

Current Disciplinary Practices by Primary School Teachers in Eswatini: Implications for School Counselling

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Abstract

This study explored current disciplinary practices by primary school teachers in Eswatini. A missed method design was employed using 48 primary teachers in the Hhohho region in the Kingdom of Eswatini. Instruments used were questionnaires and interviews. Data was collected and analyzed both quantitatively and qualitatively. For analyzing data for questionnaires and observation, descriptive statistics such as frequencies and percentages were used and for analyzing data for interviews, thematic analysis was used. The findings of this study indicated that the participants are using guidance and counselling to discipline student as disciplinary measure. The study established that some disciplinary practises are not effective to curb students' misbehaviour in schools such as corporal punishment and suspension. Conclusions arrived at indicate that public primary schools have adopted the use of guidance and counselling services. Few disciplinary practices were also found to be detrimental to academic performance. Therefore, this study suggested that guidance and counselling training should be given to all teachers. This therefore necessitates further investigation on the use of disciplinary practises and their impact towards the learner behaviour in all the four regions of Eswatini, since this study focuses in one region.

Keywords: disciplinary practices, primary school teachers, Eswatini, school counselling

1. Introduction

Students' discipline has become a topical issue as it has cause huge damage globally (Emekako, 2016). Researchers have shown that educators seemed to have inadequate strategies to preserve and sustain culture of discipline (Kourkountas & Wolhuter, 2013). Evidence showed that when there is no consciousness to be disciplined, it may difficult to cope during teaching and learning process (Emekamo, 2016). This could protract misconduct among students, thereby affecting academic achievement (Emekamo, 2016). As it cause problem to the students' performance, it also promote vandalism, truancy, smoking, disobedience, intimidation, delinquency, assault, and theft (Moyo, Khewu & Bayaga, 2014). With this in mind, past study reported that schoolteachers are finding it difficult to educate students (Temitayo, Nayaya & Lukman, 2013). MacNabb (2013) suggests that some disciplinary measures could help students when they are learning centres. It is worrisome that few educators utilize those measures in reducing disruptive behaviours of students. Consequently, this has given rise to indiscipline in schools (Agesa, 2015). The researchers have also observed that some teachers have continued to frustrate some disciplinary practices in schools, regardless of the global efforts to reduce indiscipline among schoolchildren.

Moyo, Khewu and Bayaga (2014) revealed that disciplinary practices are actions used by supervisors to change the behaviour of workers. Kapueja (2014) stated that the traditional disciplinary practices in educational setting are in short of possible solution to curb learners' disruptive behaviours. Such disciplinary practices have tended to bring reaction rather than prevention. Harsh disciplinary practices are prohibited; because they harm students physically, psychologically and academically. To support this claim, Nyang'au (2013) revealed that here's a protracted listing of aspect results that accompany youngsters subjected to corporal punishment, a number of them lengthy after the punishment happens: improved aggression and unfavourable behaviour, negative school performance, negative

interest space, boom in drop-out rate, school avoidance and phobia, low self-esteem, or even retribution towards teachers.

Munthan, Jouhar and Abdul (2014) pointed out that there are two categories of disciplinary practices which is undesirable. The other category is desirable disciplining practice. Emekako (2016) pointed out that Teachers are the usage of disciplinary practices for each behavioural and educational motives. The critical motives for using disciplinary practices are on the misbehaviours during instruction and other school programme, awful habits, noise making during teaching and learning, inability to engage in homework and destruction of school facilities, falling in love, use of medication and now no longer respecting teachers. The outcomes of the usage of disciplinary practices on toddler is feeling shame, anger, sadness, fear, pain, tension, hate to teachers, low self-esteem, intellectual fatigue and experience hate to the subject. Nyang'au (2013) discovered that a powerful disciplinary practice involve all stakeholders in its design. to manage discipline in school, it is a group effort. School students could use the identical discipline practices with their kids as their figure used with them (Synder & Bub, 2014).

Disciplining is the training expected to produce a specific character or patterns of behaviour, especially training that produces moral or mental improvement (Makendano, 2016). This goal cannot be achieved without school discipline. A study conducted by Bechuke and Debeila (2012) revealed that the outlawing of corporal punishment seems to have some negative consequences on school discipline. Educators are discouraged and demoralised by the way learners behave, as they are accountable for learners' academic performance and achievement.

Moyo, Khewu and Bayaga (2014) in their study on disciplinary practices in schools and principles of alternatives to corporal strategies reported that, as a result of banning corporal punishment, teaching has become a "stressful and challenging occupation" and many teachers are de-motivated and feel hopeless. In addition, after the banning of corporal punishment in schools, maximum instructors experience incapacitated and helpless in handling student indiscipline in schools. In addition, Emekako (2016) stated that classroom discipline and behavior pose a serious problem in schools. In practice, many educators locate the fresh students to unmanageable and do now no longer put in a school where they could be disciplined. Moyo, Khewu and Bayaga (2014) discovered that a few instructors experience that due to the fact corporal punishment become outlawed the strength of instructors, positive disciplinary measures have been appreciably diminished.

Amoah (2015) argued that the removal of corporal punishment has contributed to escalation misconducts in faculty settings ensuing critical vacuum that wishes to get replaced through different alternatives. It may make contributions to disruptive and violent faculty behaviours. Having been used as a disciplinary measure over the years, the ban on corporal punishment become arrived at in 1992, and completely effected in the year 2001 (Save the Children, 2013). In addition, Moyo, Khewu and Bayaga (2014) showed that the ban aroused a number of heated debates in the media from diverse sources like politicians, school management and the general public.

Teachers asserted that the prohibition had enforced them to resort to ineffective, and dehumanising methods like forcing errant students to kneel on rough surfaces for long periods in front of administration blocks, in the staffrooms, pinching, smacking and slapping. Notwithstanding the banning of corporal punishment, teachers had defiantly continued to use canning in schools either directly or indirectly (Temitayo, Nayaya & Lukman, 2013). Fifty per cent of teachers and 25 % of prefects in the schools where corporal punishment was practiced indicated that head teachers had entered into agreement with parents in the unabated use on issues of disciplinary measures.

Educators sense powerless regarding preservation of field in schools after the banning of corporal punishment (Agesa, 2015). The students take benefit of educators considering that they realize that the punishment given might not be identical to the ache of corporal punishment. Some educators sense as though they've abdicated their position of disciplining the learner. The failure via way of means of instructors to tool powerful alternative techniques to field has caused multiplied instances of learner indiscipline in faculties. Many educators are actually going through more than one struggles in regards to field in faculties due to the fact the possible discipline techniques to corporal punishment are ineffective. Moyo et al. (2014) found out that indiscipline in schools has endured to grow. Due to the banning of corporal punishment, teaching has end up a "traumatic and hard occupation" and lots of instructors are de-influenced and sense hopeless. Some instructors sense that considering that corporal punishment changed into outlawed the strength of instructors has been dwindled and most instructors sense helpless in managing learner indiscipline in schools.

Literature revealed that there are various ways the teachers may use to discipline learners. For instance, in South Africa, the removal of privileges was an approach that involved removing positive reinforcement for unacceptable behaviour for older children and adolescents (Nyang'au, 2013). Removal of privileges usually involved removing privileges or denying participates in activities from a student who had misbehaved. Simatwa (2012) states that head

teachers used a wide range of disciplinary methods in managing students discipline in schools. In essence, all schools had adopted zero tolerance policies for all offences. A study by Agesa (2015) also recommends that the Ministry of Education should clearly spell out more alternative strategies of discipline to be used in schools.

Interestingly, the effects of disciplinary practice on learners' behaviour have received very little attention among researchers in Eswatini. This is of great concern to the researcher; and urgency for the study cannot be over-emphasized. The disciplinary implementation practice of teachers in Eswatini have also been criticized. Past study lamented that teachers have failed to use operative disciplinary practices (Mussa, 2015). There is evidence that out of desperation to maintain discipline, teachers have resorted to use outlawed disciplining practice (Moyo et al., 2014). To date, school educators jammed with corporal punishment despite the warning that they should desist from corporal punishment as a disciplinary pattern (Save the Children, 2015). Therefore, this study focuses on current disciplinary practices by primary school teachers in Eswatini.

2. Method

Design

A mixed method approach was employed in this study. This was used to help the researchers generate richer qualitative approach and quantitative data for analysis.

Area of study

The study was conducted in the Hhohho region of Eswatini including the schools along Dvokolwako-Madlangempisi corridor and some schools in the outskirts of this region. Hhohho region covers an area of about 4930 square kilometres and has a population of around 85 000 people with 62 primary schools.

Participants

The targeted population for this study included the following category of the sample of all head teachers, all teachers who were teaching Grade 3 and all teachers who were teaching Grade 4. According to the statistical records of 2015 from the Hhohho Regional Education Office, the region has a total population of 162 head teachers and 1700 teachers in all the primary schools that formed part of the study population. The targeted population of this study was the total of 162 head teachers and 162 Grade 3 teachers and 162 Grade 4 teachers (junior primary level) in the Hhohho region. According to the above statistics Dvokolwako-Madlangempisi corridor were selected because of geographical proximity to the researchers. Head teachers were targeted because they are managers in their schools and are responsible for their smooth running and principals are answerable for any disruption in their schools. Teachers were also targeted because they have relevant and reliable information about disciplinary matters in schools.

All in all, the total 48 participants were used and were drawn from different schools. The teachers were registered members of Eswatini National Association of Teachers. The researchers informed the participants that participation must be voluntary. The participants were informed about what they were asked to participate so that they could make an informed decision.

Table 1. Ten percent of the population

Respondents	Population	Sample	Sampling technique
Head teachers	162	16	Purposive Sampling technique
Grade 3 teachers	162	16	Purposively Sampling technique
Grade 4 teachers	162	16	Purposively Sampling technique
Total	486	48	

Measures

The questionnaire was divided into three sections, with each section focusing on the aims of the study. It was partly quantitative and partly qualitative. Kapueja (2014) revealed that the combination of the qualitative and quantitative data results in the full complexity and richness of the phenomenon under scrutiny. There were two sets of questionnaires. One questionnaire was targeting head teachers. The other questionnaire was targeting the teachers. The questionnaires also used a Likert type of scale to measure questions on attitude. Part A dealt with the biographical and general information. Part B consisted of open ended questions and closed ended questions. Part B consisted of a likert-type ranking scale with four response categories, namely: strongly agree, agree, disagree and strongly disagree. The Cronbach's alpha coefficient value of instrument was 0.85.

Interview

In order to obtain in-depth information, the researcher used interviewing as it is the predominant mode of data collection in qualitative technique. In the nature of this study both structured and semi-structured interviews were employed to collect rich and deep information of the teachers' disciplinary practices and their impact on the learners' behaviour from the heads of schools, teachers and students. The one to one interviews were conducted with the aim of getting respondents to express their ideas about teachers' disciplinary practices and their impact on learners' behaviour. Structured interviews were chosen because; according to Chiromo (2009) the interviewer may encourage the interviewee to clarify vague statements.

Procedures

The researcher gave an introductory letter from the University of Eswatini which introduced her to the Ministry of Education and training. Before pieces of information were solicited, authorisation was requested from the Ministry of Education and Training, head teachers and teachers. Using the permission letter, the researchers were able to meet school managers for appointments to distribute questionnaires, do interviews and to observe teachers' disciplinary practices and their impact on student's behaviour. The end of January 2019 was targeted as the time for collection of data, the latest being early February of this year.

The questionnaires were delivered by the researchers in person to the head teachers and teachers to ensure they get them. They were given a strict number of days to respond to the questionnaires say a week. Thereafter, the researchers gathered the questionnaires for information analysis, after making sure that they were absolutely finished.

For the interviews, the researchers asked for consent from the principal to interview the teachers. The researchers interviewed the teachers personally. Kumar (2014) indicated that the respondents are the best judge whether or not the researcher findings have been able to reflect their opinions and feelings accurately. Interviews lasted for 30 minutes and were conducted before or after school hours. When the times were inconvenient for any participants due to schedule changes, permission was obtained from school administrators to conduct the interview at a time that was more convenient. The locations where the interviews took place were organised and set up prior to interview participants to ensure that the space was adequate, the lighting was sufficient and that the environment was quiet and conducive for interviewing. The interview questions were designed to the research questions. The responses were documented in several ways. The researchers recorded the interviews using tape recorder. The interviews were also recorded using paper and pencil.

Data analysis

A descriptive statistic was used to analyse questionnaires using percentage distribution technique. Frequencies easily show the number of subjects in a given category. The data were presented in tables for ease of interpretation and discussion. Qualitative data from interviews were analysed using thematic analysis and information presented in the narrative form. Qualitative data from interviews and observations were discussed, organised and analysed where the researcher presented detailed literature description of the respondent's views for the reader to make their opinions. In qualitative data responses were categorised on the bases of similarities and core meaning; whereby each category was represented a unique way of understanding. Word reporting structures were used to present discussion of the findings, summary, recommendations and conclusions. The methods were chosen because they are simple to apply and easy in understanding to a variety of readers and the audience at large (Mussa, 2015).

Ethical approval

This permission to conduct this study was obtained from the stakeholders of the schools and those who are campus-based Institutional Review Boards. We also got permission from the University of Eswatini as well as from the Director of Education in the Hhohho.

3. Results

Table 2 presents the teachers' disciplinary practices that are currently used in primary schools. Findings from Table 13 indicated that 18 educators (38%) revealed that positive discipline was currently used in their schools to discipline students. Seventeen educators (35%) suggested that corporal punishment was still used in their schools. Eight educators (17%) revealed that manual activities were currently used to curb students' misbehaviour. This suggests that most educators feel a need for discipline as a key to good performance in schools.

Table 2. The teachers' disciplinary practices that are currently used in primary schools

Disciplinary Practices	H/Ts		Teachers		Total	
	F	%	F	%	f	%
Corporal punishment	5	31	12	37	17	35
Manual activities	3	19	5	16	8	17
Guidance and counselling	5	31	13	41	18	38
Parental involvement	2	13	2	6	4	8
Suspension	1	6	0	0	1	2
Total	16	100	32	100	48	100

Views regarding the current disciplinary practices

The table demonstrates that 33 educators (69%) indicated that the current disciplinary practices were effective, 8 (17%) revealed that most current disciplinary practices are not effective and 7 educators (14%) indicated that current disciplinary practices were both effective and non-effective depending on the learners' culture and background. The respondents who had supported the current disciplinary practices revealed that most learners changed their behaviour due to positive discipline and pupils needed to be disciplined to change their behaviour. The respondents who were against the current disciplinary practices revealed that current disciplinary practices destroy the education system, it promotes laziness because students know that educators are prohibited from beating them. The respondents revealed that teachers should know how to punish the pupils. Seven educators (14%) indicated that disciplinary practices were both effective and non-effective because some of the teachers were not well prepared to use most of the disciplinary practices. The findings in Table 3 conclude that current disciplinary practices were effective because there were 33 educators (67%) who supported the use of discipline to curb students' behaviour in primary schools in the Hhohho region.

Table 3. Teachers' responses regarding current disciplinary practices

Responses	H/Ts		Teachers		Total	
	F	%	F	%	f	%
Effective	12	75	21	66	33	69
Not effective	1	6	7	22	8	17
Both effective and noneffective	3	19	4	12	7	14
Total	16	100	32	100	48	100

Students assigned the following manual activities in a term due to misbehaviour.

The teachers used the following manual activities in the study; mopping of floors, litter collection and slashing of grass. Table 4 represents the number of students assigned the following manual activities. Table 4 revealed that in most primary schools in the Hhohho region, a majority (46, 96%) of the educators indicated that only 10 and below students were assigned to slashing grass, 20 educators (42%) revealed that 51 and above students were punished by collecting litter.

The finding indicated that assigning the students to slash grass was rare in primary schools, because 46 educators (96%) revealed that 10 and below students are disciplined by slashing grass. Most of the teachers were not assigning students to slash grass to curb misbehaviour in their schools in a term. The researcher believes that it might be due to the learners' age because it is difficult for young students to use sharp objects like slashes. Therefore, the study concluded that the number of students punished through manual work activities due to misbehaviour was small, as indicated by the teachers.

Table 4. Number of students assigned the following manual activities

Number of students	Mopping of floors		Littering collection		Slashing of grass	
	f	%	F	%	f	%
10 and below	20	42	4	8	46	96
11-20	12	25	6	12	1	2
20-30	8	17	4	8	1	2
31-40	4	8	6	13	0	0
41-50	2	4	8	17	0	0
51 and above	2	4	20	42	0	0
Total	48	100	48	100	48	100

The number of students denied the following privileges due to misbehaviour in a term

The researcher used the following privileges in this study to find out their application in school. They included; denial to ban from participating in co-curriculum activities and demotion as a prefect.

Table 5 represents the teachers' responses on number of students' denied privileges in a term due to misbehaviour.

The findings from the respondent revealed that there were no students punished through denial from participation in co-curriculum. The table shows that 48 educators (100%) revealed that 0-4 students were demoted as prefects. This indicated that students punished through denial of privileges were very few.

Table 5. Teachers' responses on number of students' denied privileges in a term due to misbehaviour.

Number of students	Co- curriculum		School prefect	
	F	%	f	%
0-10	48	100	48	100
11-20	0	0	0	0
21-30	0	0	0	0
31-40	0	0	0	0
41 and above	0	0	0	0
Total	48	100	48	100

The number of students that were put on suspension from school in a term due to misbehaviour

Table 6 presents the number of students suspended from school in a term. Table 6 indicated that in primary schools there were very few students who were suspended due to misbehaviour. Sixteen head teachers (33%) and 32 teachers (67%) revealed that there were very few cases where the pupils misbehaved to a point that they should be suspended. This suggested that in primary schools the students were not misbehaving that much.

Table 6. The number of students suspended from school in a term

Number of students	H/Ts		Teachers		Total	
	F	%	F	%	f	%
10 and below	16	33	32	67	48	100
11-20	0	0	0	0	0	0
31-40	0	0	0	0	0	0
41 and above	0	0	0	0	0	0
Total	16	33	32	67	48	100

The number of days a student is put under suspension from school

Table 7 presents the number of days a student is suspended from school in a term. The findings indicated that 4 educators (8%) said students were suspended for 2 days, 44 educators (92%) said students were never suspended from school. The findings concluded that suspension from primary school was not common.

Table 7. Number of days a student is suspended from school in a term

Days	H/Ts		Teachers		Total	
	f	%	F	%	f	%
10	0	0	0	0	0	0
5	0	0	0	0	0	0
2	1	6	3	9	4	8
0	15	94	29	91	44	92
Total	16	100	32	100	48	100

Sessions your school uses to organise for guidance and counselling in a term (e.g. once, twice, weekly)

Table 8 revealed that 32 educators (17%) said that guidance and counselling sessions were organised weekly, 14 educators (29%) said twice a term and 2 educators (4%) said once a term. The findings indicated that the majority of the respondents revealed that their schools organised for guidance and counselling sessions weekly in a term.

Table 8. Number of guidance and counselling sessions organised in a school in a term.

Sessions	H/Ts		Teachers		Total	
	F	%	F	%	f	%
Once a term	1	6	1	3	2	4
Twice a term	13	81	1	3	14	29
Weekly	2	13	30	94	32	67
Total	16	100	32	100	48	100

The number of students that are put on guidance and counselling session in your school in a term due to misbehaviour

The table demonstrated that 21 educators (44%) revealed that there were 11-20 students guided and counselled due to misbehaviour in a term, 16 educators (33%) said there were 10 and below students on guidance and counselling, 7 educators (15%) said there were 21-30 students on guidance and counselling. The findings indicated that there were more students in primary schools who were referred for guidance and counselling due to misbehaviour.

Table 9. The number of students that are put on guidance and counselling in a term

Number of students	H/Ts		Teachers		Total	
	F	%	F	%	F	%
10 and below	8	50	8	25	16	33
11-20	5	31	16	50	21	44
21-30	3	19	5	16	7	15
31-40	0	0	3	9	4	8
41-50	0	0	0	0	0	0
51 and above	0	0	0	0	0	0
Total	16		32	100	48	100

Misbehaving students should be dealt with using the following disciplinary practices

The researchers used a Likert scale of SA- strongly Agree, A- Agree, D-Disagree and SD- strongly Disagree. The respondents were asked to reveal their attitude whether misbehaving students should be given the following disciplinary practices; manual activities, denial of privileges, suspended from school and guidance and counselling. The following were their responses:

Table 10 demonstrates that 35 respondents (73%), agreed that manual activities should be assigned to students. Eight respondents (17%) disagreed. The findings of the study show that the respondents agreed that misbehaving students should be disciplined using manual activities.

Table 10. Whether misbehaving students should be given manual work to curb students' behaviour in schools

Response	H/Ts		Teachers		Total	
	f	%	F	%	F	%
Strongly agree	0	0	2	6	2	4
Agree	11	69	24	75	35	73
Disagree	4	25	4	13	8	17
Strongly disagree	1	6	2	6	3	6
Total	16	100	32	100	48	100

Misbehaving students should be dealt with using denial privileges

Table 11 presenting the respondents views, whether misbehaving students should be denial privileges

Table 11 demonstrates that 40 respondents (83%) agreed, 8 respondents (17%) strongly agreed some respondents did not support the use of denial privileges to curb student' misbehaviour. findings indicated that most respondents supported the use of denial privileges to promote good behaviour amongst the students.

Table 11. Whether misbehaving students should be denied privileges

Response	H/Ts		Teachers		Total	
	F	%	F	%	f	%
Strongly agree	3	19	5	16	8	17
Agree	13	81	27	84	40	83
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0
Total	16	100	32	100	48	100

Misbehaving students should be dealt with using suspension from school

Table 12 presents the educators responses, whether misbehaving students should be suspended from school. Thirty-five (73%) disagreed on the use of suspension from school towards misbehaving students. Nine respondents (19%) strongly disagreed and 4 respondents (8%) agreed to whether misbehaving students should be suspended from

school. The results indicated that most respondents were against the use of suspension in primary schools to discipline misbehaving students. Therefore, students must not be suspended from primary schools.

Table 12. Misbehaving students should be dealt using suspension from school

Responses	H/Ts		Teachers		Total	
	f	%	F	%	f	%
Strongly agree	0	0	0	0	0	0
Agree	2	12	2	6	4	8
Disagree	11	69	24	75	35	73
Strongly disagree	3	19	6	19	9	19
Total	16	100	32	100	48	100

Misbehaving students should be dealt with using guidance and counselling

Table 13 presents the respondent's views on whether misbehaving students should be guided and counselled. Table 13 demonstrates that 35 respondents (73%) strongly agreed that misbehaving students should be guided and counselled, 13 respondents (27%) agreed. The finding of the study shows that there were no responses disagreed and strongly disagreed on whether misbehaving students should be guided and counselled. The findings indicated that most respondents agreed that misbehaving students should be guided and counselled. The findings demonstrate that when comparing the use of disciplinary practice; manual activities, denial of privileges, suspension from school and guidance and counselling, responses showed that there was a higher percentage towards guidance and counselling followed by denial of privilege. This shows that the respondents apply guidance and counselling to help students behave in a good way.

Table 13. Whether misbehaving students should be guided and counselled

Response	H/Ts		Teachers		Total	
	f	%	F	%	f	%
Strongly agree	9	56	26	81	35	73
Agree	7	44	6	19	13	27
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0
Total	16	100	32	100	48	100

Interview

The above findings were supplemented by qualitative responses from head teachers and teachers. Through interviews both head teachers and teachers revealed that suspension, guidance and counselling, parental involvement, corporal punishment were employed in disciplining students/ addressing misbehaviour in primary schools in the Hhohho region.

4. Discussion

The finding of this research study in the Hhohho region schools particularly at primary schools reveals that suspension, counselling services, parental participation, corporal punishment, denial of rights and manual activities were adopted by teachers in primary schools in the Hhohho region. Suspension is one of the disciplinary practices currently used in the school. According to Macnabb (2013) suspension is one of the universal discipline ways of correcting antisocial behaviour. A principal might also additionally drop the misbehaving learner and ask them to return back lower back to high school after a time frame bringing alongside their mother and father. In this regard, Nyang'uan (2013) states that suspension from faculty is powerful in eliminating a complex pupil from school, imparting transient remedy to annoyed faculty employees and elevating parental interest to their child's misconduct.

The findings of this have a look at indicated that almost all of participants had been the use of steering and counselling to subject college students. Guidance and counselling facilitates the scholars so that you can make decisions. Guidance and counselling promotes self- subject and it's far a shape of subject that isn't always dangerous to the students. Nyang'an (2013) keeps that counselling is the professional and principled use of relationship that develops self- information and emotional acceptance. According to Upindi, Mushaandja and Likando (2016)

counselling is involved with assisting people to work via emotions and internal conflicts so one can enhance relationships with others.

This research discovered that kids felt greater steady and behaved higher if their mother and father had been concerned in faculty activities. It facilitates to lessen learner misbehaviour due to the fact college students had been afraid of their mother and father; they recognise that in the event that they misbehave at school at domestic they could be punished. Parental involvement is a superb disciplinary exercise as it facilitates the figure to recognise what goes on withinside the faculty regarding his or her child. Parents are had to accurate rookies' behaviour; it's far very hard for instructors on my own to slash college students' behaviour. Emekamo (2016) keeps that mother and father are to be concerned in each a part of the training in their kids, so as to take duty of anything is the final results in their kids's conduct. In guide of this, Upindi, Mushndja and Likando (2016) are of the opinion that mother and father need to clearly be concerned in all their kids's affairs, due to the fact whilst they may be concerned, the kids sense steady, and therefore carry out higher. Parents may have a splendid effect on their kids's behaviour via way of means of making sure that the rookies arrive at school on time, behave correctly.

This observe found out that even though using corporal punishment has been prohibited from use for the reason that 1996 through the Ministry of Education and Training, it's miles nevertheless taken into consideration a technique of dealing with learner area. Corporal punishment stays a disciplinary exercise due to the fact it's miles a brief and clean approach of disciplining a student. Corporal punishment is supported through the bible, in that manner it's miles most popular to scale back students' misbehaviour. Learning could be very tough without using corporal punishment due to the fact at domestic parents use corporal punishment to discipline their children. In that manner corporal punishment is primarily based totally at the Swazi culture. Agesa (2015) keeps that corporal punishment is used to instill correction of good behaviour.

Agesa (2015) additionally found out that a few educators used denial of privilege to correct students who are misbehaving. Denial of privilege worried getting rid of fantastic reinforcement for unacceptable behaviour. This strategy usually involved removing privileges or denying participation in activities from a student who had misbehaved. This disciplinary strategy is effective. However, it must be applied with certain conditions for effective results to be achieved (Nyang'an, 2015). Furthermore, the study showed that few teachers utilize manual activities to keep students disciplined in some schools.

Based on the findings of this study, it is recommended that Guidance and counselling training should be given to all teachers. Adequate guidance and counselling sessions should be regularly organised for the students in their respective schools. All teachers should receive training and counselling to be well equipped with the necessary skills to handle students' issues. Teachers should be able to discipline themselves to stick to the positive disciplinary practices because they somehow find themselves having dragged to some degree of corporal punishment. Current and future teachers and parents must take a look at their disciplinary practices and why they are disciplining that way.

5. Conclusion

This study concluded that suspension, guidance and counselling, parental involvement, corporal punishment, denial of privileges and manual activities were currently used by teachers in primary schools in the Hhohho region.

6. Limitations of the Study

The study was restricted to primary school teachers in the Hhohho region of Eswatini. The researchers would have liked to include all primary school teachers in all the four regions of Eswatini in order to justify generation of the findings to the entire population of primary school teachers in the Kingdom of Eswatini. Time and financial constraints also limited the researcher.

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