was to analyze the issue, current practices, challenges, remedies and implementation positive discipline in existing curriculum.

The cross case analysis is used in case study strategy which used to facilitate the comparison of differences as well as commonalities in the events and processes as well as

activities that are unit of analysis in the case study in qualitative research (Khan & VanWynsberghe, 2008).

4.2.3 Sample Design

The qualitative inquiry or qualitative study is used to explore and understand the meaning of the phenomenon from perspective of participants, so it is important to select the sample from which most can be learnt about the phenomenon (Merriam, 2002). In this research non probability i.e. purposive sampling has taken. Purposive sampling is used to understand and gain insight about the phenomenon under scrutiny or exploration, therefore researcher needs to select a sample from which one can learn more (Merriam, 1988). Purposive sampling is used when the size of the unit of analysis is homogeneous and small. Thus the purpose of purposive sampling is to generate a specific sample that will address research questions (Teddlie, 2007).

4.2.4 Data Collection Methods

There are different data collection techniques in qualitative research but in this research semi-structured interview is the main method of data collection. The interview methods best suits to exploratory research and building theory in order to extract new themes and as well as relationships between new themes that emerge during interview (Daniels and Cannice, 2004). The semi structure interviews give choice of wording in each question, thus these are also useful in probing the phenomenon with more detail (Hutchinson & Wilson, 1992).

After the meeting was fixed with each informant, then interview were conducted. All the interviews were conducted in the informant's companies. The duration of each interview was different with each informant; however each interview lasted approximately 1 hour.

In this research the word informants is used who participated during interview, Instead of interviewees word informants is used in qualitative research (Lindgreen and Beverland, 2009).The qualitative researchers are more intended to understanding informants and reality of some specific phenomenon understudy(Silverman, 2014).

The interviews were semi structured. In-depth conversation took place between the informants. Within the firm the data was elicited from the relevant individuals. The semi structured interview was divided into four parts, practices, challenges, issues and remedies. Initially, about the existing practices of positive discipline in the school was asked and then the challenges faced by administration and faculty for maintaining positive discipline in the school. The third part of the interview consisted about the issues faced by school administration in maintaining the positive discipline. The fourth phase of the interview consisted about the steps taken by the administration for establishing positive discipline in school.

These interview questions were so simple and did not include any technical jargon that might have created confusion for the informants. The questions were asked in Urdu because informant's language was Urdu and they could explain the answer with more detail. The qualitative research is basically inquiry aimed at expressing, describing and clarifying human experiences about the phenomenon, event, situation etc. The researchers use qualitative methods to gather information. The beauty of qualitative research is qualitative data is gathered through basically in to two forms, in written form and spoken form instead of in numbers (Polkinghorne, 2005).

A Sony ICD –UX533BLK, a digital voice recorder was used to record the interview of the informants. The recording allowed the informants more attentive during interview.

Initially, during the planning of data collection it was decided that the entire interview would be recorded. However at later stage selective were recorded.

In addition to interview data from informants, some secondary data was also collected from the informants in the form of documents and reports, parent teachers meeting minutes etc. The reason for collecting secondary data was to avoid completely reliance on single source of data during data collection process. In qualitative case study research, it is standard approach because every data collection source has some limitation. (Jick, 1979). The qualitative researchers argued that bias inherent with single data collection technique can be neutralized by utilizing other method of data collection simultaneously. (Creswell, 2007, p. 15).

Nvivo software was used for qualitative data analysis. Moreover text search query command was utilized and repeating themes were incorporated

4.2.1 Qualitative Data Analysis methods

There are five methods used for qualitative data analysis as mentioned below:

- Content Analysis

- Narrative Analysis

- Discourse Analysis

- Thematic Analysis

- Grounded Theory

Keeping in view the nature of the current study, thematic analysis was used as a data analysis technique. Thematic analysis is used to deduce the meaning behind the words people use. This is accomplished by discovering repeating themes in the text. These meaningful themes reveal key insights into data and can be quantified. Thematic analysis captures important categories in the data in relation to the research question. It reveals patterns and makes sense of the data in meaningful ways. The "keyness" of a theme is not necessarily the number of times it appears but whether it captures something important in relation to the overall research question.

Thematic analysis is a prominent technique for analyzing qualitative data and is considered one of the most prevalent among them (Christofi et al., 2009). Braun and Clarke (2013) defined thematic analysis as "an approach for discovering, understanding, and reporting the patterns within the data" (2006). This method of investigation can be applied to a variety of epistemological and theoretical perspectives (Braun & Clarke, 2013). The six steps of thematic analysis involve familiarizing oneself with the data, generating initial codes, looking for themes, reviewing themes, defining and labeling themes, and delivering a report, according to Braun and Clarke (2013).

Themes indicate a pattern of meanings connected with data sets and emphasize essential parts of the research data. The theme is a sort of agreement that is more concise, correct, straightforward, and brief than the source text from which it is derived (Braun & Clarke, 2006; Ezzy & Rice, 1999). Themes are expressed in a way that is more explicit and tacit than plain and explicit.

According to Sandelowski et al. (2009), the purpose of quantifying qualitative data sets for integration with quantitative data in mixed-method studies is to "answer research questions or test hypotheses regarding connections between the independent and dependent variables." Quantizing is used in qualitative research to "enable the analyst to identify and exhibit regularities or peculiarities in qualitative data that they might not otherwise detect... or to conclude that a pattern or peculiarity they thought was there is not" (p. 210).

To understand the 'Why' and 'How' elements of the topic under inquiry, a focused group discussion method was designed. A focus group discussion with selected elementary school students was arranged. They were approached individually by the researcher, who arranged focus group discussions in their respective institutes. The researcher briefed the respondents on the study's purpose before beginning the discussion. A focus group discussion among chosen students was conducted to verify the information derived from quantitative data analysis. The following questions were posed, and the following are the responses:

4.2.2 Identification of Themes in qualitative data

After the collection of qualitative data, themes were identified in view of the Braun & Clarke thematic analysis model (2006). First of all, similarities and differences in the collected data were identified, and codes were generated. Braun & Clarke (2006) distinguished between levels of themes, including semantic and latent. Therefore, in view of this model, thematic analysis was done. Given below is the thematic analysis of the interview questions.

Table 4.61 *Thematic Analysis of Interview Questions*

S.No	Theme	Majority Response (accepted/rejected)
1	Reasons of punishment	Accepted
2	Involvement in class room activities	Accepted
3	Teachers behavior	Rejected
4	Awareness about prohibition of punishment	Rejected
5	Discipline rules followed in the class	Rejected
6	Feelings regarding safety at school	Accepted
7	Teachers attention towards point of view	Rejected
8	Involvement while setting discipline rules	Rejected
9	Teachers` attitude towards mistakes	Accepted
10	Favourite norms of school	Rejected
11	Teacher`s response to unanswered question	Accepted
12	Habit to talk	Accepted
13	Students behaviour with each other	Accepted
14	Peers` services for extra help	Accepted
15	Feelings towards teacher`s help	Accepted

Note: In the above table, acceptance of themes means that majority of the participants agreed on that themes. Similarly, rejection of themes means that majority of the participants disagreed on that themes. Here majority means a number more than fifty percent.

4.2.3 Focus Grouped Discussion

The data gathered from the participants through focus group discussions on the practices and strategies used to maintain positive discipline in elementary schools is being presented in the forthcoming section. It emerged from the data collected that elementary schools used both positive and negative discipline strategies to maintain discipline, though the use of negative discipline practices overshadowed the use of positive discipline strategies.

1) It came out from participants' responses that various forms of punishment were used, including corporal punishment, depending on the nature of the offense.

The focus group discussion revealed that teachers primarily used collective punishments when students were disruptive, such as when the class was rowdy or when pupils did not finish work, dropped trash, or spoke out of turn.

2) The focus group discussion for the question about the involvement of the students in classroom activities concluded that to make learning more enjoyable, the teacher always engaged students in a variety of classroom activities. Concept drawing, debate, group discussions, games, and other activities were some of the examples.

3) Responding to the question about the teacher's behavior, the participants conceded that the teacher was neither helpful nor sincere about student needs.

4) The conclusion from the discussion among participants was that most of the students were unaware of the fact that punishing students at school was prohibited by the prevailing law.

5) In response to the question regarding the discipline rules in the selected schools, most of the students were unfamiliar with such rules.

The majority of the participants confirmed that they always felt safe and secure at their school.

7) Most of the students declared that their teachers neither paid extra attention to them nor honored their point of view. Most of the students further explained that their teachers neither appreciated them nor admired their abilities.

8) As mentioned in the group discussion, it came out that the involvement of the students in setting rules for maintaining positive discipline in selected elementary schools was not in practice.

9) Most of the group members declared that for certain mistakes committed by the students, the teachers used social story scripts to make students aware of their mistakes and also for their correction. These stories were also used to encourage appropriate behavior.

10) The majority of participants echoed the question about the reasons for the liking of the students to their school, which was very disappointing in the sense that the students disliked the school only because of punishment from teachers.

11) The enormous number of participants acknowledged that their teachers always responded positively to unanswered questions or the wrong answer to any question. The

teacher addressed the entire class with cues for the "right answer" and declared the right answer without showing signs of frustration or displeasure.

12) The huge number of participants affirmed that a large number of students were in the habit of talking in the absence of a teacher.

13) The majority of the group members expounded that the peer interactions occurred positively by using verbal (talking) and non-verbal (smiling, waving) communication with each other.

14) Most of the participants in the group explained that the students are involved in morning assemblies, weekly literary periods, and peer counseling, which gave them an opportunity to interact at their level and assisted each other to become responsible for their behavior.

15) The majority of the participants in the group concurred that they were always obliged to the helping teachers and wished to spend more time with such helpful teachers.

Note: In all the above responses here majority means a numeric value more than fifty percent.

4.3 Qualitative Data Analysis of data collected from Heads

To understand the 'Why' and 'How' elements of the topic under inquiry, a semi-structured interview process was designed. A semi-structured interview with selected elementary school heads was undertaken. They were approached individually by the researcher, the researcher conducted interviews in their respective institutes. The researcher briefed the respondents on the study's purpose before beginning the interview. Interviews with chosen

heads were undertaken to verify the information derived from quantitative data analysis. 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.

4.4 The concepts of positive and negative discipline

The researcher inquired from the participants if they 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.

Participants 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. 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. 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 a school head 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.

- **Implementation of strategies used to maintain positive discipline in elementary schools**

This section focuses on the presentation of data on the implementation of various strategies used to maintain positive discipline in elementary 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.

4.5.1 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 elementary 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.

4.5.1.1 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. *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. But in some cases parents were not well familiar to the code of conduct 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.*

4.5.1.2 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 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.

4.5.1.3 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, influence of media, peer pressure, lack of understanding of the rules and economic situation. 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.

4.5.1.4 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. 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.

4.5.1.5 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.*

4.5.1.6 Code of conduct review

A review 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 environmental and technological changes and other issues that might influence learners' behaviors. *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 the induction of new prefects and when first-year learners are enrolled. It also came out that if there were 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.

4.5.1.7 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. The presented data depicts 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.

4.5.1.8 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 for 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. Thus, the integration of positive discipline management strategies revealed in the data indicates that the strategies are not implemented in isolation.*

4.6 Guidance and Counseling

Guidance and counseling are another positive discipline management strategy that has been recently adopted in Pakistani elementary 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 were used by schools to appoint school counselors: how guidance and services were offered in schools; the role of the school counselors in the implementation of guidance and counseling services and programs; the participation of learners in the implementation of guidance and counseling programs in schools; how participants were involved in the implementation of guidance and counseling programs in schools; how stakeholders were involved in the implementation of guidance and counseling services in schools; and the methods and techniques used by counselors to counsel learners. The participants' responses are presented accordingly.

4.6.1 Guidance and counseling services in schools

Participants were requested to shed light on how guidance and counseling services in the schools were offered. *Their responses reveal that most participants are in agreement that guidance and counseling services are now part of the curriculum in schools. It emerged from the responses that workshops are organized by schools to empower teachers with basic counseling skills so that the teachers who implement the guidance and counseling strategy are equipped to maintain positive discipline in schools. In addition, learners participate in different clubs that aim to encourage positive behavior in them. It also came out from participants that counseling sessions, which could be individual or group counseling, are conducted mainly by school administration.*

4.6.2 Involvement of parents in guidance and counseling services

Parents are regarded as major stakeholders in the implementation of school programs. The question asked the participants to establish the involvement of parents in guidance and counseling services. The responses given by participants indicate that sometimes parents are invited when their child is counseled, if necessary. However, responses from some participants suggest that in most schools, parents are not active participants in guidance and counseling services. The distinct pocket of good practice that came out of the data shows the collaboration of parents and school administration in implementing guidance and counseling strategies. The fact that parents are invited and informed about their role when the learners undergo counseling sessions encourages teamwork between parents and counselors. This can lead to behavior modification among learners since the parents are reinforcing positive behavior at home. Such a partnership is encouraged, as it can lead to the successful implementation of guidance and counseling strategies for maintaining positive discipline in schools.

4.6.3 Participation of learners in guidance and counseling programs

Active participation of learners in guidance and counseling programs has been shown to be a major way of maintaining positive discipline in schools. *Responses from the participants reveal that learners participate through lessons, clubs, as peer counselors, and giving motivational speeches at assemblies. Peer counseling is very important since some learners find it easier to accept issues from their peers' point of view than from adults. Thus, learners' participation enhances the maintenance of positive discipline in elementary schools.*

4.6.4 Participation of school heads and members of staff in the implementation of the guidance and counseling programs

Responding to the question on how school heads and members of staff participate in guidance and counseling programs, the participants mentioned that school heads and teachers teach guidance and counseling lessons. It also emerged that school heads supervise and support the implementation of guidance and counseling programs by providing some of the needed resources. *It came out from the participants that school heads and members of staff offer group counseling during lessons and at assemblies. The learners who need individual counseling are identified and sometimes counseled, but in most cases they are referred to school counselors. Basically, the data presented above indicates that the majority of school heads and members of staff are active participants in implementing the guidance and counseling strategy to maintain positive discipline in schools. Despite the fact that there are some teachers who are unwilling to participate in teaching guidance and counseling lessons, the data suggest that guidance and counseling programs are implemented in schools to encourage positive behavior in learners.*

4.6.5 Methods and techniques used in the counseling of learners

The school heads were asked to give an insight on the methods and techniques used to counsel learners. *The participants unanimously agreed that heads mainly use individual and group counseling, based on systems theory. Some use group counseling and individual counseling. Some use systemic methods, group counseling, and individual counseling. Some use individual counseling or mass counseling during assemblies and during lessons. This is an indicator that school heads employ counseling methods that respond to the needs*

of individual learners. Such a practice has a positive effect on the implementation of guidance and counseling strategies to maintain positive discipline in schools.

4.6.6 Meeting learners for counseling sessions

The school heads were asked how often they met the learners for counseling sessions. In response, the participants revealed that they met the learners once a week during guidance and counseling lessons, mainly group counseling. As for individual counseling, the heads concurred that they meet learners when need arises. According to the heads of every class, it is once a week for 35 minutes; that is the time-tabled one. Then, if the learner needs individual counseling, they come in for sessions. That is, if there is a need, they come. *The data gathered reveals that school counselors play a role in assisting learners during counseling sessions. The responses also reveal that individual learners can access counseling services any time they need counseling, regardless of the counselors' tight schedules. This is an example of good practice in the implementation of the guidance and counseling strategy to maintain positive discipline in schools. The practice encourages learners to expose their problems to their heads so that they get immediate assistance. The practice enhances the implementation of the guidance and counseling strategy for maintaining positive discipline in selected schools.*

4.6.7 Effectiveness of guidance and counseling programs in maintaining positive discipline in schools

The majority of the participants expressed their satisfaction with the use of the guidance and counseling strategy in maintaining positive discipline in elementary schools. *They unanimously agreed that the guidance and counseling strategy was effective in maintaining positive discipline because the use of the strategy has produced positive results in terms of*

learner behavior. Data also reveal that there is a relationship between the guidance and counseling strategy and other strategies during the implementation process. The participants mentioned that teachers undergo training through workshops organized by the government. Thus, the training of teachers to implement guidance and counseling strategies 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 counseling strategy with the teaching social skills strategy and school-wide positive behavior support (SWPBS) strategy, where learners are taught how to control their emotions and behavior as they work in teams during club sessions. There is also evidence of the use of the communication strategy in the implementation of the guidance and counseling strategy. It was mentioned that some learners are given the opportunity to give motivational speeches during assemblies. Members of staff also conduct group counseling at assemblies.

4.7 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' behavior. Hence, the teaching of social skills is one of the strategies that contributes positively to the maintenance of discipline in schools. The participants' views on this positive discipline management strategy are presented under the respective sub-themes below.

4.7.1 Teaching 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 school societies and guidance and counseling lessons. According to some heads, teaching social skills is done in a number of ways. There are guidance and counseling lessons that cover a lot of ground concerning social skills. It is evident from the presented data that selected schools implement a teaching social skills strategy to maintain positive discipline. This is done mainly through societies, guidance, and counseling lessons. Despite the stated challenges, the responses show that there are pockets of good practice in the implementation of social skills strategies. It emerged that all learners are encouraged to be members of at least one society 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 in them. As learners participate in such activities, their behavior is molded. Thus, selected schools notice the importance of developing the social attributes of learners in the implementation of a social skills strategy to maintain positive discipline.

4.7.2 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 the social skills strategy. This will make learners realize the value of being involved in social skills activities while at the same time shaping their behavior in a positive way. The participants were asked to give an insight into the aspects that were included in the teaching of 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, cooperation, discipline, responsibility, commitment, and integrity. The information given by the participants reveals that learners are exposed to a variety of topics during the implementation of a social skills strategy to maintain positive discipline in schools. The implication is that if learners are informed about these topics, they will be encouraged to maintain good conduct in schools.

4.7.3 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 behavior is shaped positively through active participation. In 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 and learned a lot from the lessons. Learners are actively involved because it is not as stressful as academic subjects. They really enjoy it. 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 the teaching of social skills activities to encourage every learner to 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 the opportunity to ask questions on social issues. Another important aspect that was raised by

the participants is that during the teaching of social skills, schools play the role 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.

4.7.4 Effectiveness of teaching social skills in maintaining positive discipline in Schools

The participants were asked to shed 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 for maintaining positive discipline in selected schools, as it teaches learners to be responsible for their behavior or actions. It also teaches learners self-control. Some cases of indiscipline have been reduced in the school because most of the learners will be occupied in society during their free time. The data presented above show that the implementation of a 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 it with other strategies such as guidance and counseling, codes of conduct, communication, and behavior modeling. It emerged that learners are taught social skills during guidance and counseling lessons. In addition, the issues emphasized 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 behavior modeling, as learners are encouraged to emulate good behavior as they interact during club sessions.

4.8 School-wide Positive Behavior 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 program was implemented in schools, the prevention programs that were in place for the whole school, and how effective the SWPBS was in maintaining positive discipline in schools.

4.8.1 Implementation of the SWPBS program in schools

Responding to the question on the implementation of the SWPBS program in schools, the participants highlighted that SWPBS was implemented mainly through various societies. According to some heads, we arrange motivational lectures through religious scholars, etc.

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, like the limited involvement of parents. According to some heads, limited time is also an issue for the effective implementation of positive discipline strategies, in particular the SWPBS program.

Due to inadequate time, i.e., the timetable is too congested, this results in teachers lacking quality time with the learners as they rush to meet the requirements of the curriculum, which has been stretched too wide. The given information portrays the SWPBS program as a positive discipline management strategy that is implemented in selected schools despite the challenges encountered. The involvement of learners in societies and their

active participation during society sessions indicate that there is a collaborative approach to implementing the SWPBS program to maintain positive discipline in schools.

4.8.2 Effectiveness of the SWPBS program in maintaining discipline in schools

The participants were asked if the SWPBS program was an effective strategy for maintaining positive discipline in schools. Their responses reveal that most participants acknowledged that the SWPBS program was effective in controlling learner behavior since learners are actively involved in the activities. According to some heads, the program is effective because learners participate, and they will be listening to someone whom they do not see every day. This program is effective since it prevents learners from engaging in unbecoming behavior. It is effective, especially as a preventive measure. The participants' responses presented above reveal that the SWPBS program is an effective strategy for maintaining positive discipline in schools. It came out from the participants that the strength of the program lies in 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 strategies and communication strategies. For example, the involvement of learners in societies results in learners learning how to work and live in harmony with others.

4.9 Communication

Communication is a fundamental aspect of the maintenance of positive discipline in schools. Whatever activity is performed at school, communication as a strategy is involved. Communication is therefore the cornerstone of managing untoward behavior among learners. In this study, the participants were asked to respond to the communication

channels used in schools to communicate positive discipline issues: the participation of teachers in communicating positive discipline issues and the participation of learners in communicating positive discipline issues.

4.9.1 Communication channels used to communicate positive discipline issues

It is vital for schools to choose appropriate channels of communication when managing learner behavior. Hence, participants were asked to shed light on the 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 that should be brought to the attention of the school administration. According to some heads use assemblies, prefects' assemblies are special assemblies addressed by prefects that focus on disciplinary issues. At the same time, write newsletters at the end of the term where discipline issues are included. The use of suggestion boxes was also a way of communicating in certain schools. Some heads maintained that they use assemblies, class teachers, notice boards, parents' meetings, phoning parents, writing letters, and even communicating with the students verbally. The participants' responses show that schools use various channels of communication to implement a communication strategy to maintain positive discipline. A good practice that has been noted in the responses is communication between learners and their representatives. It emerged that prefects are given a chance to organize prefects' assemblies so that they can talk to other learners about discipline issues. It also came out that 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.

4.9.2 Participation of teachers in communicating positive discipline issues

In response to the question pertaining to the participation of teachers in communicating positive discipline issues, the participants unanimously agreed that teachers were involved during registration time, assemblies, orientation of newcomers, consultation sessions, and guidance and counseling lessons. The data presented indicates 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.

4.9.3 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 data presented above confirms that learners are engaged in various activities in the implementation of the communication strategy and the maintenance of positive discipline in schools. Hence, involving learners in different activities in the implementation of the communication strategy indicates that schools realize the importance of learner participation in the maintenance of positive discipline.

4.9.4 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. According to some heads, communication is effective, and they encourage learners to talk instead of fighting. 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 the communication strategy, there is coordination with other strategies. Communication is therefore central to the implementation of all positive discipline management strategies.

4.10 Positive reinforcement

Rewarding learner behaviors positively in most cases results in positive behavior change among learners. It is therefore imperative for schools to recognize the positive behaviors demonstrated by learners so that learners are encouraged to maintain that kind of behavior. Thus, positive reinforcement of behavior enhances the maintenance of positive discipline in schools. The participants gave various responses with regards to the implementation of a positive reinforcement strategy to maintain positive discipline in schools. The responses are given below.

4.10.1 Reinforcement of positive behavior in schools

The participants were asked to give an insight into how schools reinforced learners' positive behavior. In their responses, the majority of participants unanimously agreed that schools used various ways to reinforce learners' positive behavior. These included praise, merit badges, awards for well-behaved learners, smartly dressed learners, and many others. According to some heads, they also pass positive comments during assembly if they have observed behavior change from a learner. Learners get motivated if teachers recognize their good conduct. The information given by participants reveals that schools employ varied methods to implement positive behavior reinforcement strategies 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 class one to 10th level classes. It emerged that learners who show good behavior are chosen from each class at all levels. This is an indication that learners are encouraged to conduct themselves properly at all levels in schools. Hence, the selected schools groom the learners to be responsible for their own behavior.

4.10.2 Importance of Reinforcing Learners' Positive Behavior

The participants were asked to give their views on the necessity of reinforcing learners' positive behavior. The answers they gave show that most participants thought that reinforcing learners' positive behavior was essential if positive discipline is to be maintained in schools. According to some heads, reinforcing learners' positive behavior is very important because it changes the learner; the learner develops a very different picture of themselves. If the teacher encourages him/her positively, his/her self-image/esteem improves. This also helps learners to groom, and as a result, the learning and teaching environment will be conducive. From the participants' responses, it emerged that the

implementation of a positive behavior reinforcement strategy to maintain positive discipline in schools is essential. It emerged that positive behavior reinforcement empowers learners to be confident in their conduct and develop self-esteem. The image portrayed by the given information is that positive behavior reinforcement encourages learners to continue showing good conduct. This would enhance the maintenance of positive behavior in selected schools. From the given responses, it can be seen that there is a link between the positive behavior reinforcement strategy and other strategies such as communication and positive behavior modeling. That is, when the positive behavior of learners is rewarded, it means schools are communicating with learners who have modeled good conduct and also with those who misbehave, encouraging them to change their ill behavior. The message conveyed is that of encouragement, that learners should emulate those who have been rewarded because of good conduct.

4.11 Modeling positive behavior

Behavior modeling is a necessary aspect of maintaining positive discipline in schools. Thus, models should demonstrate certain kinds of behavior that encourage learners to emulate. This is because models may have a positive or negative impact on the behavior 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 behavior of learners can be positively influenced. In 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 behavior. Various answers were given by participants, and these are presented in the subsequent sections.

4.11.1 Encouraging members of staff to model positive behavior

Members of staff are important role models in schools and 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 behavior. Positive behavior 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 behavior. In response, the participants mentioned that different forums were used to encourage members of staff to model positive behavior. Basically, most of the participants' responses reveal that the methods used to encourage members of staff to model positive behavior were almost similar. What was reiterated by the participants is also evident in minutes of staff meetings and parents' meetings, as well as on documents that were stuck on schools' notice boards. There is also a code of conduct for teachers on how they should conduct themselves, which includes punctuality, dress code, and performing their duties as per school requirements. 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 in their personal files so that they keep referring to it. The data 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 behavior modeling strategies to maintain positive discipline.

4.11.2 Encouraging learners to model positive behavior

Like members of staff, learners also have an obligation to model positive behavior for their peers so that their peers might copy the recommended conduct from them. For positive behavior 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 behavior in schools. The participants' responses indicate that various methods were used to encourage learners to model positive behavior. These include encouraging them during assemblies, lessons, and prefects' workshops; using prefects as role models for other learners; using peer educators; and involving learners in leading various societies. According to some heads, learners are encouraged to show good behavior in the way they interact with adults, the way they dress, and the way they move from one lesson to another. They are encouraged to show that the learner is demonstrating the best school behavior, and we also encourage them to do that at home, where they should greet adults with respect and dress properly. Learners are encouraged during guidance and counseling lessons, through societies, and during morning assemblies. The information given by participants shows that selected schools team up with learners in the implementation of behavior modeling strategies to maintain positive discipline.

4.11.3 Encouraging parents and the community to model positive behavior

Parents and community members play a critical role in shaping the behavior of learners. Hence, there is a need for parents and the community to model positive behavior so that their children can emulate them and transfer that good conduct to school. For schools to succeed in implementing the behavior modeling strategy to maintain positive discipline,

parents and members of the community should be encouraged to model positive behavior 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 behavior. It emerged from the participants' responses that schools mainly use parents' meetings, consultation sessions, and orientation sessions to encourage parents and the community to model positive behavior. The participants' responses confirm what was documented in the parents' meeting 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 for their 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 behavior as a way of implementing the behavior modeling 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 a behavior modeling strategy to maintain positive discipline in selected schools.

4.11.4 Effectiveness of the positive behavior modeling strategy in maintaining positive discipline

The participants were requested to shed light on the effectiveness of the behavior modeling strategy in maintaining positive discipline in the schools. Their responses indicate that the strategy is effective. Parents also come forward; the school administration sees that they are concerned and want to see this school maintain a good name. According to some heads, they have noticed that they are moving together with their parents, and the positive behavior modeling strategy is quite effective as it improves the social fiber 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, and if they see that, they aim to achieve that. The data given shows that selected schools encourage all members of the school community to partake in the implementation of behavior modeling strategies to maintain positive discipline. Thus, the participatory approach adopted by selected schools reveals that there is teamwork in the implementation of behavior modeling strategies to maintain positive discipline. The information given also indicates that during the implementation process of the behavior modeling strategy, there is integration with the communication strategy. That is, as members of the school community model positive behavior, they communicate with each other through the way they conduct themselves.

4.12 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 a 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 the training of teachers and parents. The varied responses from the participants are presented below under respective sub-themes.

4.12.1 Training of members of staff to effectively implement positive discipline management strategies

The training of members of staff to effectively implement positive discipline management strategies in schools cannot be overemphasized. Hence, participants were asked to give 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 due to a lack of funds. According to some heads, a lack of funds hinders the training of staff. It limits the number of workshops that can 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 good practice in selected schools where teachers are exposed to workshops and staff development courses regardless of financial constraints encountered.

4.12.2 Training parents to effectively participate in the implementation of positive discipline management strategies

Parents, as active players in school programs, 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. Sometimes parents are invited together for parent-teacher meetings only for the purpose of their training for the implementation of positive discipline management strategies. 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, a lack of training for parents could lead to resistance from parents, as mentioned in the previous sections. Some parents do not respond when they are invited to school when their children have shown untoward behavior. The reason could be that, without training, some parents may not be well versed in what they are expected to do during the implementation process of positive discipline management strategies.

4.12.3 Effectiveness of training 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. According to some heads, the training of staff and parents is effective in the sense that they are imparting skills, especially to untrained teachers, i.e., those with degrees but not trained, who are being equipped with skills on how to deal with different learner behavior in a positive way, and for us, we take them as refresher courses. Training of staff and parents is very effective; once teachers attend workshops, they change even the way they relate to learners. Nevertheless, it emerged from the responses that most of the teachers in the selected schools had attended workshops and staff development courses on positive behavior management strategies. The data also

indicate the relationship between the training strategy and guidance, counseling, and communication. For example, when guest speakers are invited to address teachers and parents about the social ills that learners might be involved in, guidance and counseling issues are also mentioned. The information is communicated through a particular mode of communication.

4.13 Monitoring and Support

If a program is to be successfully implemented, it has to be monitored and supported. Thus, the research question that is addressed in this section entails how the Ministry of Federal Education and Professional Training (MOFEPT) monitors and supports the implementation of positive discipline management strategies. Likewise, for the implementation of positive discipline management strategies to succeed, there is a need for both MOFEPT and schools to implement 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 elementary schools. The participants' responses are presented under the following sub-sections:

4.13.1 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 be seen spearheading 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 were therefore asked to enlighten the researcher on their role in monitoring and supporting the implementation of positive discipline management strategies. According to some heads, their role is to identify needs, organize workshops and staff development courses, and then liaise with the facilitators. Also somewhere, the role of the head is to ensure that discipline is maintained in the school, to supervise the implementation of positive discipline strategies, organize meetings and workshops, and evaluate and map the way forward. 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. According to the head, some members of staff are not supportive; they always apply negative discipline strategies, even though he encouraged them to desist from that. Inadequate material and financial resources also limit the implementation and support of the program. The responses given by all participants indicate that the school heads actively participate in monitoring and supporting the implementation of positive discipline management strategies, regardless of the challenges they encounter. The data reveal that the school heads have a close working relationship with members of staff since the school heads organize 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 the implementation of positive discipline management strategies.

Thus, having presented and analyzed the data gathered from participants, the focus is now on the next chapter, which attempts to discuss the findings of the study.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Positive discipline is a teaching method that focuses on assisting children in succeeding, providing them with the information they need to learn, and fostering their development. It protects children's rights to healthy development, violence prevention, and active involvement in their education. However, there have been few attempts in Pakistan to investigate the method of positive discipline in schools. In this case, it is necessary to investigate the current state of positive discipline in schools, taking into account practices, obstacles, and solutions. The study's goals were to investigate the subject of positive discipline in Pakistani schools. To investigate the present positive discipline practices in Pakistani schools. The goal of this study was to look into the issues of good discipline in Pakistani schools. To learn about the remedies for positive discipline in Pakistani schools. And to figure out how to include positive discipline in the present curriculum.

In this investigation, a mixed-methods approach was adopted. Mixed-methods research is a research methodology that combines quantitative and qualitative data collection, analysis, and integration. Both qualitative and quantitative data were employed. To arrive at the result, the qualitative and quantitative data were combined. The research design was a convergent parallel design. It is concerned with gathering, analyzing, and combining quantitative and qualitative data in a single or series of studies. Its core idea is that

combining quantitative and qualitative methods yields a greater grasp of research challenges than either method alone. The following data from Rawalpindi district made up the study's population: A sample is a subset of a population that has been chosen to engage in a study; it is a proportion of the total population that has been chosen to take part in the research effort (Brink, 1996; Hungler & Polit, 1999). Sampling is the process of picking a subset of the population to represent the full population (Haber & Wood, 1998; Hungler & Polit, 1999). A total of 380 female pupils, 378 male students, 341 teachers, and 269 heads were picked randomly by using Krejcie and Morgan, P. 608. The purpose of this questionnaire was to gather information from heads, teachers, and parents about positive discipline in schools: practices, challenges, and solutions. Questionnaires were utilized to attain the first, second, third, and fourth objectives. For the fulfillment of target number five, interviews with heads of schools were held. Before gathering the data through questionnaires and interviews, pilot testing was carried out. Pilot testing is a small-scale trial in which a few examinees take the test and provide feedback on its mechanics. They note out any difficulties with the test instructions, such as unclear items, formatting, and other typographical errors and/or issues. The goal is to ensure that respondents comprehend the questions and that they do so in a consistent manner. These two surveys were emailed to 20 participants who were not included in the sample after they were updated by experts. After receiving completed questionnaires from them, the questionnaires were revised and enhanced in light of the input provided by the respondents. To ensure that the collected data and, hence, the results obtained are accurate, validity was established. Validity is defined as a measure of whether the data gathered through the research instrument is true or false (Burns & Grove, 2001). Content validity was confirmed by a review of relevant

literature, conversations with experts, and the researcher's personal experiences. The degree of consistency with which an instrument measures an attribute is referred to as reliability (Hungler & Polit, 1999). The questionnaires' reliability for all six questions, the Cronbach Alpha for a five-point Likert scale, was calculated. A questionnaire is regarded as very reliable, according to Cohen and Morison (p. 7), if the Cronbach Alpha range is .8–.9. The questionnaires' reliability was examined using the split-half test in SPSS. Positive discipline data were acquired from the sample using a questionnaire and an interview. The data were collected by the researcher physically visiting the various institutes. It was a mixed-methods study. Data from both qualitative and quantitative sources were gathered and examined. It was a hybrid approach. The data were examined both qualitatively and quantitatively. In quantitative data analysis, the statistical tool percentage was used. Thematic analysis was used to examine the qualitative data. Tables and figures were used to present all the information.

- **Summary Of Quantitative Data Findings**

On the basis of analysis from chapter four and on the basis of statistical analysis it was found that the teachers involve students in establishing class room rules and procedures. Whatever disciplinary approaches, they use, they share the reasons behind with their students. They provide positive support to students for appropriate behaviour. They make students aware of results for misbehaviour. They use class time to reflect on appropriate behaviour with students as a group. They redirect inappropriate behaviour on the spot. The misbehaviour that is not problematic to class, is ignored by the teachers. Short verbal cues are used by the teacher to stop misbehaviour also nonverbal signals are used by the teacher to stop misbehaviour. The students are being send students to the principal`s office for

misbehaviour. The teachers inform, through proper communication channel, to the parents about positive and negative aspects of their children`s behaviour. The teachers collaborate with parents on a home-school behaviour plan. The teachers teach parents activities to do with students at home to reinforce good behaviour at school.

The teachers often face disrespect from students` parents. They face disorder line from students. whispering in class among students is common. One main issue is Non-academic/Non-professional duties assigned by government to the teachers. The mentoring programmes remain incomplete due to frequent transfer of teachers. Yet another issue is bullying that is commonly found in the students. Due to plenty of subjects, students always behave aggressively in class.

Overcrowded classes and little emphasis on basic skills is a barrier to discipline students. The students of elementary level are more attracted towards the screens but there are not available electronic AV aids in the class room which result in the form of inattention of students. The children from broken homes carry psychological symptoms. violence of television is negatively affecting student`s behaviour. Rawalpindi, being a capital city attracts the mass public of other provinces and then appears a language barrier between teacher and non- native students. The students reciprocate, the negative behaviour experienced by parents at home, at school.

The indiscipline in schools may be minimised if the teachers involve students in making rules, make aware the reasons behind the used strategy, provide positive reinforcement.

Training of teachers and parents, in the line of positive behaviour, may be helpful in establishing discipline in the class. The reduction of syllabus, class size and school timing

may bring a positive change in students' behaviour. The increasement of use of electronic AV aids, number of mentor teachers and communication to parents may help in establishing positive discipline in class. By awarding rewards to disciplined students and applying zero tolerance policy for bullying may increase positive discipline in school.

5.3 Qualitative Data Findings

Maintaining a civilized lifestyle necessitates discipline. Discipline may drastically reduce the amount of unnecessary chaos in one's daily life. Discipline is critical for the successful operation of an institution, such as a school. School discipline is a system that consists of a set of rules, behaviors, and punishments with the purpose of governing pupils and keeping the school in order. The classroom environment must be pleasant and opportune in order for the teaching and learning process to be effective.

To avoid difficulties, certain good control measures are devised. A cover sheet, for example, can help pupils avoid cheating on written tests. Students should be able to pick the correct thing as easily as feasible, while misbehaving or making poor decisions should be as difficult as possible. The more activities students participate in, the less likely they are to cause issues. Make sure your classes are interactive and that you are passionate about teaching your pupils. It is preferable to involve pupils rather than simply give lectures. As a result, forcing pupils to write while teaching is a good idea.

5.4 Discussion

Positive discipline is a teaching method that assists children in succeeding, providing them with the information they need to learn, and fostering their development. It upholds children's rights to healthy development, protection from harm, and active participation in

their education. Teachers who have already been educated about positive discipline can use positive discipline techniques as a tool. It aims to reinforce the teacher's training knowledge and motivate her or him to apply it in the classroom. It explains how to use different techniques to deal with a variety of situations in the classroom.

Discipline is intended to be educational rather than disciplinary in nature. According to Masitsa (2008), discipline is an important aspect of the educational process. According to Porter (2004), discipline serves primarily as a managerial tool for establishing order. For effective teaching and learning, a school's order must be established. The students learn best in a well-organized, well-ordered environment. According to Mtsweni (2008), maintaining discipline is necessary for preserving order and synchronization in the classroom. The author goes on to say that pupils learn best in a well-organized and safe environment. According to Porter (2004), the primary goal of the various techniques of school discipline is to establish and maintain order, as well as to create a climate in which learning is not only imaginable but also plausible. As a result, order and discipline are essential in a productive educational environment (Goodman, 2006).

Teachers encounter several challenges in the classroom in order to make learning effective and manage the class smoothly. To address issues that arise in the classroom, the teacher uses corporal punishment. There are a variety of reasons why teachers may discipline students in this way. Poor classroom management services and low rates of teacher praise, according to Stratton et al. (2004), lead to classrooms with greater levels of aggression and rejection, which may be a consequence of the growth and persistence of conduct problems in students. As a result, they argue that it is critical for teachers to understand how to prevent social rejection as well as how to deal with violence in the classroom. The level of

teacher resistance is the primary cause of daily punishment in relation to a child's misbehavior. Child abuse develops from what starts out as "low-level" beating or spanking. Several policies against the use of corporal punishment have been developed. Many educators oppose physical punishment because it degrades a child's self-esteem (Graziano, 1992). One topic that needs to be considered is: why is it permissible to strike a child if we are legally barred from striking other adults? More reasons to provide alternative disciplinary measures and to oppose the use of corporal punishment have been recommended in previous directed investigations (Graziano, 1992).

School discipline refers to how the school community functions through a system of connections, regulations, rewards, and consequences aimed at helping students acquire self-discipline through time (Mathe, 2008). School discipline can also be defined as a set of rules, punishments, and behavioral tactics for regulating students and maintaining order in classrooms (Richard, 2003). Discipline implies a degree of control; without it, anarchy and confusion would reign, and learning would be ineffectual (Mwamwenda, 2004). As a result, effective teaching and learning in schools is only possible in a well-organized setting (Richard, 2003). On the other side, indiscipline refers to student behavior that deviates from school expectations (Koutselini, 2002). Indiscipline can also be defined as disruptive behavior that jeopardizes other students' and instructors' rights to feel safe, be treated with respect, and learn (Mabeba & Prinsloo, 2000). Learner disobedience has had a negative impact on teaching and learning in schools (Zulu et al., 2004). The safety of staff and students, as well as the creation of an environment favorable to learning and teaching, are two main purposes of school discipline (Joubert et al., 2004; Bear, 2010). Discipline is essential for achieving a high-quality education and academic achievement in school (Elliot

et al., as cited in Mbatha, 2008). It is critical for educators to develop successful strategies for dealing with discipline issues. Controlling and maintaining a disciplined learning environment is a requirement for doing the school's core business, which is teaching and learning (Maphosa, 2011).

As a result, the topic of positive discipline management encompasses the prevention of indiscipline and thrives on the use of proactive, empowering, and cooperative approaches to learner behavior management (Maphosa, 2011). As a result, positive disciplinary management is one of the most important qualities of a successful school (Squelch, 2000). Traditional discipline management, often known as negative discipline management, is based on reactive responses rather than proactive measures (Anderson, 2009). Negative disciplinary management in schools can take the form of corporal (physical) or emotional punishment administered by teachers and other school personnel in the idea that these methods are the proper for punishing, correcting, regulating, educating, or changing a student's behavior (Ennew, 2008). Physical punishment has negative effects on students' physical, psychological, behavioral, and developmental outcomes. Learners can be physically damaged as a result of the use of punishment with physical consequences (Naker & Sekitoleko, 2009). Verbal attacks, humiliation, mockery, and assaults on dignity aimed at lowering a student's confidence, self-esteem, or dignity have a psychological impact on the learner (Ennew, 2008). Negative discipline management encompasses more than just punishment; it also refers to a system in which students are not permitted to participate in their own disciplinary procedures (Ennew, 2008). Continued employment of negative tactics can breed animosity among students, leading to passive-aggressive behavior, an increase in learner alienation and misbehavior, and possibly a desire for vengeance (Dupper

& Dingus, 2008; Alderman, 2001). Punitive tactics, rather than improving learner behavior, increase the probability of students falling behind academically and dropping out. Negative discipline tactics contribute to a toxic school environment that affects both students and instructors (Dignity in Schools Campaign, 2012).

Discipline at school has two major goals: to provide an environment that is conducive to learning and teaching and to protect the safety of both staff and children (Joubert et al., 2005). The purpose of school discipline is to create a safe and enjoyable learning environment within the school. Discipline management thus requires educators to make kids feel genuinely happy and actually safe (Mokhele 2006). Managing school discipline provides pupils with a sense of security. Beginners are more able to learn when they feel comfortable and secure, according to Olley et al. (2010). Students learn best in a well-ordered and safe environment, according to Mtsweni (2008).

5.5 Conclusions

1. The majority of the teachers had developed full competency in the expression of caring and affection. Similarly, the majority of the teachers had developed full competency in being sensitive to the child's academic and social needs. However, most of the teachers had not developed full competency for showing full empathy with children's diverse feelings. Similarly, most of the teachers were of the view that teachers' competencies were fully developed to show concern for students' emotional security. Likewise, the majority of teachers thought that through the teacher education program, they had developed the competency of ensuring respect for the student's developmental level in all classroom activities.

2. The majority of the teachers had developed competencies regarding major components of providing structure. Most of the teachers had developed competencies regarding recognizing individual differences. However, competency for recognizing variety in study habits could not be developed in the majority of the teachers. Similarly, most of the teachers had developed competencies regarding major components of understanding child development. However, the majority of the teachers did not develop competencies for developing independent thinking, and negotiation could not be developed in the teachers.
3. It is concluded that the majority of the respondents agreed that they involve students in establishing class room rules and procedures; they share with the students the reasons behind the disciplinary approaches they use. They provide positive support to students for appropriate behavior (e.g., special help, extra computer time, real rewards). The teachers make students aware of results for misbehavior (e.g., loss of break time, extra class room time), and they use class time to reflect on appropriate behavior with students as a group.
4. It is concluded that the majority of the respondents agreed that they redirect inappropriate behavior on the spot, using a loud voice. They ignore misbehavior that is not problematic for the class. They use short verbal cues to stop misbehavior (e.g., say the student`s name aloud, use the "shh" sound). They use nonverbal signals to stop misbehavior (e.g., make eye contact, approach, and touch disruptive students). They send students to the principal`s office for misbehavior. They send home teacher-to-parent communication letters or news letters regarding positive

and negative aspects of their children's behavior, and they send them to parents to report inappropriate behavior.

5. It is concluded that the majority of the respondents agreed that they sent for parents to report good behavior. They collaborate with parents on a home-school behavior plan. They teach parents activities to do with students at home to reinforce good behavior at school. They often face disrespect from the students` parents. They face disorderliness from students. Whispering in class among students is common, and the students frequently indulge in the habit of stealing.
6. It is concluded that the majority of the respondents agreed that non-academic or non-professional duties assigned by the government burdened the teachers to focus on their real duties. Most of the students show absenteeism. Due to the frequent transfer of teachers, it becomes difficult to complete students` mentoring programs. Entangling with each other in class in the absence of a teacher is a permanent issue for the students. The teachers often face issues of restlessness in the students, and nervousness during the class is commonly found in the students.
7. It is concluded that the majority of the respondents agreed that bullying, before the arrival of the teacher in the class, is commonly found among the students. The students are depressed in the class environment. The students always seemed disinterested in class. The students often cheat the teacher. The students behave angrily toward the teachers often, and due to the abundance of subjects, they always behave aggressively in class.
8. It was concluded that the majority of the respondents agreed that maintaining discipline in an overcrowded class is a serious challenge. Little emphasis on basic

skills is a barrier to disciplining students. The students with weak economic backgrounds behave desperately in class. Poor home-school relationships become a challenge for disciplined students, and the non-availability of electronic AV aids is a cause of student inattention.

9. It is concluded that the majority of the respondents agreed that parental rejection of children has reflections in the classroom. Children from broken homes carry psychological symptoms. The violence of television is negatively affecting students' behavior. The students belonging to single parents possess an imbalanced personality, and there is a language barrier between teachers and non-native students.
10. It was concluded that the majority of the respondents agreed that cultural differences among students are a hurdle to maintaining discipline in class. The parents do not behave positively toward their children at home; the students reciprocate this at school. The parents are too busy to take an interest in their children's activities, and the students from the joint family system show poor behavior at school.
11. It was concluded that the majority of the respondents agreed that the students must be involved in establishing rules and procedures. The students must be made aware of the reasons behind the positive strategy used by the teacher. The students must be provided positive reinforcement so that they may behave appropriately in class. The teachers must be trained in positive behavior. The parents must be taught about positive behavior, and the syllabus must be reduced to the level of the students.

12. It is concluded that the majority of the respondents agreed that the use of electronic AV aids should be frequent to engage students actively. The school schedule must be reduced according to the age bracket of students. The parents must also be involved in the student's matters. A strong and clear communication system regarding student behavior among the school and parents must be established. The number of students in a class must not be more than fifteen, and the number of teacher mentors at school must be increased.
13. It is concluded that the majority of the respondents agreed that the parents must monitor the length of screen time of the children at home. The students must be awarded rewards to maintain their attraction in class, and the school must develop a written policy about zero tolerance for bullying and post it on a public board.
14. The curriculum has suggested sufficient content for (a) developing concepts about positive disciplining, (b) providing warmth, (c) providing structure, and (d) understanding child development. However, the curriculum suggests inadequate content for inculcating attitude and competencies (a) to implement the learned concepts about constructive disciplining (b) for providing warmth (c) and child development, including (a) having appropriate expectations of our students' abilities at different ages, (b) understanding that some students might not have the experiences or information they need in order to succeed, and (c) understanding their own contributions to conflict with students.
15. Warmth refers to creating school and classroom environments that ensure your students feel physically and emotionally safe. An analysis of the curriculum for teachers' training programs shows that content for developing concepts for

providing warmth is available in the curriculum. However, there is inadequate content for inculcating the competencies of prospective teachers for providing warmth.

16. Structure is the information students need in order to succeed academically and behaviorally. An analysis of the curriculum at the elementary school level for the availability of content and activities essential for providing structure shows that content for developing concepts for providing structure is available in the curriculum.

17. An analysis of the curriculum at the elementary school level for the availability of content and activities essential for developing concepts for understanding child development is available in the curriculum. However, there is inadequate content for inculcating competencies in prospective teachers for understanding child development, including: (a) having appropriate expectations of our students' abilities at different ages; (b) understanding that some students might not have the experiences or information they need in order to succeed; and (c) understanding our own contributions to conflict with students.

18. An analysis of the curriculum for teachers' training programs for the availability of content and activities essential for identifying individual differences showed that content for developing concepts for identifying individual differences was available in the curriculum.

19. Various important competencies related to positive disciplining were not fully developed in the student-teacher relationship at the elementary school level. These competencies include (a) supporting students in finding constructive solutions to

challenging situations; (b) being non-violent and peaceful in all situations; (c) dealing with the students' misbehavior; (d) developing students' esteem and confidence; and (e) teaching nonviolence, empathy, self-respect, human rights, and respect for others.

From the above all conclusions it is very much evident that this study has achieved its hundred percent objectives.

5.6 Recommendations

Based on the presented research findings and on the basis of teacher beliefs expressed the questionnaire, the school might consider the following matters:

Revise the enacted curriculum to make it more focused on developing the competencies and skills of students about positive discipline at the elementary school level. The findings of the study reveal that the existing curriculum does not contain the content that supports positive discipline in elementary schools. There is a dire need to include content about positive discipline in existing curricula, particularly in humanities / social subjects.

Include hands-on practices about positive discipline during the training of teachers at the elementary school level. The same objective may be achieved by adding practical aspect of positive discipline by training elementary school teachers by techniques of role play or storytelling.

Give proper focus on positive disciplining during the training of teachers at the elementary school level and introducing modules in teacher training curriculum based on the technique of activity based training.

4. 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.

5. Teachers at the elementary school level play a decisive role in shaping the attitude and competencies of students. Therefore, for developing attitudes and competencies about positive discipline among teachers, it is important that teachers may be equipped with the latest techniques and up-to-date knowledge about positive discipline. So, proper training of teachers to develop their concepts, attitudes, and competencies about positive discipline may contribute well to positive discipline.

6. 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.

Workshops on hands-on practices in classroom management may be conducted regularly for teachers. Schools may intensify the workshops 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.

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.

There is no doubt that these are the teachers who bear the main burden of indiscipline of students. The suggestions given by the teachers be given a greater weightage in the formulation of curriculum and framing of discipline rules. Behaviour modification of the students is the key to good behaviour. The technique of behaviour modification be taught in all teachers training colleges. Refresher courses in the latest theory and practice of behaviour modification be held frequently for the teachers of the elementary classes. Greater interaction between teachers and parents be arranged by the heads. Motivation courses be conduct for the teachers so that they cease to look down upon their own profession. Teachers need encouragement and recognition at every stage. Even small achievements by a teacher be publicly applauded by the head.

Most of the teachers and principals complained that the large number of the subjects at elementary level frustrated the students, which in turn erupted in the form of indiscipline. Hence policy makers may ponder on this prevailing vital issue and reduce the number of subjects at elementary level.

Conferences may be conducted for the promotion of strategies and practices for positive disciplining by students and teachers.

It is recommended that schools should mobilise financial resources so that there are adequate funds to conduct workshops and staff development courses.

The study may be replicated in other geographical regions of Pakistan. The present study created great interest and enthusiasm among the sample students, teachers and heads. It appeared to the researcher that everybody was deeply interested in the issue of discipline among the elementary level students. In addition to Rawalpindi, other major centers of education are Karachi, Lahore, Faisalabad and Peshawar. Similar studies may be designed at these centers with the students of elementary classes.

Too often educators attempt to look toward outside factors for the cause of problem behavior. School factors do not always reference the teacher, and may consist of an array of additional factors within the school and home environment. In order to lessen the problem behaviors, teachers must become advocates for students and investigate the main reasons for the problems. It is important that teachers do not assume causes for problem behaviors but rather investigate the cause and work with the student in an attempt to mend the problem. If individual factors are truly the main cause for most behavior problems as indicated by the teachers, schools should consider those factors when determining the best way to address school problems. Every student has different factors that may cause them to misbehave; therefore, discipline may be personalized and structured to correct the problem without installing punitive measures.

- PD Implementation in schools

The successive steps of the PD implementation strategy in schools have been illustrated in the Figure below.

FORM THE TEAM	ESTALISH	IMPLEMENT	MONITOR
Principal Teachers Parents Community	Mission, Vision Needs Assessment, Priorities, Strategic Objectives Network School Connection, Prepare the Good School: Trained Teachers, Learning Environment, Admin	Code of Conduct Classroom management Classroom meetings, Participatory Learning Life & Social, Skills Acquisition, Parents Meeting School Activities Extra scholar connected to the Community	Collect Data through the Supervisors Analyze Data Submit Data to the Governorate EVALUATE Governorate & National Steering Committees Conducts Evaluation & Accountability & RE- PLAN

Figure : Positive School Discipline Strategy Implementation

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Previous Researches - An Overview

APPENDIX A

Researcher	Year	Title of study	Objectives of Study	Conclusions	Recommendations
Jane Nelsen	1979	The Effectiveness of Adlerian Parent and Teacher Study Groups in Changing Child Maladaptive Behavior in a Positive Direction	To find the Effectiveness of Adlerian Parent and Teacher Study Groups in Changing Child Maladaptive Behavior in a Positive Direction	Significant changes were found when compared to analysis of behaviors in the comparison groups of students	1. Discipline must be taught to children, adults, parents, teachers and others 2. Children must learn necessary <ul style="list-style-type: none"> ● Social skills ● Life Skills
Rubina Kharadi	1999	Discipline Problems of students in Karachi Schools	1. To identify and compare the discipline problems as viewed by different categories of	1. This study should sensitize the school stakeholders about the role of the school discipline for	1. Creation of grand council on school discipline. 2. Development of a policy statement on discipline.

			<p>school teachers of Karachi</p> <p>2. To discover the variety of strategies used by these teachers to handle the discipline problems</p> <p>3. To suggest ways and means for improving school discipline.</p>	<p>quality education program</p> <p>2. The multidimensional nature of the school discipline possess a challenge to the school people to understand the concept of discipline so as to deal with the disciplinary problems facing the schools</p> <p>3. There is a need for well-developed teacher pre-service and in service training programs in the area of school discipline.</p>	<p>3. Creation of student discipline council.</p> <p>4. Creation of teacher discipline council.</p> <p>5. Creation of school discipline council.</p> <p>6. Creation of district level student discipline committee.</p> <p>7. Development of teachers training program</p> <p>8. Development of student leadership program</p> <p>9. Development of discipline award of the year.</p>
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Annalisa Esquivel	2000	Learning Through Positive Discipline and Intrinsic Motivation	To find out the effect of intrinsic incentives on i. student attitude improvement ii. overall student behavior iii. student motivation	When students have a positive learning environment where they feel comfortable , they become motivated and begin to grow academically, socially as well as emotionally.	The children should be given a positive environment in the class room.
Lonisa Browning	2000	What Do You Mean “Think Before I Act”	A specific, time-limited Positive Discipline intervention can have significant impact on even very young students.	Students participated in class meetings where they discussed problem-solving solutions, particularly positive forms of conflict resolution.	.Problem solving solutions .Positive forms of conflict resolution . Make an apology . Tell the other person to stop. . Wake away

					.Give an `T message
Ghani-ur-Rehman Sabzwari	2004	A study on the effects of parental socio-economic status on the disciplined behavior of their adolescent children studying in secondary classes	1. To find out the relationship between the socio-economic status of parents and the state of discipline of their adolescent children 2. To find out the relationship between the socio-economic status of parents and their parental	1. The adolescent sons and daughters of parents belonging to the upper class of society were poor in discipline 2. The parents enjoying highest socio-economic status in society were not much concerned about the discipline of their children study in secondary classes.	1. The parents and students be increasingly involved in the day-to-day affairs of school and college. 2. The technique of behavior modification be thought in all teachers training colleges. 3. a counseling and guidance cell be established in every school and college. 4. Similar studies be carried out by making the students of degree classes as target.

			discipline practices		5. The study be replicated in other geographical regions of Pakistan.
Israel Collins	2007	Examining the implementation of school wide positive discipline intervention and its impact on teacher beliefs , values and practices	To examine possible changes in teacher beliefs, practices and values towards a positive discipline intervention program at a middle school in North east Georgia.	1. Although teachers acknowledged a positive improvement in student behavior, they felt that there was a moderate need for improvement in school safety. 2. Even though teachers reported an overall positive change in values, a prevailing need still exist for the	1. Investigate other levels of learning environments for example elementary and high Schools. 2. Consider studies at institutions in other regions in the state. 3. Redesign survey instruments to include more items and change Likert scale choices. Additionally, make sure there are an equivalent number of items per

				<p>development of trust and confidence in students towards teachers.</p> <p>3. Teacher promotion of student focus lessons and proactive classroom management increased however there is a need for an increase in teacher mentors as well as positive student/teacher relationships.</p>	<p>category being investigated</p> <p>4. Consider performing pre and post-test on the subjects as part of the study.</p> <p>Additionally, determine the score before and after implementation.</p> <p>5. Extend the study to the parents, students and administrators</p>
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APPENDIX B

Questionnaire for Teachers

Dear Teachers,

I am student of PhD Education at International Islamic University Islamabad. My research topic is “Positive Disciplining in Schools: Practices, Challenges and Remedies”. The main purpose of this study is to investigate the use of positive discipline practices in schools I am collecting data. In this regard, one questionnaire is dispatched. Can you please spare time to fill it out? I shall be thankful for your cooperation.

Yours Sincerely,

Muhammad Usman Dar

Reg.No: 130-FSS/PHDEDU/F16

Name (Optional) _____

Institute Name _____

Demographic Data:

Please readout the given option and tick (√) the relevant column.

Gander	Male				Female		
Academic Qualification	BA/BSc	BS	M.A	M.Sc	Others		

Professional Qualification	B.Ed	M.Ed.	Others		
Teaching Experience (in years)	0-4	5-8	9-12	Above 12	

Please read out the statements carefully and tick the most appropriate option/answer.

Strongly Agree= SA, Agree = A, Uncertain= UN, Disagree= D, Strongly Disagree= SDA

S. No	Statements	SA	A	UN	DA	SDA
Practices Regarding Positive Discipline						
1	I involve students in establishing class room rules and procedures.					
2	I share with the students the reasons behind the disciplinary					

	approaches, I use.					
3	I provide positive support to students for appropriate behaviour (e.g. special help, extra computer time, real rewards)					
4	I make students aware of results for misbehaviour (e.g. loss of break time, extra class room time)					
5	I use class time to reflect on appropriate behaviour with students as a group.					
6	I redirect inappropriate behaviour on the spot, using loud voice.					
7	I ignore misbehaviour that is not problematic to class.					
8	I use short verbal cues to stop misbehaviour(eg say					

	student`s name aloud, use “shh” sound)					
9	I use nonverbal signals to stop misbehaviour (eg make eye contact, approach and touch disruptive students)					
10	I send students to the principal`s office for misbehaviour.					
11	I send home teacher-to- parent communication letters or news letter regarding positive and negative aspects of their children`s behaviour.					
12	I send for parents to report inappropriate behaviour.					
13	I send for parents to report good behaviour.					

14	I collaborate with parents on a home-school behaviour plan.					
15	I teach parents activities to do with students at home to reinforce good behaviour at school.					
Issues Regarding Positive Discipline						
16	I often face disrespect from students` parents	SA	A	UN	DA	SDA
17	I face disorder line from students					
18	Whispering in class among students is common					
19	The students are frequently indulge in the habit of stealing					
20	Non-academic/Non-professional duties					

	imposed by government, burdened the teachers to focus on their real duty					
21	Most of the students show absenteeism					
22	Due to frequent transfer of teachers it becomes difficult to complete students` mentoring programme					
23	Entangling with each other in class in the absence of teacher is a permanent issue in the students					
24	I often face issue of restlessness in the students					

25	Nervousness during the class is commonly found in the students					
26	Bullying, before the arrival of teacher in the class ,is commonly found in the students					
27	The students are depressed in class environment					
28	The students always seemed dispirit in class					
29	The students often cheat me					
30	The students behave angrily to me often					
Challenges Regarding PD						
31	Due to plenty of subjects students always behave aggressive in class	SA	A	UN	DA	SDA

32	To maintain discipline in overcrowded class is a serious challenge					
33	Little emphasis on basic skills is a barrier to discipline students					
34	The students with weak economic condition background behave desperately in class					
35	Poor home school relationships becomes a challenge to discipline students					
36	Non availability of electronic AV aids is a cause of inattention of students					
37	Parental rejection of children has reflection in class room					

38	Children from broken homes carry psychological symptoms					
39	Violence of television is negatively affecting students behaviour					
40	The students belonging to single parent possess imbalance personality					
41	There is a language barrier between teacher and non-native students					
42	Cultural differences among students is a hurdle to maintain discipline in class					
43	The parents do not behave their children positively at					

	home, the students reciprocate this at school					
44	The parents are too busy to take interest of their children`s activities					
45	The students from joint family system show poor behaviour at school					
Remedies Regarding PD						
46	The students must be involved in establishing rules and procedures.	SA	A	UN	DA	SDA
47	The students must be made aware the reasons behind the positive strategy used by the teacher					
48	The students must be provided positive reinforcement so that they					

	may behave appropriate in class					
49	The teachers must be trained in line of positive behaviour					
50	The parents must be taught about positive behaviour					
51	The syllabus must be reduced to level of students					
52	The use of electronic AV aids be used frequently to engage students actively					
53	The school timing must be reduced according to age bracket of students					
54	The parents must also be involved in students matters					

55	A strong and clear communication system regarding student behaviour among school and parents must be established					
56	The number of students in a class must not be more than 15					
57	The number of teacher mentors at school must be increased					
58	The parents must monitor the length of screen time of the children at home					
59	The students must be awarded rewards to maintain their attraction in class					

60	The school must develop a written policy about zero tolerance for bullying and post it on a public board.					
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APPENDIX C

INTERVIEW GUIDE FOR STUDENTS

- What are the factors that your teacher punishes you in the class?
- How your teachers involve you in class room activities?
- Do your teachers behave you in a respectable way?
- Do you know punishing students at school is prohibited by law?
- What are the discipline rules to be followed in the class?
- Up to what extent you feel yourself safe at school?
- In which way your teachers behave while listening your point of view?
- In which way you are involved by teachers while setting discipline rules for class?
- What is the attitude of your teachers towards you on your mistakes in class?
- What are the norms of your school that you love your school?
- In case you are unable to answer any question asked by teacher, how does the teacher response?
- How many students are in habit to talk during class?
- Do the students behave properly with each other?
- Whenever you need some extra help, in which way your peers offer you their services?
- What are your feelings whenever your teacher helps you to resolve your any issue?

APPENDIX D

INTERVIEW GUIDE FOR SCHOOL HEADS

Biographic Information

Section A

Name (Optional) _____

Institute Name _____

Date of interview _____

Please readout the given option and tick (√) the relevant column.

Gander	Male			Female			
Academic Qualification	BA/BSc	BS	M.A	M.Sc	Others		
Professional Qualification	B.Ed	M.Ed.	Others				
Teaching Experience (in years)	0-4	5-8	9-12		Above 12		

Section B: Strategies used to maintain positive discipline in elementary 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

APPENDIX E



OFFICE OF THE
DEPUTY DISTRICT EDUCATION OFFICER (M-EE)
TEHSIL JAND DISTRICT ATTOCK
E-Mail. dydeomjand@gmail.com
Tell.# 0572-621270

Ref No: 219 Dated: 15-04-2024

To,

Respected Researcher Usman Dar.

Subject: **RESEARCH RECOMMENDATIONS.**

Respected Sir,

This office is pleased that you have shared your valuable recommendations with us. Your input regarding establishment of positive discipline in school is appreciable. This office will consider your recommendations for future teacher trainings and establishment of positive discipline and teaching learning in schools.

Dr Muhammad Azhar
Deputy District Education Officer (M-EE)
Jand (Attock)

APPENDIX F**Details Of school District [RAWALPINDI]**

#	DISTRICT	TEHSIL	SCHOOL
1	RAWALPINDI	GUJAR KHAN	37360081 - GES RAYYAN GORSIAN
2	RAWALPINDI	GUJAR KHAN	37360159 - GPS MODEL KHINGER MAMDHAL
3	RAWALPINDI	GUJAR KHAN	37360432 - GGES BUCHIAL
4	RAWALPINDI	GUJAR KHAN	37360133 - GGES GHUNGRILA
5	RAWALPINDI	GUJAR KHAN	37360092 - GES POTHY
6	RAWALPINDI	GUJAR KHAN	37360097 - GGES CHAKRALI BADHAL
7	RAWALPINDI	GUJAR KHAN	37360637 - GPS MODEL KNATT LEH DU
8	RAWALPINDI	GUJAR KHAN	37360064 - GES SHARIF ABAD
9	RAWALPINDI	GUJAR KHAN	37360066 - GES BUCHIAL
10	RAWALPINDI	GUJAR KHAN	37360066 - GES BUCHIAL
11	RAWALPINDI	GUJAR KHAN	37360071 - GES MANKIALA MUSLIM
12	RAWALPINDI	GUJAR KHAN	37360072 - GES MIANA DHERI

#	DISTRICT	TEHSIL	SCHOOL
13	RAWALPINDI	GUJAR KHAN	37360074 - GES SUI CHEEMIAN
14	RAWALPINDI	GUJAR KHAN	37360082 - GES TANWEEN
15	RAWALPINDI	GUJAR KHAN	37360086 - GES BHANGALI GUJAR
16	RAWALPINDI	GUJAR KHAN	37360086 - GES BHANGALI GUJAR
17	RAWALPINDI	GUJAR KHAN	37360090 - GES MOHREE
18	RAWALPINDI	GUJAR KHAN	37360090 - GES MOHREE
19	RAWALPINDI	GUJAR KHAN	37360095 - GGES BARKI BADHAL
20	RAWALPINDI	GUJAR KHAN	37360096 - GGES BHADANA
21	RAWALPINDI	GUJAR KHAN	37360104 - GGES LALYANI
22	RAWALPINDI	GUJAR KHAN	37360108 - GGES MOHRA JHARIAN BABA KARAM
23	RAWALPINDI	GUJAR KHAN	37360109 - GGES PURANAY RATIAL
24	RAWALPINDI	GUJAR KHAN	37360109 - GGES PURANAY RATIAL
25	RAWALPINDI	GUJAR KHAN	37360117 - GGES THAKRA MOHRA
26	RAWALPINDI	GUJAR KHAN	37360133 - GGES GHUNGRILA

#	DISTRICT	TEHSIL	SCHOOL
27	RAWALPINDI	GUJAR KHAN	37360139 - GGES KURIDOLAL
28	RAWALPINDI	GUJAR KHAN	37360147 - GPS GUJAR KHAN NO. 2
29	RAWALPINDI	GUJAR KHAN	37360149 - GPS JHANDA
30	RAWALPINDI	GUJAR KHAN	37360151 - GMPS GOLEEN
31	RAWALPINDI	GUJAR KHAN	37360156 - GPS JHAMATH
32	RAWALPINDI	GUJAR KHAN	37360169 - GMPS MIANA POTHAN
33	RAWALPINDI	GUJAR KHAN	37360169 - GMPS MIANA POTHAN
34	RAWALPINDI	GUJAR KHAN	37360196 - GPS MODEL BHALOTE
35	RAWALPINDI	GUJAR KHAN	37360207 - GPS DUHMAN
36	RAWALPINDI	GUJAR KHAN	37360207 - GPS DUHMAN
37	RAWALPINDI	GUJAR KHAN	37360215 - GPS BHAIK HATHAL
38	RAWALPINDI	GUJAR KHAN	37360223 - GPS MODEL CHAKRI WAKIALAN
39	RAWALPINDI	GUJAR KHAN	37360233 - GMPS FAZOLIAN
41	RAWALPINDI	GUJAR KHAN	37360248 - GPS PIND THAKREEAN

#	DISTRICT	TEHSIL	SCHOOL
42	RAWALPINDI	GUJAR KHAN	37360255 - GPS THAKRAH MOHRA
43	RAWALPINDI	GUJAR KHAN	37360260 - GPS GORSIAN
44	RAWALPINDI	GUJAR KHAN	37360263 - GPS HASSAL
45	RAWALPINDI	GUJAR KHAN	37360274 - GPS KARNAB USMAN
46	RAWALPINDI	GUJAR KHAN	37360277 - GPS MODEL KHARALI JATTAN
47	RAWALPINDI	GUJAR KHAN	37360278 - GPS MODEL KHARALI KHINGAR
48	RAWALPINDI	GUJAR KHAN	37360297 - GMPS JOLLEY P.O SUKHO
49	RAWALPINDI	GUJAR KHAN	37360304 - GPS KURI DOLAL P.O KURI DOLAL
53	RAWALPINDI	GUJAR KHAN	37360333 - GGPS KARULI GUJAR KHAN
54	RAWALPINDI	GUJAR KHAN	37360334 - GGCMES JAIRO RATIAL
55	RAWALPINDI	GUJAR KHAN	37360334 - GGCMES JAIRO RATIAL
56	RAWALPINDI	GUJAR KHAN	37360347 - GGES MANJHOTA
57	RAWALPINDI	GUJAR KHAN	37360347 - GGES MANJHOTA
58	RAWALPINDI	GUJAR KHAN	37360347 - GGES MANJHOTA

#	DISTRICT	TEHSIL	SCHOOL
59	RAWALPINDI	GUJAR KHAN	37360350 - GGES MATUA
60	RAWALPINDI	GUJAR KHAN	37360353 - GGES MIANI DHERI
61	RAWALPINDI	GUJAR KHAN	37360356 - GGPS MISSA KASWAL
62	RAWALPINDI	GUJAR KHAN	37360358 - GGPS MOHRA BHATTIAN
63	RAWALPINDI	GUJAR KHAN	37360364 - GPS MODEL MOHRI BARSAL
64	RAWALPINDI	GUJAR KHAN	37360366 - GGPS MANDHAL NO. 2
65	RAWALPINDI	GUJAR KHAN	37360378 - GGES PALINA
66	RAWALPINDI	GUJAR KHAN	37360383 - GGPS SIHALA MINHAS
67	RAWALPINDI	GUJAR KHAN	37360399 - GGPS MODEL DHOK BAGH
68	RAWALPINDI	GUJAR KHAN	37360400 - GGPS DHOK CHOHDRIAN
69	RAWALPINDI	GUJAR KHAN	37360420 - GGPS AHIR
70	RAWALPINDI	GUJAR KHAN	37360420 - GGPS AHIR
71	RAWALPINDI	GUJAR KHAN	37360427 - GGES BHAI KHAN
72	RAWALPINDI	GUJAR KHAN	37360431 - GGES BORGHI KARAM CHAND

#	DISTRICT	TEHSIL	SCHOOL
73	RAWALPINDI	GUJAR KHAN	37360434 - GGPS GUSROR
74	RAWALPINDI	GUJAR KHAN	37360437 - GGPS NARALI MIRZIAN
75	RAWALPINDI	GUJAR KHAN	37360442 - GGPS KOTHI SYEDAN
76	RAWALPINDI	GUJAR KHAN	37360442 - GGPS KOTHI SYEDAN
77	RAWALPINDI	GUJAR KHAN	37360444 - GGPS MOHRAN SHEKHAN
78	RAWALPINDI	GUJAR KHAN	37360457 - GMPS NATA GUJAR MALL
79	RAWALPINDI	GUJAR KHAN	37360464 - GGES RAYAN GORSIAN
80	RAWALPINDI	GUJAR KHAN	37360481 - GGPS MODEL CANTT MALOOK
81	RAWALPINDI	GUJAR KHAN	37360485 - GGPS KAHILI BAKHRAL
82	RAWALPINDI	GUJAR KHAN	37360505 - GGPS MODEL CHAK NABIN
83	RAWALPINDI	GUJAR KHAN	37360518 - GGPS DHOK CHEMIAN
84	RAWALPINDI	GUJAR KHAN	37360544 - GMPS BEGWAL
85	RAWALPINDI	GUJAR KHAN	37360556 - GGES BUCHA
86	RAWALPINDI	GUJAR KHAN	37360558 - GGES CHAK DOLAT

#	DISTRICT	TEHSIL	SCHOOL
87	RAWALPINDI	GUJAR KHAN	37360558 - GGES CHAK DOLAT
88	RAWALPINDI	GUJAR KHAN	37360576 - GGES JALYARI BHI KHAN
89	RAWALPINDI	GUJAR KHAN	37360580 - GGPS JOHLAY
90	RAWALPINDI	GUJAR KHAN	37360598 - GGPS NODEEL
91	RAWALPINDI	GUJAR KHAN	37360599 - GGES NOOR DOLAL
92	RAWALPINDI	GUJAR KHAN	37360602 - GGPS POTHY
93	RAWALPINDI	GUJAR KHAN	37360608 - GMPS SANPAL
94	RAWALPINDI	GUJAR KHAN	37360628 - GPS RAM PUR
95	RAWALPINDI	GUJAR KHAN	37360637 - GPS MODEL KNATT LEH DU
96	RAWALPINDI	GUJAR KHAN	37360651 - GPS MODEL PARI FEROZAL
97	RAWALPINDI	GUJAR KHAN	37360653 - GGES MIANA DULIAL
98	RAWALPINDI	GUJAR KHAN	37360102 - GGES GOLEEN

#	DISTRICT	TEHSIL	SCHOOL
99	RAWALPINDI	GUJAR KHAN	37360120 - GGES CHAK BAGWAL
100	RAWALPINDI	GUJAR KHAN	37360357 - GGPS DHOKE NUMBARDAR BILAWAL
101	RAWALPINDI	GUJAR KHAN	37360063 - GGES MC JUNIOR MODEL PUBLIC NO. 1
102	RAWALPINDI	GUJAR KHAN	37360066 - GES BUCHIAL
103	RAWALPINDI	GUJAR KHAN	37360085 - GES BANDOT
104	RAWALPINDI	GUJAR KHAN	37360095 - GGES BARKI BADHAL
105	RAWALPINDI	GUJAR KHAN	37360109 - GGES PURANAY RATIAL
106	RAWALPINDI	GUJAR KHAN	37360110 - GGES RATALA

#	DISTRICT	TEHSIL	SCHOOL
107	RAWALPINDI	GUJAR KHAN	37360127 - GGES KOONAT
108	RAWALPINDI	GUJAR KHAN	37360145 - GPS QADRIA
109	RAWALPINDI	GUJAR KHAN	37360146 - GGPS MC JUNIOR PUBLIC NO. 2 GUJAR KHAN
110	RAWALPINDI	GUJAR KHAN	37360184 - GPS ROUNGTAY
111	RAWALPINDI	GUJAR KHAN	37360226 - GPS MODEL DHOK BADHAL
112	RAWALPINDI	GUJAR KHAN	37360244 - GPS MODEL PUNJ GARAN KALAN
113	RAWALPINDI	GUJAR KHAN	37360263 - GPS HASSAL
114	RAWALPINDI	GUJAR KHAN	37360299 - GPS KAKHRI
115	RAWALPINDI	GUJAR KHAN	37360335 - GGPS JATAIL SURKHURU
116	RAWALPINDI	GUJAR KHAN	37360353 - GGES MIANI DHERI
117	RAWALPINDI	GUJAR KHAN	37360356 - GGPS MISSA KASWAL
118	RAWALPINDI	GUJAR KHAN	37360375 - GGES NOTLA
119	RAWALPINDI	GUJAR KHAN	37360400 - GGPS DHOK CHOHDRIAN
120	RAWALPINDI	GUJAR KHAN	37360405 - GGPS DHOK RAJGAN

#	DISTRICT	TEHSIL	SCHOOL
121	RAWALPINDI	GUJAR KHAN	37360408 - GGPS DONGI DAM
122	RAWALPINDI	GUJAR KHAN	37360432 - GGES BUCHIAL
123	RAWALPINDI	GUJAR KHAN	37360432 - GGES BUCHIAL
124	RAWALPINDI	GUJAR KHAN	37360459 - GGPS NAKKO
125	RAWALPINDI	GUJAR KHAN	37360463 - GGES QUTBALL
126	RAWALPINDI	GUJAR KHAN	37360465 - GMPS SABA SHER KHAN
127	RAWALPINDI	GUJAR KHAN	37360471 - GGES TARKAWAL
128	RAWALPINDI	GUJAR KHAN	37360479 - GGPS KANAYAT PIR BUKHSH
129	RAWALPINDI	GUJAR KHAN	37360493 - GGMPS LALHAL
130	RAWALPINDI	GUJAR KHAN	37360513 - GGPS DAULTALA
131	RAWALPINDI	GUJAR KHAN	37360531 - GGPS DONGI KALLAN
132	RAWALPINDI	GUJAR KHAN	37360553 - GGPS BANDOT
133	RAWALPINDI	GUJAR KHAN	37360564 - GGPS DARKALI KALLAN

#	DISTRICT	TEHSIL	SCHOOL
134	RAWALPINDI	GUJAR KHAN	37360566 - GGPS DHOK MUQADDAM
135	RAWALPINDI	GUJAR KHAN	37360576 - GGES JALYARI BHI KHAN
136	RAWALPINDI	GUJAR KHAN	37360576 - GGES JALYARI BHI KHAN
137	RAWALPINDI	GUJAR KHAN	37360580 - GGPS JOHLAY
138	RAWALPINDI	GUJAR KHAN	37360581 - GGPS JURIAN
139	RAWALPINDI	GUJAR KHAN	37360601 - GGES PIND BALA
140	RAWALPINDI	GUJAR KHAN	37360644 - GPS MOHRA MANDO
141	RAWALPINDI	GUJAR KHAN	37360644 - GPS MOHRA MANDO
142	RAWALPINDI	GUJAR KHAN	37360339 - GMPS KHAN PUR
143	RAWALPINDI	GUJAR KHAN	37360116 - GGES TANWEEN
144	RAWALPINDI	KAHUTA	37310261 - GGES ALIOT

#	DISTRICT	TEHSIL	SCHOOL
145	RAWALPINDI	KAHUTA	37310275 - GGES BHOON
146	RAWALPINDI	KAHUTA	37310047 - GES BAGHAR SHARIF
147	RAWALPINDI	KAHUTA	37310048 - GES CHAK SANZO
148	RAWALPINDI	KAHUTA	37310054 - GES KERAL
149	RAWALPINDI	KAHUTA	37310056 - GES MAIRA
150	RAWALPINDI	KAHUTA	37310056 - GES MAIRA
151	RAWALPINDI	KAHUTA	37310100 - GMPS GHARIAT
152	RAWALPINDI	KAHUTA	37310124 - GPS NALA KHAIRA
153	RAWALPINDI	KAHUTA	37310128 - GMPS NORANG BAKHT
154	RAWALPINDI	KAHUTA	37310155 - GPS JAWA
155	RAWALPINDI	KAHUTA	37310156 - GPS KANTHIL
156	RAWALPINDI	KAHUTA	37310156 - GPS KANTHIL
157	RAWALPINDI	KAHUTA	37310157 - GPS MATORE

#	DISTRICT	TEHSIL	SCHOOL
158	RAWALPINDI	KAHUTA	37310163 - GMPS BALHAR
159	RAWALPINDI	KAHUTA	37310163 - GMPS BALHAR
160	RAWALPINDI	KAHUTA	37310170 - GPS BHED
161	RAWALPINDI	KAHUTA	37310170 - GPS BHED
162	RAWALPINDI	KAHUTA	37310174 - GMPS CHIRASS
163	RAWALPINDI	KAHUTA	37310174 - GMPS CHIRASS
164	RAWALPINDI	KAHUTA	37310261 - GGES ALIOT
165	RAWALPINDI	KAHUTA	37310268 - GGPS BAIT
166	RAWALPINDI	KAHUTA	37310272 - GGPS BARA
167	RAWALPINDI	KAHUTA	37310280 - GGPS BRATHAIAN
168	RAWALPINDI	KAHUTA	37310346 - GMPS JANJOR
169	RAWALPINDI	KAHUTA	37310349 - GGPS JEWARA

#	DISTRICT	TEHSIL	SCHOOL
170	RAWALPINDI	KAHUTA	37310362 - GGPS KOTHA
171	RAWALPINDI	KAHUTA	37310379 - GGPS MOHRA PLAI
172	RAWALPINDI	KAHUTA	37310383 - GGPS DANAN
173	RAWALPINDI	KAHUTA	37310397 - GMPS KOT
174	RAWALPINDI	KAHUTA	37310477 - GPS SEHLAY SARLAY
175	RAWALPINDI	KAHUTA	37310477 - GPS SEHLAY SARLAY
176	RAWALPINDI	KAHUTA	37310500 - GGES THATHI SYEDAN
177	RAWALPINDI	KAHUTA	37310501 - GGES JHANGAR
178	RAWALPINDI	KAHUTA	37310501 - GGES JHANGAR
179	RAWALPINDI	KAHUTA	37310505 - GPS KUND
180	RAWALPINDI	KAHUTA	37310048 - GES CHAK SANZO
181	RAWALPINDI	KAHUTA	37310499 - GGES GARMALA

#	DISTRICT	TEHSIL	SCHOOL
182	RAWALPINDI	KAHUTA	37310047 - GES BAGHAR SHARIF
183	RAWALPINDI	KAHUTA	37310107 - GPS KAROT
184	RAWALPINDI	KAHUTA	37310131 - GMPS PIRWALA
	RAWALPINDI	KAHUTA	37310258 - GGPS ARA
185	RAWALPINDI	KAHUTA	37310296 - GGPS DARYOUA
186	RAWALPINDI	KAHUTA	37310299 - GGPS DHOK GALA
187	RAWALPINDI	KAHUTA	37310308 - GGPS HAIL JAMERI
188	RAWALPINDI	KAHUTA	37310372 - GGPS MANYAND
189	RAWALPINDI	KAHUTA	37310379 - GGPS MOHRA PLAI
190	RAWALPINDI	KAHUTA	37310121 - GPS MORI
191	RAWALPINDI	KAHUTA	37310056 - GES MAIRA

#	DISTRICT	TEHSIL	SCHOOL
192	RAWALPINDI	KAHUTA	37310056 - GES MAIRA
193	RAWALPINDI	KALLAR SYEDAN	37370392 - GGPS KHALWAT
194	RAWALPINDI	KALLAR SYEDAN	37370227 - GPS GOHRA
195	RAWALPINDI	KALLAR SYEDAN	37370435 - GGPS CHANALI
196	RAWALPINDI	KALLAR SYEDAN	37370494 - GPS TANYAM SYEDAN
197	RAWALPINDI	KALLAR SYEDAN	37370235 - GES KALLAR SYEDAN
198	RAWALPINDI	KALLAR SYEDAN	37370309 - GGPS HAWALLIAN
199	RAWALPINDI	KALLAR SYEDAN	37370189 - GPS BALIMAH
200	RAWALPINDI	KALLAR SYEDAN	37370212 - GPS NANDNA MANGRAL
201	RAWALPINDI	KALLAR SYEDAN	37370220 - GPS SUMBLE
202	RAWALPINDI	KALLAR SYEDAN	37370227 - GPS GOHRA
203	RAWALPINDI	KALLAR SYEDAN	37370235 - GES KALLAR SYEDAN
204	RAWALPINDI	KALLAR SYEDAN	37370238 - GMPS KHANAHDHAH

#	DISTRICT	TEHSIL	SCHOOL
205	RAWALPINDI	KALLAR SYEDAN	37370257 - GGPS HAYYAT BUKSH
206	RAWALPINDI	KALLAR SYEDAN	37370310 - GGPS HAYYAL MIR GALA
207	RAWALPINDI	KALLAR SYEDAN	37370370 - GGPS MAINA MOHRA
208	RAWALPINDI	KALLAR SYEDAN	37370388 - GGPS JASWALA
209	RAWALPINDI	KALLAR SYEDAN	37370395 - GGPS KHORI SAKRANA
210	RAWALPINDI	KALLAR SYEDAN	37370413 - GGPS MOHRI SINGAL
211	RAWALPINDI	KALLAR SYEDAN	37370415 - GGPS NANDNA JATTAL
212	RAWALPINDI	KALLAR SYEDAN	37370421 - GGES PIND BAINSO
213	RAWALPINDI	KALLAR SYEDAN	37370421 - GGES PIND BAINSO
214	RAWALPINDI	KALLAR SYEDAN	37370422 - GGPS PINDORI CHAUDRIAN
215	RAWALPINDI	KALLAR SYEDAN	37370434 - GGPS CHAK MIRZA
216	RAWALPINDI	KALLAR SYEDAN	37370449 - GGES GAKHAR ADMAL
217	RAWALPINDI	KALLAR SYEDAN	37370449 - GGES GAKHAR ADMAL

#	DISTRICT	TEHSIL	SCHOOL
218	RAWALPINDI	KALLAR SYEDAN	37370449 - GGES GAKHAR ADMAL
219	RAWALPINDI	KALLAR SYEDAN	37370468 - GGES KHAD ZARIAN
220	RAWALPINDI	KALLAR SYEDAN	37370486 - GPS MANMORE
221	RAWALPINDI	KALLAR SYEDAN	37370502 - GGPS BROOTA
222	RAWALPINDI	KALLAR SYEDAN	37370067 - GES NUMBLE
223	RAWALPINDI	KALLAR SYEDAN	37370089 - GGES KANOHA
224	RAWALPINDI	KALLAR SYEDAN	37370193 - GPS BISHANDOT
225	RAWALPINDI	KALLAR SYEDAN	37370210 - GMPS GARATA SYEDAN
226	RAWALPINDI	KALLAR SYEDAN	37370210 - GMPS GARATA SYEDAN
227	RAWALPINDI	KALLAR SYEDAN	37370243 - GPS MAIRA SANGAL
228	RAWALPINDI	KALLAR SYEDAN	37370246 - GPS MANGAL

#	DISTRICT	TEHSIL	SCHOOL
229	RAWALPINDI	KALLAR SYEDAN	37370257 - GGPS HAYYAT BUKSH
230	RAWALPINDI	KALLAR SYEDAN	37370279 - GGPS BHOUNI
231	RAWALPINDI	KALLAR SYEDAN	37370295 - GGPS DARYAL
232	RAWALPINDI	KALLAR SYEDAN	37370312 - GGPS NANDNA MANGRAL
233	RAWALPINDI	KALLAR SYEDAN	37370389 - GGES JACHA MOMDOT
234	RAWALPINDI	KALLAR SYEDAN	37370394 - GGPS KHANADA DOBERAN
235	RAWALPINDI	KALLAR SYEDAN	37370396 - GGPS GHOI
236	RAWALPINDI	KALLAR SYEDAN	37370398 - GGPS LOONI BAZDARAN
237	RAWALPINDI	KALLAR SYEDAN	37370417 - GGPS PURANA SAROHA
238	RAWALPINDI	KALLAR SYEDAN	37370419 - GGPS PHAGWARI GALA
239	RAWALPINDI	KALLAR SYEDAN	37370420 - GGPS PHALINA
240	RAWALPINDI	KALLAR SYEDAN	37370425 - GGPS SAHIB DAMYAL
241	RAWALPINDI	KALLAR SYEDAN	37370431 - GGPS TRIKHI
242	RAWALPINDI	KALLAR SYEDAN	37370449 - GGES GAKHAR ADMAL

#	DISTRICT	TEHSIL	SCHOOL
243	RAWALPINDI	KALLAR SYEDAN	37370458 - GGPS BASANTA
244	RAWALPINDI	KALLAR SYEDAN	37370467 - GGPS RAJDAHNI
245	RAWALPINDI	KALLAR SYEDAN	37370468 - GGES KHAD ZARIAN
246	RAWALPINDI	KALLAR SYEDAN	37370369 - GGPS LOWER GUFF
247	RAWALPINDI	KOTLI SATTIAN	37350160 - GGPS BEGAAL
248	RAWALPINDI	KOTLI SATTIAN	37350094 - GES KARL
249	RAWALPINDI	KOTLI SATTIAN	37350151 - GGPS ASKEER
250	RAWALPINDI	KOTLI SATTIAN	37350160 - GGPS BEGAAL
251	RAWALPINDI	KOTLI SATTIAN	37350025 - GES KARORE
252	RAWALPINDI	KOTLI SATTIAN	37350028 - GES PALLAY
253	RAWALPINDI	KOTLI SATTIAN	37350033 - GGES CHAINT
254	RAWALPINDI	KOTLI SATTIAN	37350093 - GES KARI AURANGA
255	RAWALPINDI	KOTLI SATTIAN	37350105 - GGPS KHARANG
256	RAWALPINDI	KOTLI SATTIAN	37350025 - GES KARORE

#	DISTRICT	TEHSIL	SCHOOL
257	RAWALPINDI	KOTLI SATTIAN	37350027 - GES OJANA
258	RAWALPINDI	KOTLI SATTIAN	37350041 - GPS ASKEER
259	RAWALPINDI	KOTLI SATTIAN	37350042 - GMPS ARHANGA
260	RAWALPINDI	KOTLI SATTIAN	37350057 - GMPS BISSA
261	RAWALPINDI	KOTLI SATTIAN	37350082 - GPS SIMLI
262	RAWALPINDI	KOTLI SATTIAN	37350092 - GES KAMRAH
263	RAWALPINDI	KOTLI SATTIAN	37350096 - GPS KHAL CHATTAR
264	RAWALPINDI	KOTLI SATTIAN	37350129 - GGPS OJNA
265	RAWALPINDI	KOTLI SATTIAN	37350156 - GGES BARHAD
266	RAWALPINDI	KOTLI SATTIAN	37350159 - GMPS BASSAND
267	RAWALPINDI	KOTLI SATTIAN	37350251 - GGES DANOI
268	RAWALPINDI	KOTLI SATTIAN	37350020 - GES BEHL CHAKKA
269	RAWALPINDI	KOTLI SATTIAN	37350025 - GES KARORE