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A study on the Status and Practice of Positive Discipline in Everyday Teaching in Some Selected Schools of A.A

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Abstract

The purpose of the study was to investigateabout teachers' and students' awareness, attitudes and practices of positive discipline in everyday teaching at school.A total number of 70 teachers (34 females and 36 males) and 236 students (122 females and 114 males) were randomly selected from 6 primary schools in Addis Ababa.

The study was conducted usingmixed methodsas multiple approaches toanswer the research questions. Tocollect data, different questionnaires anddocument analysiswere used.

As a result, most school teachers and students confirmed that teachers beat and/or humiliate their students.When teachers felt that they are disrupted by students, be stressed and their emotional brain reacts, replacingthe thinking brain. As a result,they behave aggressively and may hurtstudents by hitting, pinching, scolding, and/or humiliating students.

It was also reported that having negative attitude and lacking interest in learning, inappropriate teaching strategies, not understanding the learning styles of students, frequent negative comments from teachers, repeated failure in tests or other class activities, teacher's inability to meet the diverse needs of students in the schools were identified as the causes for students' misbehaviors.

The child right principles and pedagogical principles are the foundations for creating warmth and structure in the classroom to actualize positive discipline for effective and successful students learning. Nevertheless, teachers' perceptions and experiences are insufficient. Furthermore, they were unable to outline the pedagogical principles relevant to create warmth in the classroom. And what they need to do to create warmth in the classroom. Moreover, their perception and experienceabout positive child discipline was inadequate.

Finally some relevant suggestions were made in line with the importance of discipline for effective teaching and learning in the classroom.

1. Introduction

1.1 Background of the Study

It is true that the everyday jobs and challenges of teaching are huge in guiding each individual child with his/her own strengths, difficulties, aptitudes and family background, from one learning stage to the next. Teachers have the responsibility to take care of, support, motivate, and pass on knowledge to a diverse group of learners, often with inadequate resources. But teaching if properly executed by considering the learning needs of children can be most satisfying and rewarding experiences. The privilege of having children placed in one's care and trusted with their learning can inspire teachers to be powerfully positive influences in the lives of their students.

But in every teacher's life, there is also frustration and the experience of not knowing how to reach particular children. There can be moments of helplessness or frustration and of feeling unprepared to face the challenge. Sometimes the addition of teachers' own personal stresses can make the situation overwhelming.

Lots of teachers may not have adequate training in classroom management, conflict resolution or child development. As a result, they often rely on their own early school experiences, or local ideas of good teaching, to guide them. In some cases, those experiences and ideas are positive and inspiring ones. But many times they are negative or even violent ones. If our training was inadequate, our experiences were harsh or local ideas are limited, we might come to believe that classroom discipline is no more than scolding and hitting. As a result, many challenges are faced in the approaches used to educate children in schools. Most teachers are having difficulty in disciplining children, especially those who misbehave. Many of us still apply negative disciplinary techniques such as beating, scolding and other severe punishments. Still others use emotional or psychological punishments like scolding, cursing, humiliating, inducing panic, threatening or ignoring, etc. The result is that children often suffer a serious deficit in self-confidence, be uncooperative, negative and unwilling (Burke, 1992; Dwyer, et al., 2001; Safran, and Oswald, 2003, and, Durrant, 2010).

1.2 Statement of the Problem

According to Dipak and Deborah (2009) most adults do not want to harm children. They use corporal punishment because they experienced it during their childhood. As a result, they trust that corporal punishment will teach children how to behave. Often, adults do not realize the damage they cause when they use it. Some of the consequences of corporal punishment are *physical consequences* (such as broken bones, infections and physical illness*), emotional and psychological consequence (i.e.*, feelings of anger and shame, inhibition, rigidity, desires for revenge and aggression toward others) and *behavioral consequences* (bullying other children, or as adults, and use violence), *developmental consequences* (interrupted cognitive and emotional development performance at school deteriorates, and their ability to form healthy, satisfying relationships can be severely affected.

Similarly teachers will not be free of this thinking. They also believe that punishment can improve students' behavior problems. So they usually practice it and they are not aware of alternative approaches to disciplinary responses.

According to Durrant (2010) effective teaching requires effective discipline. Effective discipline is maintained by practicing positive discipline techniques in schools. Positive discipline is about creating and maintaining a positive and effective learning environment where all children are respected and be successful learners.Positive discipline increases students' motivation, so they pay attention more, study more and perform better academically. Positive discipline reduces the time teachers spend on behavioral issues, so they can spend more time on teaching the curriculum. Positive discipline aids teaching. It is about understanding how students learn, build their skills and foster the self-discipline they need in order to be successful.

The positive discipline approach works on the basis of positive reinforcement, enabling students to share in the responsibility of good behavior and to be respectful of decisions made by adults. It allows students to take more responsibility for their own behavior.

Nowadays, the recurrent incidence of negative student behaviors such as being inattentive and lack of interest in their learning, bulling, verbal abuse, lies, aggression (e.g. fighting, impulsive), emotional problem may lead to a situation where the student withdraws or acts out with inappropriate behavior, academic deficit, social deficits(rejected by peers), poor sense of responsibility, problems of teasing other students, talking out of turn, shouting, restlessness, leaving the classroom without permission, cheating in exams, and disrespect remain a key concern for teachers. Teachers report instances of simple disrespect, disobedience, poor peer interactions, cursing, making fun of one another, grabbing, pushing

and being off-task as common occurrences in their classrooms. Teachers are expected and required to manage student behavior through the implementation of a well-designed positive disciplining techniques in their classrooms(Burke,1992; Dwyer, et al., 2001; Safran, and Oswald, 2003, and Durrant2010)

The purpose of this study was, therefore, to examine the practice of School-wide positive discipline intervention and its impact on teachers beliefs, values and practices that may result in changing school climate.

1.3 Basic Research Questions

Based on this purpose, an attempt was made to answer the following basic questions.

1. Which behavior problems of students prevail at primary schools? How do teachers handle students' behavior problems in the classroom?
2. What are the possible sources of students' behavior problems at school?
3. Do teachers are really aware of the consequences of physical or psychological punishment?
4. To what extent are teachers' orientations and experiences with regard to positive discipline?
5. What challenges are observed regarding to the practice of positive disciplining in the classrooms?
6. What should be done in the future to improve the practice of positive discipline at school?

1.4 Objectives of the Study

The objectives of the study were related to answering the basic questions raised above. Thus, the objectives are to:

- Identify the wide spread behaviour problems among school students.
- Find out intervention mechanisms applied to eliminate disciplinary problems.
- Discover major causes for students' undesired behaviours in the classroom.
- Realize teachers' understanding of the consequences of physical or psychological punishment.
- Differentiate teachers' awareness and experiences with regard to positive discipline.
- Evaluate the challenges that hinder the practice of positive discipline in the everyday teaching.

1.5 Significance of the Study

Chadsey and McVittie (2006) stated that in school that exercise a positive disciplining, every teacher:

- Understands that the quality of relationships and school climate are absolutely critical to successful student learning.

- Seeks to establish strong meaning and connection for students, families and staff in social and academic contexts.
- Implements principles of mutual respect and encouragement
- Focuses on long term, solutions to misbehavior at individual, class and school wide levels.
- Views mistakes as opportunities to learn and misbehavior as opportunities to practice critical life skills.
- Questions the tradition of adult control, rewards and punishments.

As a whole positive discipline is about understanding how students learn, build their skills, and foster the self-discipline they need in order to be successful learners (Durrant, 2010)

Chadsey and McVittie (2006) stated that schools need to have a critical choice to perceive and respond to student misbehavior. When following familiar and traditional practice, it often acts in ways that contradict the fundamental mission i.e., engaging each student in high levels of learning. They also revealed that comprehensive approaches to school discipline emphasize teaching appropriate behavior (not just punishing), matching the level of intervention to the level of behavioral challenge posed by each student, and designing integrated systems that deal with a full range of discipline challenges.

Changing to a positive discipline approach is not easy. The process requires patience and persistence. In a positive discipline approach, a disciplinary response should be:

- Relevant to the misbehavior
- Proportional to the offence
- Focused on correcting the behavior not humiliating the student
- Aimed at rehabilitation (learning from mistakes) not retribution (payback)

When it seems a student has misbehaved, the first challenge is to ensure understanding the reasons for the child's behavior and to evaluate whether the behavior actually deserves a disciplinary response.

It is imperative to critically examine and analyze the nature of students' behavior problems and the interventions that are considered by teachers. Therefore, conducting this research to arrive at certain findings would be important. As a result:

- Adequate information can be obtained with regard to the commonly observed behavior problems and the sources for their frequent occurrence in the classroom.
- Relevant data can be generated as to teachers' orientation and experience pertaining to positive discipline.

- Teachers will be aware of their strengths and limitations to take corrective measures in applying better positive discipline techniques in their classes.
- Teachers' opportunity and skill of using positive discipline techniques can be promoted.
- Teachers' skill of providing adequate support to their students' will be improved.
- Teachers' attitudes towards prohibiting violence in the institution, including corporal punishment will be strengthened.
- Schools needs to have a code of conduct that reflects its unique needs, circumstances and the needs of students.
- Schools will have the opportunity to establish an effective support system to promote positive child disciplining.
- Schools will have adequate experience of organizing programs and trainings that support the teaching staff in the use of non-violent approaches to teaching and classroom management. A school should establish an effective support system to promote positive child disciplining.
- The study could be used as a case for conducting further study on positive disciplining and related issues.

1.6 Delimitation of the Study

The scope of this study was confined to assessing the present status and challenges encountered in implementing positive disciplining interventions in ever day teaching at primary schools. The study was limited to information collected from a total of 70 teachers and 236 students considered from six primarily schools in which sample teachers who attended a 4 days training on positive child discipline in every day teaching recently.

1.7 Limitation of the Study

The study is limited to collecting information using questionnaires developed both for teachers and students and document analysis. It would have been appropriate to conduct series of classroom observations so as to get tangible information on the issue of the study. But, due to time constraints, observation was not carried out.

2. What characterizes punishment?

2.1 Definitions

Punishment is commonly divided into physical/corporal and psychological punishment. Save the Children, one of the organizations in the forefront in the effort to abolish punishment of children, has adopted the following comprehensive definition of punishment.

Physical and psychological punishment is the use of physical force or humiliating/ degrading treatment causing some degree of pain or discomfort, in order to discipline, correct, control, change behaviour or in the belief of educating/bringing up the child(Save the Children 2005).

According to save the children (2013) corporal or physical punishment and the threat of it involves hitting ("smacking", "slapping", "spanking") children, with the hand or with an implement - a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion.

Humiliating or other cruel or degrading punishment of children takes various forms. It includes punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

Corporal/physical punishment of children refers to different forms of behaviours – physical and emotional – by adults which can cause damage to the development of the child and violates the rights of the child, specifically their right to protection according to Article 19 of the Convention on the Rights of the Child and its General Comment.

From the above definitions, one of the reasons or pretexts for punishing children is to discipline them. In fact, many people use the words 'discipline' and 'punishment' to mean the same thing. In many societies around the globe, punishment is mistakenly equated with discipline. However, the two words have different meanings and are premised on different conceptual foundations.

2.2 Corporal Punishment in Ethiopia

Physical and psychological punishment of children is very familiar and prevalent in Ethiopia. It is socially accepted as a way of disciplining children. The most common forms of corporal and humiliating punishment exercised against children in the name of discipline in Ethiopia include *hitting with a stick, whipping with a belt, slapping, hitting on the head, punching, kicking, shouting/glaring, insulting, and frightening/threatening*. There are also cases where children in Ethiopia face severe forms of punishment like being tied up with rope or electric wire, being burned and being forced to inhale smoking pepper.

A number of factors contribute to the prevalence and continued use of corporal punishment in Ethiopia as a means of disciplining children. Some of the common factors are:

a. *Acceptance of corporal punishment as important and effective means of disciplining children:*
b. *Lack of awareness about alternative ways of disciplining:*
c. *Cultural and religious factors:*
d. *The Absence of a conducive environment to practice alternatives:*

2.3 International and National Laws

The right of children to be protected from physical and psychological punishment is recognized by various international human rights agreements. The UN Convention on the rights of the Child (CRC) is the most pertinent among these international instruments. *Article 19.1:* "Protecting the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child"*Article 28.2*: "School discipline is administered in a manner consistent with the child's human dignity" *Article 37* (a) "No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment" *Article 39:"*States to take steps to assist children who are victims of violence in their recovery and Social reintegration".

Another important international instrument on the area is the African Charter on the Rights and Welfare of the Child (ACRWC). Article 11 (5) of the ACRWC requires member states "*to take measures to ensure that a child who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child*." Ethiopia has ratified both the CRC and ACRWC and is under obligation to implement the above provisions. Moreover, as per article 9(4) of the FDRE Constitution, all the provisions of the CRC and ACRWC are considered as an integral part of the law of Ethiopia. **The four basic principles of children's rights** (*Non-discrimination**,** for the best interests of the child**,** for child survival and development**,** respect the child)*the**four groups of children's rights** are *rights to survival, rights to development (*involves providing nutrition, educatingandproviding conditions for playing and entertainment) *rights to protection andrights to participation:*

Every child has the right to be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children (Article 36FDRE, Constitution). So also the Ministry of Education has issued a new School Administration Regulation in 1998. In this document corporal punishment is avoidedfrom the list of disciplinary measures and hence it is prohibited.

2.4 What is Positive Discipline?"Positive discipline" is non-violent and respectful approach to teaching that helps children succeed, gives them the information they need to learn, and support their development. Positive discipline is a different way of guiding children. It is about guiding children's behavior by paying attention to their emotional and psychological needs. It aims to help children take responsibility for making good decisions and understand why those decisions were in their best interests. Positive discipline helps children learn self-discipline without fear. It involves giving children clear guidelines for what behavior is acceptable and then supporting them as they learn to abide by these guidelines (Horner, 2003, Dipak and Deborah, 2009,).

According to Robertson (1996), Porteus (2001), Safran, and Oswald (2003) and Save the Children, Sweden (2005) the following categories of positive discipline techniques can be applied as practical ideas for responding to varying degrees of misbehavior. These techniques can be used alone or in combinations: Advising, warning, ignoring, giving attention, spending time together, and redirecting behavior, modeling good behavior, rewarding efforts and achievements, inclusion of children in activities: withholding favorite activities, allocating responsibility, organize for peer support and advice, andcounseling

3. Design and Methodology

3.1 Design

To conduct this study, mixed methods of research were employed. Quantitative and qualitative research techniques were combined in the study as multiple approaches in answering the research questions.

3.2 Sampling Procedure

A total number of 70 teachers (34 females and 36males) and 236 students (122 females and 114 males) were randomly selected from 6 primary schools in Addis Ababa

3.3 Data Sources

Both primary sources (teachersand students) secondary sources (varying documents) were used to collect the desired information.

3.4 Data Collecting Methods

In order to gather the necessary information required for the study, the following instruments were used.

Teacher's questionnaire: This instrument was used to collect information about teachers' knowledge, experience and challenges encountered with regard to the application of positive disciplining approaches in their respective classes and behavior problems that are exhibited by students mostly.

Student's questionnaire: This instrument was used to collect information about the nature of students' behavior problems that are frequently observed and the measures that are taken by teachers.

Document analysis: Documents of varying type that focus on the implementation of positive disciplining were investigated.

4. Data Analysis and Interpretation

4.1 Study Findings

The major purpose of this study was to exam the practice of school wide positive discipline intervention and its impact on teachers' beliefs, values and practices that may result in changing the sample selected schools climate.

Percentage for the quantitative data and explanation following rules of logic for qualitative data were used as methods of data analysis.

4 .1.1 Sample Characteristics

Table 1: Respondents' Socio-Demographic Characteristics

No	**Teachers' characteristics**			**Students' characteristics**		
1	**sex**	**N**	**%**	**Sex**	**N**	**%**
	Female	34	48.6	Female	122	51.7
	Male	36	51.6	Male	114	48.3
	Total	**70**	**100.0**	**Total**	**236**	**100.0**
3	**Qualification**	**N**	**%**	**Grade level**	**N**	**%**
	BA/Sc	44	62.9	6	17	7.2
	Diploma	25	35.7	7	96	40.7
	certificate	1	1.4	8	123	52.1
	Total	**70**	**100.0**	**Total**	**236**	**100.0**
4	**Service Year**	**N**	**%**	**school**	**N**	**%**
	1- 5	19	27.1	MisrakBer	35	14.8
	6-10	20	28.6	AsteTewodros	43	18.2
	11-15	15	21.4	SefereSelam	40	16.9
	16-20	5	7.2	Maremia Bet	37	15.7
	21-25	3	4.3	Minilik	40	16.9
	Above 25	8	11.4	Wondrad	41	17.3
	Total	**70**	**100.0**	**Total**	**136**	**100.0**

As observed in Table 1, a total of 70 teachers have been considered for the study, of which 48.6% are females and 51.6 % are males. .

Regarding to their service year one can realize that the sample teachers involved in the study were from new teachers who served less than 5 years to those teachers who have served for more than 25 years. This situation implies both experienced and inexperienced teachers have been made to participate in the study. Concerning students, about 236 of them were randomly selected from those learning in MisrakBer (14.8%) AsteTewodros (18.2%) SefereSelam(16.9%), Maremia Bet (15.7%), Menilik (16.9%), and Wondrad (17.3%) primary school respectively. As to their gender, the distribution of male and female was proportionate, in which, 51.7% of them were females, while 48.3 % were males. Among the sample students, 7.2% have been learning in grade 6, 40.7 % in grade 7, and 52.1% in grade 8 in turn.

4.2 Findings on the Quantitative Data

- More than half (56%) of the school teachers responded that they beat their students. But 94% of them replied that they don't humiliate their students. Likewise, between 67% and 76% of the students testified that their teachers either beat and/or humiliate them.
- From a case given to both teachers and students, 60 % of the sample teachers and 50% of the students reported that when teachers feel that they are disturbed by students in class, they get angry and be emotional, yell on students, insult, ridicule, and threaten them. Others also may slap, or beat students and force them to go out of the class. Still others simply leave the class.

- Regarding the reasons why teachers beat and/or humiliate them, students reported that they were disturbing in the class (shouting or whisperings), not doing their home works, quarreling with their classmates, coming late to class, being absent from class, and insulting others
- As to the causes of student' behavior problems in the class, 70% of the teachers identified the following problems as causes for students behavior problems in the class: having negative attitude and lacking interest to learning, inappropriate curriculum or teaching strategies, mismatch of teaching style and the learning styles of students, negative comments from teachers, repeated failure in tests or other class activities, teacher's inability to meet the diverse needs of all students in the schools. In the same way, 15%-24% of the students specified not taking responsibility for their own learning, not having clear understanding of classroom discipline, losing hope due to academic failure, repeated failure in tests or other class activities, having negative attitude and lacking interest to learning, and repeated negative comments from teachers as sources for their behavior problems.

- Pertaining to teachers' and students' believe about disciplinary measures and their effect on students' behavior, most of the teachers (34% - 87%) and students (44% - 65%) reported that

yelling, hitting, insulting or embarrassing students, will not help them learn to be courteous and respectful, non-violent, confident, or loving their learning. However, a significant number of teachers (12%- 66%) and students(36%-56%) believe differently that yelling, hitting, insulting or embarrassing students, will help students to learn to be courteous and respectful, non-violent, confident, or loving their learning. The point is that some of the sample teachers and students think that humiliating and/or beating students in class, has positive influence on students' behavior.

- Concerning teachers' and students' awareness and attitude towards the consequence of punishment, the majority of the teachers (55% - 84%) and students (53% - 69%) approved that punishment causes physical and psychological damage, losing interest in learning, negative attitude toward schools and learning, breeds cruelty and violence among children and increases school absenteeism and dropout, respectively.
- On the other hand, about half of the teachers (44%- 56%) disapproved the statements, which refer to "beating students is my duty to make sure they behave well", "if I don't punish they will get out of control", "by arousing fear in students so as to respect me", "one can mold students' value systems---", "I beat students out of a sense of love and want them to be good students", "I was beaten and humiliated as children ,and it did me no harm and I learned how to behave better", "stubborn students must be broken as soon as possible'', students should fear us; otherwise they will disrespect their elders, when nothing else works, a stick is necessary and parents and teachers must be strict with students in order to earn their respect.
- Concerning teachers and students awareness about child rights, most of the teachers(87% - 90%) and students (75% - 89%) agreed and favored that " A child be protected from all forms of violence'', 'Each child has equal protection under the law" and "Each child has the right to education, survival, development, and participation and freedom of expression". On the other hand, 44% of the teachers and 34 % of the students agreed on the statement that tells punishment is not a violation of basic human rights. As opposed to this it was found that 37% of the teachers and 45% of the students disagreed on the statement.
- As to positive child discipline, the majority of teachers (66%) and students (64%) don't have any training.

4.3 Findings on Qualitative Data Analysis

The data collected by the open ended questions were treated as follows.

- **Regarding their understanding on positive child discipline**

Most of the teachers were not able to accurately define and explain what positive discipline is. Very few described it as giving advice, becoming model to students, encouraging and respecting them.

Durrant (2010) discussed that positive child disciplining is realizing how students learn, build their skills and foster the self-discipline they need in order to be successful learners. To make schools areas where positive student discipline is practical, participants need to have clear understanding about positive disciplining in the classroom.

- **Concerning their perception about child right and pedagogical principles**

Referring to their understanding on the child right principles, almost all the sample teachers were not able to identify them properly. However, they should have at least, be aware of some of the child right principles like the right to be protected, the right to equal access for education, the right to be respected, and the right to non-discrimination.

As to the pedagogical principles, none of sample teachers labelled them. All of them didn't explain the pedagogical principles that are relevant to the positive students' discipline. The positive discipline approach is based on several pedagogical principles. Some of the pedagogical principles are: the positive discipline approach is holistic (*all aspects of children learning and development are interrelated*) strengths-based (*recognizes that every child has strengths, competencies and talents*), constructive (*builds students' self-esteem and confidence*), inclusive (*respects the diversity of students*), proactive (*understandingandaddressing* the roots of learning and behavior), and participatory (*Positive discipline engages students in the learning process*).

Furthermore, the child right principles and pedagogical principles are the foundations for facilitating the application of positive discipline in the classroom.

- **As to creating a warm classroom climate**

Regarding this some of the sample teachers clarified their view. To cite some of their views: reinforcing, preparing age related lessons, keeping students' interest, using active learning methods to ensure students' participation in their learning, telling story and fun, using dram, respecting them, giving supporting lesson delivery with teaching, and giving variety of activities.

In view of Durrant (2010) warmth refers to respecting a student's developmental level, being sensitivity to the student's academic and social needs, showing empathy to the student's feelings, emotional security, and giving care and affection. Thus, to build warm classroom climate teachers must work out the following activities.

- Be friendly with their students and understand them as persons
- Encourage them when they are having difficulty
- Support them when they are facing challenges in their learning and lives recognizing their efforts and successes
- Tell them that you believe in them
- Look at things from their point of view
- Sharing humor with them
- Listen to them
- Have fun with them, and
- Show them that they are respected even when they make mistakes.

- **In relation to the challenges of practicing positive discipline in the classroom**

Almost all the teachers have given their opinions in different ways concerning the challenges of applying positive child discipline in the classroom. Their opinions are alike and can be summarized as follows.

- Lack of trainings and awareness on positive child discipline
- Both teachers and students are born and developed in the culture and community that values physical punishment.
- Due to large class size it is difficult to handle students' behavior in the classroom. It is difficult to address each student's interest in the teaching learning process.
- Some teachers are having negative attitude to their students and exercise negative comments.
- In most cases, teachers may not understand and don't give attention to their students' need.
- Lack of subject matter knowledge, using inappropriate teaching methods, teaching style, not encouraging students to actively participate in the teaching learning process and also classes are frequently missed. Unsatisfactory teacher and students relationships are observed.
- Not treating students equally in the classroom.
- Lack of ground rules and regulations by which students are guided and directed in the classrooms.
- The literature regarding positive discipline is okay and acceptable, but we are unfortunate in practicing it.

- **Regarding what to do to improve the practice of positive discipline**

Some of the suggestions given by the majority of the teachers can be recapped as follows.

- Most importantly, provision of trainings to create awareness about positive child discipline to school teachers and students on regular basis is decisive for its effective implementation in the campus in general and the classroom in particular. These programs have to be carried out every academic year on continual bases to evaluate the strengths and limitations for sharing experiences and topinpoint ideas for future improvement.
- Developing rules and regulations by engaging students in the process is crucial. Make students aware of the rules and regulations of the school.
- Establishing and formulating ethical guidelines is important.
- Students should be respected and given the opportunity to express their view and feelings freely.
- We need to listen to students before taking any action that push them in a wrong direction.
- Teachers should give priority for advising students rather than humiliating and ridiculing them, which is discouraging.
- A teacher must be strong in the subject matter he/she teaches, methodology he/she selects and uses, free of bias and treat students equally, disciplined, respectful and helpful and create conducive teaching and learning environment. All these conditions demand commitment on the part of the teachers.
- Rewarding role model teachers and students based on their personality qualities and achievements by setting standards is relevant.

Likewise the final question rose to the sample students, was “What do you suggest in order to improve the application of positive discipline in the classroom?

They have suggested the following points:

- Our teachers must have more experience about how they can handle students in the class. They need to work together and find out solution.
- There should be positive and smooth relationship between teachers and students. Students should respect their teachers and teachers should advice students and tell their responsibility.
- Both teachers and students should have better knowledge and skills about positive discipline. Creating awareness about rules/regulations that work in the teaching learning process is decisive.

5. Conclusions and Recommendations

5.1 Conclusions

Based on the quantitative and qualitative data analyses and the study findings summarized above the following conclusions can be made:

1. From the study findings it could be inferred that students show undesired behaviors that really hindertheir learning in the classroom. Thus, in order to relive these behavior problems, teachers use physicaland psychological punishmentas disciplinary measure.
2. It could be concluded that the sources for students behavior problems at schools could be, having negative attitude and lacking interest to learning, inappropriate teaching strategies, mismatch of teaching style and the learning styles of students, negative comments from teachers, repeated failure in tests or other class activities, teacher's inability to meet the diverse needs of all students in the schools.
3. It seems that most of the sample teachers and students have a relatively better orientations and attitude towards the consequence of punishment on students' behavior. They have similar view and awareness that hitting and/or humiliating doesn't have any positive impact on students' behavior. Nevertheless, though they appear to have appropriate understanding and attitude towards punishment they are punishing and humiliating students in practice. On the other hand, some of the teachers and students think and believe that punishment can contribute to the appropriate development of children and consider it not as a violation of human right. This implies that some of the teachers and students awareness and belief do not seem accurate, because punishment is a violation of human right as delineated by the United Nations convention of child rights.
4. As to child rights, it could be inferred that most of the teachers were not able to identify them very clearly. They are likely to have low level of understanding about the rights of children.
5. The child right principles and pedagogical principles are the foundations for creating warmth and structure in the classroom to actualize positive discipline for effective and successful students learning. Nevertheless, from the qualitative data (teachers' responses) one can conclude that teachers' perceptions and experiences are insufficient. Furthermore, they found it too difficult to outline what the pedagogical principles relevant to create warmth in their classrooms. Besides, they were not able to properly specify the activities what a teacher need to do to create warmth in the classroom.
6. Almost all the teachers were not able to adequately define and explain positive discipline. This indicates that teachers understanding of positive discipline do not appear to be sufficient.

Moreover, a number of teachers considered positive discipline as permissiveness, which was a wrong judgment. But, in applying positive discipline it is wrong to permit a student to do what he/she likes in or outside the class. It doesn't mean tolerating any disruption by students. Every action has its own limitations.

5.2 Recommendations

Based on the conclusions made, the study team would like to forward the following recommendations.

1. It is entirely evident that punishing and humiliating students is a violation of basic human rights foundations and principles in general children's rights in particular. Thus, teachers have to bring to an end punishing and humiliating their students in class. Thus, it is wise on the part of teachers to use positive discipline techniques like, advices, warning, ignoring, giving attention to students' needs, redirecting behavior, rewarding efforts and achievement, modeling good behaviors, and counseling their students. Moreover, setting ground rules and establishing code of conduct in advance specific to the school is crucial.
2. "Positive discipline" as an *approach to teaching* that helps students succeed, gives them the information they need to learn, and supports their development. Hence, teachers and students in schools are supposed to take adequate trainings and participate in awareness creation programs on the model and practice of positive discipline in everyday teaching in class. Most prominently, the teaching staff should have better knowledge, skills and attitudes on child right principles, pedagogical principles, and on how they can skillfully create warmth for facilitating favorable and encouraging learning environment to their students.
3. Schools should develop moral standards, rules and regulations in line with positive discipline that guide and direct students' educational and social life in the class and as a whole in the school campus.
4. Positive child discipline techniques, ethical standards, rules and regulations framed are not as such end by themselves, rather they are means to an end. Therefore, teachers, students and administrative staffs should be fully committed to the effective implementation of the facts predetermined.

Questions raised in the research conference

1. Where do students' disciplining issues begin?

   Answer: Positive child disciplining definitely should begin at home. Parents are the first social agents to the personality development of the child. Thus, parents should get adequate knowledge and experience about positive discipline and how they can apply it to positively discipline their children.

2. Who is responsible to improve our children discipline?

   Answer: The responsibility to improve our children's discipline belongs to parents, teachers, and all concerned government bodies and above all it is the concern of the society at large. Positive disciple in every day teaching is a model, which involves foundations (child rights and pedagogical principles) long term plan (what do we want our children to be after 10-20 years), tools (providing warmth and structure), knowing thematerials (understanding child development and individual difference) andthe approach to obstacles, challenges and frustrations (Problem solving).
3. Do you think that by simply presenting on research conferences, will positive disciplining be successful? What other things did you do so far regarding the awareness on positive discipline? How about the situation in your University College?

   Answer: Disseminating research findings to concerned bodies in research symposiums is decisive provided that they can cascade it. Above all trainings on positive discipline should be given frequently to teachers and parents. The Education Bureau, NG0s that work on children, education institutes in collaboration with mass media can develop programs regularly that deal with student discipline. In Kotebe University College, we conducted a similar study and have given training to the teaching staff. Similar trainings were given to Wondrad primary school teachers, teacher-parent committee members and students participating in different clubs.
4. I feel IQ is genetically natural, to what extent it is influenced by punishment?

   Answer: It obvious that intelligence is one of the internal factors that influence an individual's learning. However, an individual can actualize his/her learning potential provided that the environmental condition should be conducive for learning. For example, he/she needs to get care, support and warmth from his/her parent and teachers. If these conditions are not fulfilled, the achievement /performance of the student will not be as expected.

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