

**RESTORATIVE PRACTICES AS AN ALTERNATIVE TO PUNITIVE PRACTICES IN
INFLUENCING POSITIVE BEHAVIOR IN DEVIANT PUPILS: A CASE STUDY OF
SELECTED SCHOOLS IN KABWE DISTRICT- ZAMBIA**

BY

RUTH KAPEMBWA

A research dissertation submitted to the University of Zambia in association with Zimbabwe Open University in partial fulfillment of the requirements for the award of the degree of Master of Science in Peace, Leadership and Conflict Resolution

University of Zambia

Lusaka.

2018

COPY RIGHT

@2018 BY RUTH KAPEMBWA

All rights reserved.

DECLARATION

I, Ruth Kapembwa do solemnly declare that this dissertation represents my own work and it has not been previously submitted for a degree at this or any other university. All the work of other people has been duly acknowledged.

Signed.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of Ruth Kapembwa has been approved as fulfilling part of the requirements for the award of Master of Science in Peace, Leadership and Conflict Resolution by the University of Zambia in association with Zimbabwe Open University.

Examiner's Signatures

Signed.....

Date.....

Signed.....

Date.....

DEDICATION

This dissertation is dedicated to my children, Chimwemwe Hope Tembo, Lumbiwe Praise Tembo and Twalumbu Blessed Tembo as we strive for a just and positive school culture.

ACKNOWLEDGEMENTS

I was successful in my research work because of the help and support that I received from many people.

First and foremost, my sincere gratitude go to my supervisor Mrs. Eunifridah H. Simuyaba for her invaluable and relentless efforts in providing technical guidance on the contents and layout of my research; I am forever grateful.

My sincere appreciation also goes to my lecturers from the Masters of Peace Leadership and Conflict Resolution program namely: Dr. Muleya, Dr. Moyo and Mr. Mwanabayeke for their encouragement throughout my studies; may the good Lord bless you.

I also thank my family for the support and encouragements given to me during my entire study; you are the best.

I further wish to acknowledge my friend Angelina for the emotional support; beautiful soul in a human body.

To my classmates Zondiwe, Effie, Benjamin and Sarah, many thanks for the remarkable ideas and words of encouragement while writing this report. I will miss the moments I spent with them; Thank you!

Lastly, I wish to thank my supervisor at my place of work Ms. Alice Lungu for continuously encouraging me to complete my research work and studies; this is what I call leadership.

LIST OF ACRONYMS

DEBS	-	District Education Board Secretary
DEC	-	Drug Enforcement Commission
MoE	-	Ministry of Education
MoGE	-	Ministry of General Education
PTA	-	Patents Teachers Association
IIRP	-	International Institute of Restorative Practice

ABSTRACT

The aim of this study was to evaluate restorative practices and their influence on the behavior of deviant pupils: Whether or not there is a link between behavior and this selected mode of discipline. This was a case study of government secondary schools in Kabwe District. The objectives of the study were to: Identify the various restorative practices used in schools; analyze the perceptions of teachers and pupils on the perceived benefits of restorative practices; identify the challenges teachers encounter in administering restorative practices in the two selected secondary schools; solicit proposals on how the challenges faced by teachers can be mitigated to ensure positive behavior in pupils.

A qualitative approach was used for this study. Both secondary and primary data were collected. Secondary data was collected from the documents that were reviewed and primary data was collected through interviews and focus group discussions that were conducted. The total sample of research participants which comprised of 2 school administrators, 10 teachers and 24 pupils. Purposive sampling procedure was used to sample the school administrators and typical and homogenous sampling was used to sample the teachers and pupils. Data was presented in free text, tables, and charts and the data was analyzed based on emerging themes.

The study revealed that the main restorative practices used in schools include manual work, detention, dialogue with parents, counselling, and suspension. However, manual work and suspension were still viewed as punitive in nature even if they are being practiced. The study further revealed that the restorative practices are not helping to influence positive behaviour in pupils but rather making pupils to repeat offensive behaviors. School administrators and teachers face challenges in the implementation of restorative practices which are; lack of buy- in of the restorative practices by school authorities and teachers and the non- appreciation of restorative practices by teachers and pupils. The researcher therefore recommends that government should engage school authorities and teachers who are in the grassroots in the policy formulation processes, sensitize pupils on restorative practices and train teachers in restorative practices.

Table of Contents

Declaration.....	ii
Certificate of Approval.....	iii
Dedication.....	iv
Acknowledgements.....	v
List of Acronyms.....	vi
Abstract.....	vii
CHAPTER ONE: INTRODUCTION.....	1
Introduction.....	1
Overview.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Aim of the Study.....	3
1.4 Objectives of the Study.....	3
1.5 Research Questions.....	3
1.6 Significance of the Study.....	4
1.7 Conceptual Framework.....	4
1.8 Theoretical Foundation.....	6
1.8.1 The Social Discipline Window.....	6
1.9 Operational Definitions of key Terms.....	9
CHAPTER TWO: LITERATURE REVIEW.....	11
2.0 Overview.....	11
2.1 The Concept of Restorative Practices.....	11
2.2 Restorative Practices used in Schools.....	12
2.3 Benefits of Restorative Practices.....	14
2.3.1 Dealing with Bullying.....	17

2.3.2 Improved Attendance.....	18
2.3.3 School Climate.....	19
2.3.4 Academic Outcomes	19
2.4 Challenges Faced in the Implementation of Restorative Practices.....	20
2.5 Improving Implementation of Restorative Practices	21
2.6 Identified Gaps and Justification	22
2.7 Summary of Chapter two.....	24
CHAPTER THREE: METHODOLOGY	25
Overview.....	25
3.1 Study Area	25
3.2 Research Design	25
3.3 Research Population	27
3.4 Sample Size.....	27
3.5 Sampling Procedure	27
3.6 Data Collection and Procedure	28
3.7 Data Collection Instruments	29
3.7.1 Interview Guide	29
3.7.2 Focus Group Discussion	29
3.7.3 Document Review.....	30
3.8 Data analysis	30
3.9 Credibility and Trustworthiness.....	30
3.10 Ethical considerations	30
3.11 Limitations of the Study	32
CHAPTER FOUR: PRESENTATION OF FINDINGS.....	32
4.0 Overview.....	32
4.1 Restorative Practices used in Schools.....	33

4.1.1 Manual Work	37
4.1.2 Detention.....	38
4.1.3 Dialogue with Parents	40
4.1.4 Suspension	41
4.1.5 Forced Transfer	42
4.1.6 Counselling	43
4.2 Perceptions of Teachers and Pupils on Perceived Benefits of Restorative Practices	45
4.2.1 Perceptions of Teachers on the Perceived Benefits of Restorative Practices	45
4.2.2 Perceptions of Pupils	46
Table 4.7	50
4.3 Challenges faced in the Implementation of Restorative Practices.....	50
4.4 Proposals on how to Mitigate Challenges.....	51
CHAPTER FIVE: DISCUSSION OF FINDINGS	53
5.0 Overview.....	53
5.1 Restorative Practices used in Schools.....	53
5.1.1 Manual work	54
5.1.2 Detention.....	55
5.1.3 Dialogue with parents	55
5.1.4 Suspension	56
5.1.5 Counselling	57
5.2 Perceptions of Teachers and Pupils on Restorative Practices.....	57
5.3 Challenges Faced in the Implementation of Restorative Practices.....	58
5.4 Proposals on how the Challenges faced can be mitigated	59
CHAPTER SIX: CONCLUSION AND RECOMMENDATION	61
6.0 Overview.....	61
6.1 Conclusion	61

6.2 Recommendations.....	63
6.4 Suggestion for Further Research.....	63
References.....	64
Interview Guide for Teachers	69
Focus Group Discussion Guide for Pupils.....	70
Individual Interview Guide for School Administrators	72
Informed Consent Form for Research Participants.....	73
Consent Form.....	75

List of Tables, Figures and Diagrams

Diagram 1.1 Summary of the Social Discipline Window.....	12
Table 4.1 Demographic Details of Respondents.....	32
Table 4.2 Distribution of Responses on the Various Offenses Committed in Schools and the Possible Punishments and Actions.....	33
Figure 4.1 Distribution of Respondents in/ not in support of Manual Work.....	37
Figure 4.2 Distribution of Respondents in/ not in support of Detention.....	38
Figure 4.3 Distribution of Respondents in/ not in support of Call Parent.....	40
Figure 4.4 Distribution of Respondents in/ not in support of Forced Transfer.....	42
Figure 4.5 Distribution of Respondents in/ not in support of Counselling.....	43
Figure 4.6 Distribution of Perceptions of Teachers on Restorative Practices.....	44
Figure 4.7 Distribution of Perceptions of Pupils on Restorative Practices.....	46
Table 4.4 Summary on Benefits Related to Dealing with Bullying.....	47
Table 4.5 Summary on Benefits Related to Improving Class Attendance.....	48
Table 4.6 Summary on Benefits Related to Creating a Positive School Climate.....	48
Table 4.7 Summary on Benefits Related to Improving Academic Outcomes.....	49

CHAPTER ONE

INTRODUCTION

Overview

This chapter provides the background information of this study which are restorative approaches to discipline in government secondary schools and their influence on the behavior of deviant pupils. The chapter also indicates the problem statement, highlights the objectives of the study, research questions, the significance of the study and the conceptual framework.

1.1 Background to the Study

Schools can sometimes be notorious in the manner in which they manage the behaviors of deviant pupils. They have very well-articulated policies of discipline to be applied towards those pupils that exhibit negative behaviors. These policies of punishment are in levels that is from simple discussions to suspensions and expulsions. Staff have historically relied on this process to deter and change the behavior of students with negative behavior. This is perpetuated by limited knowledge in child rights and poor teacher attitude towards child rights as they argue that promotion of child rights is resulting in high cases of indiscipline among pupils (Lambert et al, 2011).

It has been argued however that the benefits of using punishment has many negative consequences. Among the consequences are increased negative attitudes of students towards school and members of staff leading to even more behavioral problems, anti- social acts and several mental problems. The disciplinary measures also cause students to drop out of school. It is encouraged therefore to use restorative practices in schools in order to create a positive school culture and climate. This also helps to reintegrate students into the learning environment (Lambert et al, 2011).

The first person to use restorative practices in a school was an Australian educator, Marg Thorsborne in 1994. A significant motivation behind the development of restorative approaches in schools came from the youth justice board which funded a number of pilot schemes in the context of the safe school partnerships programs. Initially, many schemes were characterized as forms of early crime prevention and as a way of ensuring that today's children, when they become adults be more familiar with restorative justice and hence less resistant to its use in

criminal justice settings. However, school managers and teachers tend to be less interested in these implications of handling crime. They are more interested in the potential of using principles of restorative justice to solve internal problems and improve the school's education performance. Initially, restorative justice principles tended to be applied to problems such as bullying, truancy and disruptive behavior in class that were traditionally dealt with by the school authorities imposing exclusionary and punitive measures. Hence restorative practices were first adopted in schools as an alternative to suspensions and exclusions and so on. But as restorative practice in schools has taken off, the focus has started towards introducing restorative processes, behaviors and ways of speaking into the everyday life of the school. The rationale is that, not only can restorative practices reduce incidents of unwanted behavior without resort to harmful policies such as exclusion but that they can help create a positive school culture (Lambert et al, 2011).

Restorative practices therefore provide an opportunity for students to share their feelings, build relationships and solve problems, and to play an active role in addressing a wrong and making things right when there is wrong doing. This can be done in circles and groups. Thus, restorative practices in this sense can also be referred to as positive discipline or the responsive classroom (Lambert et al, 2011).

1.2 Statement of the Problem

The overall research problem in this study is that despite a well-meaning move by the government to abolish punitive punishment as it was a violation of pupils' rights, there seems to be mixed feelings of the restorative approaches among teachers and other stakeholders in the education sector as they claim that there has been an increase in indiscipline since the restorative approach to discipline was introduced (Zambia Daily Mail, 2017).

As such, as part of a punitive society, schools still believe that pupils need to learn right from wrong by experiencing an unpleasant consequence that is imposed on them by their teachers that is, a punishment or beating. As a result, some of the approaches schools call consequences are still punitive in nature. For many schools, consequences are punishments in disguise. However, studies by Skiba et al (1997) have shown that the predominant teacher response to disruptive pupil behavior is reactive and punitive rather than proactive and positive. The reactive approach does little to decrease disruptive student behavior. They foster resentment and increase violence,

aggression and truancy. If this disposition on restorative practices is left out of control, there is a possibility that many deviant pupils will continue to suffer punitive consequences leading to increased negative attitudes of students towards school and members of staff leading to even more behavioral problems, anti- social acts and several mental problems (Skiba et al, 1997).

In Zambia there are limited theoretical and empirical studies which have been conducted to evaluate the influence that the use of restorative practices has on deviant pupils' behavior. In trying to fill this gap, this study therefore endeavors to evaluate the restorative practices teachers use to influence positive behaviour in pupils in secondary Schools in Kabwe district- Zambia. Furthermore, reviews seem to focus on the perspectives of teachers leaving the voices of the pupils unheard. This research therefore endeavors to fill the existing gap by also highlighting the perspectives of pupils thus giving them an opportunity to be heard.

1.3 Aim of the Study

The aim of this study is to evaluate restorative practices and their influence on the behavior of deviant pupils: Whether or not there is a link between behavior and this selected mode of discipline among secondary school pupils in Kabwe District- Zambia.

1.4 Objectives of the Study

The research will be guided by the following objectives:

- a) To identify the various restorative practices used in the selected government secondary schools in Kabwe District;
- b) To analyze the perceptions of teachers and pupils on the perceived benefits of restorative practices in the selected government secondary schools in Kabwe District;
- c) To identify the challenges teachers encounter in administering restorative practices in the selected government secondary schools in Kabwe District; and
- d) To solicit proposals on how the challenges faced by teachers can be mitigated to ensure positive behavior in pupils in government secondary schools in the selected government secondary schools in Kabwe District.

1.5 Research Questions

The study sought to answer the following questions derived from the research objectives.

- a) What restorative practices do teachers use to instill positive behavior in deviant pupils in the selected government secondary schools in Kabwe District?
- b) What are the perceptions of teachers and pupils on the perceived benefits of restorative practices in the selected government secondary schools in Kabwe District;
- c) What challenges do teachers face in using restorative practices to instill positive behavior in deviant pupils in the selected government secondary schools in Kabwe District?
- d) How can the challenges faced by teachers be mitigated to ensure positive behavior in pupils in the selected government secondary schools in Kabwe District?

1.6 Significance of the Study

According to Wallen and Fraenkel (2001), research questions need to be significant. Meaning, the research must be worth doing in the first place. The research questions must be worth spending the time and energy including money to try to answer. The values of investigating anything should contribute to existing knowledge about a particular area of study, to the knowledge of human beings and the knowledge should be important in some way.

This study is expected to provide information on the impact of restorative practices on the behavior of deviant pupils to policy makers so as to enable them to fill the gaps in existing policies on discipline that guide teachers in the administration of restorative practices. Furthermore, if the study will be published, it will provide possible solutions to mitigating the challenges faced by teachers in using restorative practices thus assisting teachers to reduce them because the research identified challenges being faced and the possible solutions thereof. It is also hoped that the knowledge that will be acquired from this study will in effect contribute to the field of civic education in line with pupils' rights and responsibilities and the importance of restorative practices in influencing positive behavior.

1.7 Conceptual Framework

According to Orodho (2009), a conceptual framework is a model of presentation where a researcher represents the relationship between variables in a study and shows the relationship dramatically. McGaghie et al. (2001), states that the conceptual framework "sets the stage" for the presentation of the particular research question that drives the investigation being reported based on the problem statement.

In this vain, a conceptual framework contributes to a research because it maps out the actions required in the course of the study based on other researcher’s point of view and his/ her observation of the subject of research. It depicts the researcher’s understanding of how particular variables in the study connect with each other thus serving as a map in pursuing an investigation. The conceptual framework for this study is illustrated below:

1.7.1 Conceptual Framework on Restorative Practices as an Alternative to Punitive Practices in Influencing Positive behavior in Deviant Pupils

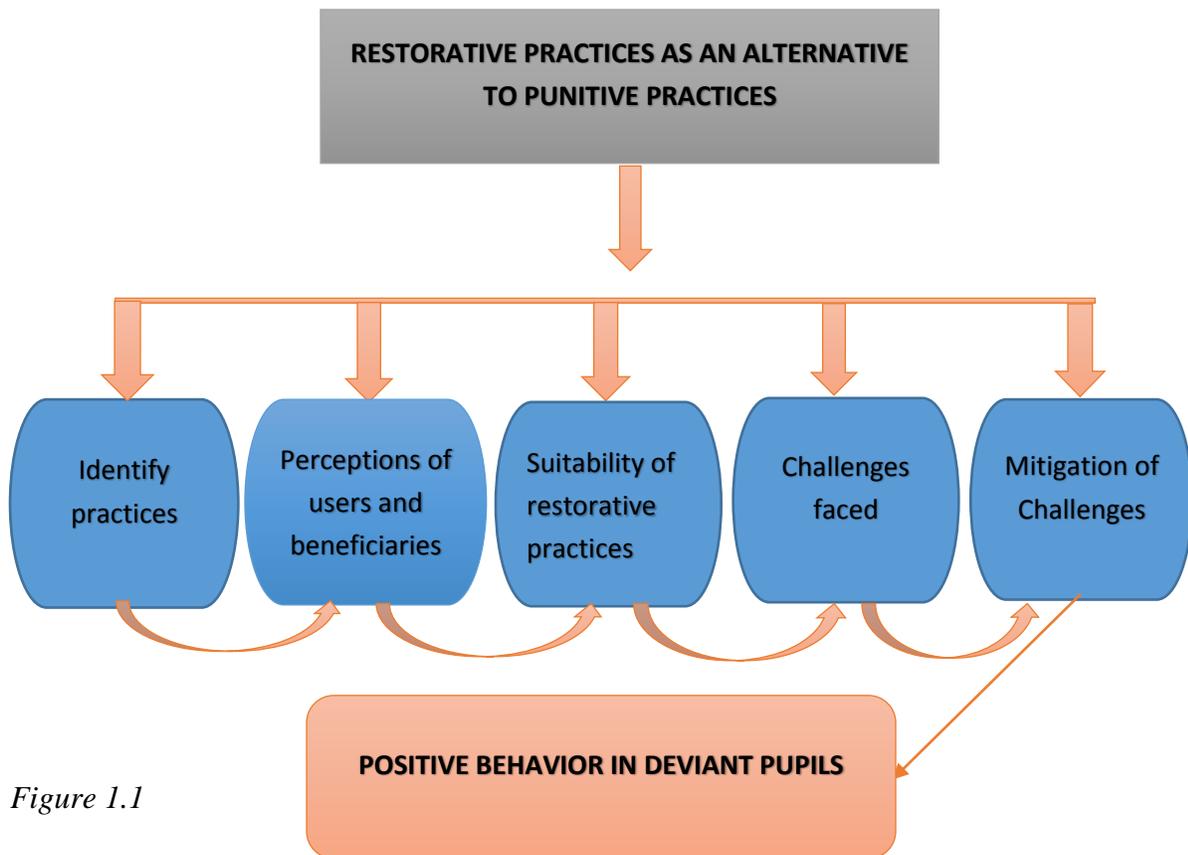


Figure 1.1

Australian criminologist Braithwaite (2004) asserted that reliance on punishment as a social regulator is problematic because it shames and stigmatizes wrong doers, punishes them into a negative societal subculture and fails to change their behavior. The fundamental unifying hypothesis of restorative practices therefore is that human beings are happier, more cooperative and productive and more likely to make positive changes in their behavior when those in position of authority do things with them rather than to them and for them. This hypothesis maintains that the punitive and authoritarian to mode and the permissive and paternalistic for mode are not as

effective as the restorative, participatory engaging with mode. This has led to identifying the various restorative practices being used to inspire positive behavior in deviant pupils, ascertain their suitability, analyze perceptions of teachers and pupils, identify challenges and offer proposals to mitigate the challenges faced in order to instill positive behavior in deviant pupils (Braithwaite, 1999).

1.8 Theoretical Foundation

According to N'gandu (2013), a theoretical framework can be looked at as a collection of interconnected ideas based on theories. Imenda (2014) defines a theoretical framework as the application of a theory or a set of concepts drawn from one and the same theory to offer an explanation of an event or shed some light on a particular phenomenon or research problem.

1.8.1 The Social Discipline Window

The social discipline window is a concept that can be broadly applied in many settings. It designates four basic methods to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things with people rather than to them or for them (Costello et al, 2009).

The social discipline window also defines restorative practices as a leadership model for parents in families, teachers in classrooms, administrators and managers in organizations, police and social workers in communities and judges and officials in government. The fundamental unifying hypothesis of restorative practices is that human beings are happier, more cooperative and productive and more likely to make positive changes in their behavior when those in position of authority do things with them rather than to them and for them. This hypothesis maintains that the punitive and authoritarian mode and the permissive and paternalistic mode are not as effective as the restorative, participatory engaging with mode (Strang and Braithwaite, 2001).

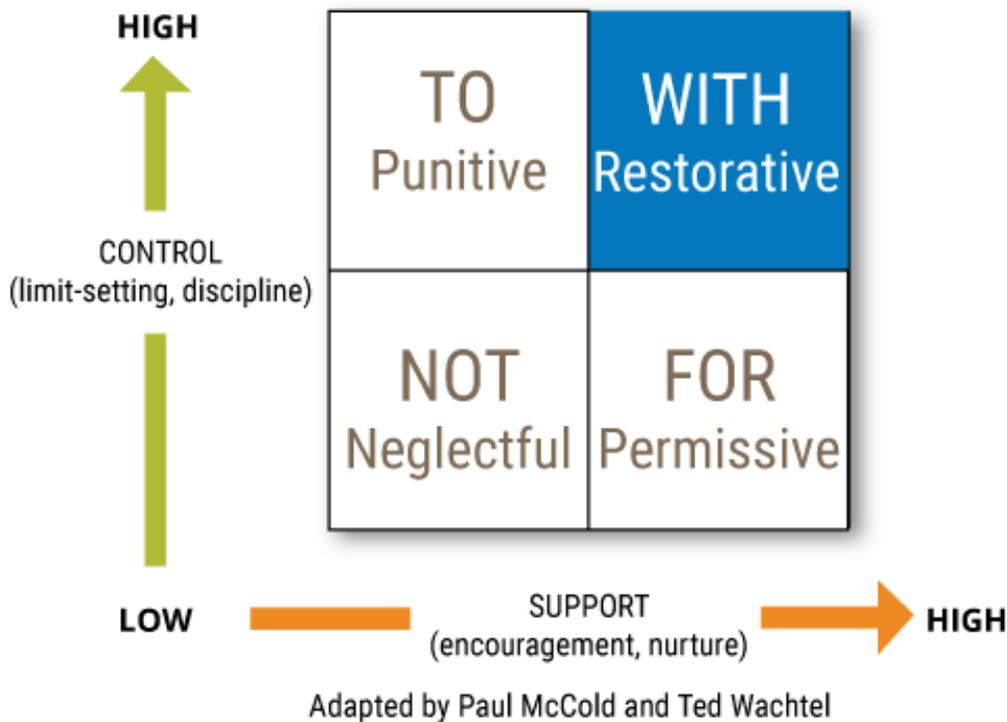
The Social discipline window was modelled by the work of University of Illinois corrections researcher Glaser (1969) and reflects the seminal thinking of renowned Australian criminologist John Braithwaite who asserted that reliance on punishment as a social regulator is problematic because it shames and stigmatizes wrong doers, punishes them into a negative societal subculture and fails to change their behavior. On the other hand, the restorative approach reintegrates

wrongdoers back into their community and reduces the likelihood that they will reoffend (Strang and Braithwaite, 2001).

Wachtel (2009) said in his own words that human beings are happier, more cooperative and productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them rather than to them.

The Social Discipline Window describes four basic approaches to addressing behavior that needs to be changed. Restorative practitioners use this tool to gauge the best response to a specific incident or ongoing issue. The four strategies are represented as different combinations of high or low control and high or low support. The restorative domain combines high expectations of behavior and high support and is characterized by doing things with people, rather than to them or for them. A restorative approach allows those in authority to address the problematic behavior, while also practicing empathy and maintaining a strong relationship (Costello et al, 2009).

Diagram 1.1 Summary of the Social Discipline Window



Source:<https://lindseypointer.com/2018/02/18/learning-to-work-with-the-social-discipline-window/>

Pointer (2018) in illustrating

on the social discipline window gives an example of a student who is repeatedly disruptive in class, speaking over the teacher and making loud comments and jokes.

According to her explanation, the neglectful strategy is to *not* do anything, to hope that the student will just eventually stop. The punitive strategy is punishment, doing something to the person who is misbehaving. The teacher might give the student detention or remove privileges like being able to come on a field trip. The strategy holds the student to a high expectation of behavior, but has very little support. This strategy may result in animosity between the teacher and student, and will not address the core issues or needs contributing to the problematic behavior. The permissive strategy is when we do things for someone. We accept their excuses or make excuses for them. The teacher might tell herself that the student is just trying to be liked by the other students because he has been having trouble making friends, or that his unrestrained enthusiasm is a sign that he is enjoying the class. A possible outcome is that other students, seeing that a high expectation of behavior is not upheld, will similarly begin to speak out of turn, and the teacher will slowly lose the respect of the class and the ability to facilitate an effective learning space (Lindsey, 2018).

The restorative strategy is when we work *with* the person to resolve the issue. The teacher would speak with the disruptive student one-on-one, explain the impacts his disruptive behavior, and respectfully ask the student about his experience and what is going on. This keeps communication open and allows the teacher to find out what needs are contributing to the student's misbehavior. Is the student having trouble making friends? Are there troubles at home that are impacting the student's behavior at school? Are there other more productive ways that the student would like to be an outgoing leader in the classroom? Does the student need additional material to challenge him and keep him on task? The teacher and student would work together to understand what are the barriers to meeting the behavior expectations and how can those barriers be addressed (Wachtel, 2012).

What strikes Lindsey (2018) about the restorative strategy for addressing behavior issues is the humility it requires on the part of the teacher, facilitator, parent or other person of authority. Rather than thinking that we know best and approaching the problem with an already formed answer (as is the case in both the punitive and the permissive strategies), the restorative strategy

approaches the issue by asking questions, with a humble and compassionate desire to better understand. It is the only strategy that allows one to get to the core of the issue (Lindsey, 2018).

Lindsey (2018) emphasizes that there are a few strategies that can be used to address conflicts and issues restoratively. Firstly, ask questions! Don't assume that you know why a person is doing something, what their needs are, or the best strategy for making things right. Remember to make questions open-ended (so they can't be answered with a simple "yes" or "no") and to use a tone of respect and non-judgment. Thus, in approaching an issue, three central restorative questions ought to be asked. The first question is what happened? The second is, who was affected and how? And the third is what is needed to repair the harms and make things right? (Lindsey, 2018).

1.9 Operational Definitions of key Terms

The key terms have been defined in relation to their use in the study.

Restorative Practices: Restorative practices are an innovative approach to offending and inappropriate behavior which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Punitive Practices: Refers to deliberate harsh, humiliating and degrading punishment.

Deviant: Behaviour that is contrary to dominant norms of school.

Positive Behaviour: Behaviour that satisfies the desires of the school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The previous chapter provided an introduction to the study on the restorative practices as an alternative to punitive practices in influencing positive behavior in deviant pupils in government secondary schools in Kabwe District. This chapter gives a detailed literature review related to this study on what other researchers and scholars have written on the subject matter followed by the theoretical underpinnings.

2.1 The Concept of Restorative Practices

Restorative practice is a broad term that encompasses a growing social movement to institutionalize peaceful and non-punitive approaches for addressing harm, responding to violations of legal and human rights, and problem solving. Restorative practice in a school setting therefore serves as an alternative to traditional discipline, in particular exclusionary disciplinary actions such as suspension or expulsion (Hinchey and Konkol, 2018).

The National Centre for Restorative Approaches in Youth Settings has defined Restorative practices as an innovative approach to offending and inappropriate behavior which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Hopkins, 2003).

Furthermore, The International Institute for Restorative Practices (IIRP) has defined restorative practices as a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making (Fronius et al, 2016).

Proponents of restorative practices like Losen (2014) often turn to restorative practices out of concern that more exclusionary disciplinary actions tend to be associated with harmful consequences for children. Restorative practices encompass many different program types and might be best characterized as a non-punitive approach to handling a wide range of conflict. A restorative practice program can involve the whole school, including universal training of staff and students in principles of restorative practices, or it can be used as an add-on approach to respond to an incident or ongoing conflict. A restorative approach in a school therefore shifts the

emphasis from managing behavior to focusing on the building, nurturing and repairing of relationships (Fronius Et al, 2016).

The definitions above include the use of informal and formal processes that precede wrong doing, those that proactively build relationships and a sense of community to prevent conflict and wrong doing. They describe the many different programs that schools have adopted ranging from informal restorative dialogue techniques between teachers and students to formal restorative conferencing that involves students, staff and often community members including family. The most common type though is that of holding restorative circles (Fronius et al, 2016).

2.2 Restorative Practices used in Schools

According to Karp and Breslin (2001), School staff need to be aware of issues that can negatively impact a supportive school community, such as bullying among pupils or disparity in discipline for certain types of pupils, and develop effective strategies to reduce or eliminate them. This is particularly important when rules and norms within a school are broken. One way to accomplish this, according to restorative practices proponents, is by adopting policy and practices that integrate restorative approaches. For example, when the school rules are broken, harm is defined not in terms of the technical infraction but by the effects on other members of the community. The web of obligations include the needs of both the victims and the offender as well as the needs of the community to sustain a safe learning culture.

Literature reviewed from Voight et al (2013) indicated that education leaders and teachers are being responsive towards creating a safe and supportive community that is built around fair, equitable, and transparent rules, healthy relationships between students and adults that support the growth of pupils, and avoiding disparity in punishment for minority groups of pupils. Furthermore, a study conducted by Naong (2007) in Kenya revealed that schools that relied on punitive practices of discipline have devised alternative practices to discipline after the ban of corporal punishment.

However, Mweemba (2011) conducted a study in selected government secondary schools in Kabwe, Zambia and his study indicated that most of the teachers do not have alternatives to punitive practices and as such overload the offices of the head teachers with all manner of offenses by pupils. Though, a study conducted by Mtonga D. E (2016) in selected government

secondary schools in Lusaka district critiqued Mweemba's (2011) findings that teachers don't have alternatives to punitive practices because there are some practices which have continued after the abolishment of corporal punishment in Zambia such as sweeping, paper picking, and watering of plants. These practices have been said to have replaced preventive maintenance. Mtonga's (2016) findings were in line with Phiri's (2012) findings on the study conducted in Solwezi district in selected secondary schools stating the various alternative practices being used.

As documented in a juvenile justice system review in 2012 in the United States of America, there are a variety of practices that fall under the restorative approaches umbrella that schools may implement. These practices include victim-offender mediation conferences, group conferences, and various circles that can be classified as peacemaking or restorative. Conferences and circles are meetings of the parties that were involved in or impacted by the harmful actions. Participants include the victim(s) and the offender and a facilitator, but may also include other community members for instance, witnesses, friends and family. The victim(s) could also include members of the school community who represent the school that was harmed by the perpetrator's actions. Together, the conference participants aim to determine a reasonable restorative sanction for the offending pupil. Restorative sanctions are sought out during these justice processes rather than employing traditional punitive sanctions like suspension. Restorative sanctions could include such things as community service, restitution, apologies, or specific behavioral change agreements, such as the offender agreeing to comply with certain conditions, sometimes in exchange for incentives (Stinchcomb, Bazemore, and Riestenberg, 2006).

Furthermore, Soneson (2005) conducted a study on behalf of an NGO called Save the Children in 2005 in government secondary schools in Southern, Lusaka and Copperbelt provinces on children's views on corporal punishment and other forms of humiliating and degrading punishments. The study revealed that pupils prefer teachers talking to them and explaining what they did wrong to teachers using punitive, humiliating and degrading punishments. In this vain, Soneson (2005) suggested some of the alternative practices that teachers can use to replace punitive practices. These include but are not limited to praise and rewards, using good words when correcting offending pupils, negotiating a compromise, counselling and giving the offending pupil a non- abusive task related to the wrong that the pupil has committed. Additionally, Ndembu's (2013) study conducted in Kenya revealed that some of the restorative

practices being implemented include guidance and counselling, rewarding of disciplined pupils, involving pupils in decision making, improving extracurricular studies, delegating responsibilities to deviant pupils, calling for parents of offending pupils, empowering of the student body and adopting English as a school language.

It can however be acknowledged that restorative practices vary from one school to another both at local and international levels. Dealing with offenders also vary just as the nature of offenses vary.

2.3 Benefits of Restorative Practices

Researchers such as Losen (2014), Skiba (2004), and Pestronisino (2012) have identified various reasons as to why schools have opted to embrace restorative justice practices.

According to Losen (2014), the use of zero tolerance policies leads to a lot of youths to be pushed out of school (suspended or expelled) without evidence of positive impact on school safety and failure of pupils to graduate. Pestronisino Et al (2012) further argue that handing over school misbehavior to the police leads to more youth getting involved with official legal systems thus contributing towards the trend of school to prison pipeline.

Zehr (2002) suggests that restorative practices require society to move away from a system that emphasizes traditional retributive practices (an eye for an eye). Restorative practices are therefore meant to bring together all stakeholders to resolve issues and build relationships rather than control pupil misbehaviors through punitive practices. Morrison and Vaandering (2012) further state that a system influenced by restorative practices would define laws and rules as serving people to protect and encourage relationships and relational cultures rather than protecting the status quo. In this vein, the restorative practices of discipline are viewed by many as one approach that keeps young people in school, addresses the root causes of behavior issues and repairs relationships between pupils.

Zehr (2002) pointed out that holding on to authoritative practices to dole out exclusionary discipline eliminates the pupil in body and voice from the decision making and the school's procedural justice system. Morris and Vaandering (2012) further state that this reactive and rigid approach to discipline sometimes instituted from minor behavioral issues reinforce social control and education as compliance. This is because traditional practices manage behavior of pupils

rather than developing the pupils' capacity to facilitate their growth and establishes power dynamics between the teachers and the pupils (and at times between pupils) which is detrimental to all pupils; having a voice and feeling empowered. Tyler (2006) further argues that by giving people, particularly pupils a voice in decision making and procedural justice processes, they will view institutional power as more legitimate and fair. He also argues that empowering pupils may lead to better self-regulation rather than the need for formal discipline. Restorative practices therefore result in an improve in how discipline is applied which increases student perceptions about fairness of educator actions, thereby leading to greater compliance as they see the school order as one having legitimacy.

Restorative practices are designed to build an environment that helps address power and status imbalances that shape a young person's perspective on legitimacy and fairness of discipline in a school. The absence of this perceived legitimacy and fairness may lead to their defiance and future behavioral infractions. Restorative practice's basic tenets therefore emphasize a fair and collective process featuring nurturing, growth, and communal empathy and resilience over exploitation and imposed control. These tenets underscore the importance of schools implementing discipline practices that are viewed as legitimate by students and encouraging collective bonding among students and staff (Sherman, 1993).

Braithwaite (2004:48) in writing about the context of justice systems indicates that "given that there is now strong evidence that restorative processes are perceived to be fair by those involved and strong evidence that perceived procedural justice improves compliance with the law, it follows as a prediction that restorative processes will improve compliance with the law".

Ashley and Burke (2009) view restorative practices as a remedy to the negative consequences of exclusionary punishment and its disproportionate application. They argue that a strict focus on paying the offender back, which is often the philosophy behind exclusionary punishment, can leave the victim without closure or fail to bring resolution to the harmful situation. Restorative practices involve the victim and the community in the process. Such a philosophy can open the door for more communication and for resolutions to the situation that do not involve exclusionary punishments like suspension. The process therefore facilitates more positive relationships among students and staff (Ashley and Burke, 2009).

Morrison and Vaandering (2012) additionally indicate that discipline policies based on zero tolerance often mandate harsh penalties such as suspension for misbehavior that could be addressed using non-exclusionary punishments. Talking disrespectfully to a teacher, disrupting class with talking, and willful defiance are examples of behavior resulting in suspension in some schools and districts. Restorative practices proponents indicate that they do not intend to minimize the harm caused by each of these behaviors but argue that restorative practices response would bring together the offender and the harmed parties to talk about the harm caused and what can be done to repair the harm and restore the status of the offending pupil within the school rather than excluding the pupil from the school setting (Morrison and Vaandering, 2012).

Giffins (1996) expressed that punitive practices such as corporal punishment and suspension should not be used to deal with the grave offenses but rather restorative practices like counselling because counselling enables offending pupils to get to the roots of the problem through probing and the pupils are made to realize the dangers of the offenses committed. Beyani (2008) and Soneson (2005) attest to this as they contend that children are human beings and as such, they should be free from any form of violence. Ayieko's (1988) research findings were that fifty two percent (52%) of teachers are in support of counselling as it is applicable to secondary school pupils of both gender. The view is that counselling enables offending pupils to establish friendly relationships with the teacher as they feel closer to the teacher. Counselling also helps to establish the root of the problem and deal with the actual causes and not only the effects. This assertion is also supported by Kindiki (2009) in his study conducted in secondary schools in Kenya on the role of guidance in school discipline which revealed that schools with guidance and counselling are more effective in changing the behavior of pupils.

Tattum (1989) expressed that teachers are not only disciplinarians to offending pupils but also play a role of a friend and an advisor. Various punishments for misconduct can be employed that are not punitive in nature but depending on how they are administered, they may not produce desired results. Like Phiri (2012) indicates, indiscipline among pupils in government secondary schools in Zambia has increased after the abolishment of corporal punishment. However, Soneson (2005) in his study maintained that pupils learn well in violent free environments where corporal punishment is not used as a method of correcting offending pupils. Her study revealed that pupils would rather talk to them and advise them rather than using corporal punishment.

A report by Watchtel (2007) also indicate that the use of restorative practices results in an improved school climate. This can be attributed to González (2012) assertion that restorative practices lead to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff. In addition, several descriptive reports like Suvall (2009); Armour (2013); Baker (2009) highlighted decreases in discipline disparities, fighting, bullying, and suspensions as a result of a restorative practices.

2.3.1 Dealing with Bullying

According to Limber and Nation (1998), bullying is the major problem facing students in schools. Although recent data show that bullying prevalence and incidence are decreasing, it is still a common problem faced by students. It has also been found that the majority of bullying goes unreported to teachers or adults at school. There are three major components to bullying: a differential in power between victim and bully, its frequency, and the intent to harm. Bullying affects the perpetrator and victim, as well as overall school climate, leading to students feeling unsafe and unsupported, which can negatively impact overall student learning (Limber and Nation, 1998).

The school response to bullying in government secondary schools is often punitive for instance, suspension or expulsion, even though some research questions the efficacy of punitive actions to resolve bullying and other school disciplinary incidents. For example, Swearer et al (2008) found that punitive responses to bullying, such as zero-tolerance policies, often cause problem behaviors to increase rather than diminish. Some proponents argue that schools are a good place to begin early intervention with restorative approaches because they represent a smaller society within the larger community, offering greater ability to integrate and nurture individuals within that society (Swearer et al (2008)). Therefore, Morrison (2006) argues that restorative approaches could be a suitable response to bullying incidents. This is because restorative practices promote healing between the community, victims, and offenders, which is not offered through traditional punitive sanctions. In restorative practice, school community members hold each other accountable for their behaviors, providing a community-oriented response to bullying that may be more effective at changing behavior than traditional disciplinary methods.

Molnar-Main (2014) draws on limited evidence supporting restorative practices that incorporate meetings, or conferences, between the bully and his or her victim as a potentially useful means to involve everyone in the justice and peacemaking process. However, Amstutz and Mullet (2005) argue that given the power dynamics involved in bullying, it is important to have trained adult facilitators involved, and even then the victim may not be comfortable facing the bully due to potential consequences. Molnar-Main (2014) goes on to suggest indicators of how to best integrate restorative approaches into a bullying intervention program and highlights the need to provide a safe environment for the victim by trained staff who ensure that the bully is held accountable to resolutions made during the restorative meeting.

2.3.2 Improved Attendance

According to McCluskey et al. (2004), Baker et al. (2001), chronic school absence and truancy have been linked to a wide range of negative childhood and adult outcomes, including low academic achievement, high dropout rates, difficulties in obtaining employment, poor health, increased chances of living in poverty, increased risk of juvenile deviance, and violent behavior. Punitive and exclusionary approaches to address absence and truancy may backfire as such approaches may prevent pupils from reengaging with school and, in turn, increase their likelihood of engagement with the justice system. Restorative practices are also offered as an approach to address truancy and chronic absenteeism among pupils. In as much as literature relevant to attendance vary widely in how outcomes are reported, it is admitted that across the studies, school attendance tended to improve after implementation of a restorative approach (Fronius, 2016).

Baker (2009), for example, reports that students who participated in a restorative program experienced a 50-percent reduction in absenteeism during the first year of implementation and a decrease in tardiness of about 64 percent. McMorris et al (2013), who studied a restorative conferencing program for expelled students reported increased attendance for participants from pre- to post-periods. Another study in Oakland by Jain, Bassey, Brown, and Kalra (2014) reports that middle schools implementing restorative practices saw chronic absenteeism drop by 24 percent while schools not implementing the program experienced an increase of 62.3 percent during the same period. But not all schools experienced such declines. Riestenberg (2003)

reports that one school that implemented restorative practices reported a 2-percent increase in absenteeism in the follow-up year (Fronius, 2016).

2.3.3 School Climate

Voight et al. (2013) argue that teachers and administrators who create a safe, supportive, and nurturing school climate help promote the social-emotional growth and positive development of students. One objective of addressing school climate is to foster healthy resilient pupils who are ready for college and careers out of school. There are many tools in the teacher's toolbox used to create and support a positive school climate. Restorative practices are another approach that schools use to address climate issues. While the evidence is limited, there are findings to suggest that restorative practices improve school climate. For example, for a pilot study of a restorative conferencing program in Minnesota, McMorris et al (2013) report increased school connectedness and improved problem solving among students in a six-week follow up. Jain and colleagues (2014) also note that two thirds of staff perceived the restorative program as improving the social-emotional development of students, and seventy70 percent of staff reported that restorative approaches improved overall school climate during the first year of implementation.

2.3.4 Academic Outcomes

McMorris et al (2013) research in USA revealed that for students in their sample who remained enrolled in school the following academic year recorded a slight increase in the students' grade point averages and this achievement was associated with restorative practice implementation. Although there was a sizeable drop in the number of students on track to graduate in the year of their participation in a restorative program, this drop may have been due to the poor attendance prior to the program, and a majority of these students did get back on track in the following year. Jain and colleagues (2014) also report a sizeable gain in graduation rates for schools implementing restorative practices compared to non-restorative practice high schools. They found that over the course of three years post-implementation cumulative graduation rates rose by 60 percent in restorative approach schools compared to just 7 percent in non-restorative

approach schools. Elsewhere, the results are more mixed. Norris (2009) reports no significant change in grade point average between restorative practice participants and non-participants. Lewis (2009) suggests that there was improvement in student test scores in one Pennsylvania school, but provides no data (Fronius, 2016).

2.4 Challenges Faced in the Implementation of Restorative Practices

Evans and Lester (2013) literature underscores the many challenges confronted when implementing restorative practices in the schools. For example, there is confusion about what restorative practices are and no consensus about the best way to implement it. Restorative approaches also require staff time and buy-in, training, and resources that traditional sanctions such as suspension do not impose on the school. Teachers are often required to perform duties traditionally outside of their job description, such as attending trainings, conducting circles during instruction time, and spending more time one-on-one talking with students. Furthermore, some educators and other stakeholders are resistant to restorative approaches because it is sometimes perceived as being “too soft” on student offenses (Fronius, 2016).

According to the findings of Songul (2009) in Kenya, Teachers feel restorative practices are time consuming because they entail teachers to spend a lot of time with the offending pupils and this sometimes disrupts learning. Furthermore, teachers lack patience in administering the restorative practices but patience is key in successful implementation of behavioural change interventions. One cannot change behaviour overnight. There is sometimes the need to unlearn and learn a new way of doing things. Dealing with the inside and outside story takes a lot of time and requires patience. Due to the impatience and disrupted implementation of restorative practices, teachers feel that restorative practices do not have relative advantages to punitive practices. As Mtonga’s (2016) study revealed, while it is expected that restorative practices are very effective, they are not.

Teachers face challenges to discipline pupils in government secondary schools. These challenges are attributed assertions that the restorative methods are lighter and don’t match the offense committed. Worse off, pupils willfully offend because they don’t fear punishments any more. Pupils take advantage of the abolishment of corporal punishment and deviants continue with their deviant behaviour. Pupils repeatedly commit the same offense and enjoy the manual work

that they are given. Teachers are frustrated and demotivated because they feel disempowered by the outlawing of punitive practices. Furthermore, Mtonga (2016) added that some parents refuse to work hand in hand with the schools to discipline their children. When the parents are called to school, they don't show up by claiming that they are busy and don't have time to attend the meeting. Also, some parents have misinterpreted the law and children's rights and this makes disciplining offending pupils difficult. Some parents don't allow their children to do manual work at home as manual work is perceived as a violation of human rights.

Most importantly, Sonesson (2005) indicates that after the abolishment of punitive practices, teachers were not left with guidelines on alternative practices to adopt and how they were to be implemented and this has affected effective identification and implementation of restorative practices in government secondary schools in Zambia.

2.5 Improving Implementation of Restorative Practices

To begin with, it is imperative to note that regardless of the program type or name, studies suggest that for the restorative practices program to be effective, it should be embedded within the school culture. The most common goals in embedding restorative practices in the overall school culture are to create an environment that is respectful and tolerant (González, 2012).

According to Kidde and Alfred (2011), considerable time and resources are required to build the restorative practice program in a school. It is possible to generate the funds needed to support this effort through successfully pursuing grant opportunities, or through reallocation of existing funds within the district. Leveraging existing community partnerships may also be possible, or even pooling resources between communities, to fund training for staff. This approach to funding has been successful for Oakland and surrounding counties (Fronius, 2016). Additionally, Karp and Breslin (2001) argue that while restorative practice programs will certainly vary by the size of the school and scope of the program, some researchers suggest that a shift in attitudes toward punishment may take one to three years and the deep shift to a restorative-oriented school climate might take up to three to five years. This timing assumes that the program will also be sustained financially, which underscores the importance of considering what resources will be needed and for how long to introduce restorative practices in a school or district. Thus, Ashley and Burke (2009) have argued that restorative approaches are perceived to work best when it is integrated into the school's overall philosophy. No matter how extensive the program,

administrators and teachers need to have access to the tools and resources necessary to successfully fund, implement, and evaluate their restorative program (Fronius, 2016).

Morrison and Vaandering (2012) argue that one way to sustain restorative practices is to integrate it across the school and district rather than having it be an add-on program. Another way is to provide support for continued training and growth opportunities for staff.

Kidde and Alfred (2011) add that critical driver to long-term sustainability is a School's ability to integrate the restorative approach into its formal policy and procedures. A school should ensure that decisions about discipline and the policymaking process consider multiple stakeholders (teachers, administrators, youth, parents, and community members) to ensure buy-in from all drivers of change. As with recommendations for other school programs, teachers and administrators need to be supportive of restorative practices for them to be successfully sustained. There is therefore need for a strong professional development program for teachers and administrators, as they must be trained to understand specific restorative techniques and the reasoning behind the shift from traditional punishment approaches to restorative practices. The underlying assumption of professional development is that when teachers participate in restorative approaches and understand its potential for effectiveness, they can facilitate students doing the same (Fronius, 2016).

Mayworm, Sharkey, Welsh, and Scheidel, (in press) further advocate that the optimal method for increasing a teacher's understanding of restorative approaches is through discussion and training with school-based restorative practice consultants. That is because interaction with consultants and more formal restorative approaches training programs require emphasis on problem-solving skills and fostering group cooperation to reach the best outcome while maintaining a concern for sensitivity to the victims and all involved parties.

Furthermore, Kindiki (2009) asserts that routine inspection of effective implementation of alternative practices in schools by quality assurance and standards officers is cardinal in the implementation of restorative practices.

2.6 Identified Gaps and Justification

Soneson (2005) conducted a study on behalf of an NGO called Save the Children in 2005 in government secondary schools in Southern, Lusaka and Copperbelt provinces on children's views on corporal punishment and other forms of humiliating and degrading punishments. The study revealed that pupils prefer teachers talking to them and explaining what they did wrong to teachers using punitive, humiliating and degrading punishments. In this vein, Soneson (2005) suggested some of the alternative practices that teachers can use to replace punitive practices. These include but are not limited to praise and rewards, using good words when correcting offending pupils, negotiating a compromise, counselling and giving the offending pupil a non-abusive task related to the wrong that the pupil has committed. These alternatives were given in the Zambian context but little or no study has been conducted to check the influence that these practices have on the behaviour of deviant pupils and if the desired results are being realized. Most of the studies reviewed indicated much concentration on the effects of abolishing corporal punishment, the different types of offenses committed in schools, and establishing the alternatives to punitive punishments being implemented in schools. Soneson (2005) concentrated on the perception of pupils in abolishing corporal punishment and proposed better alternatives to corporal punishment for teachers to be using to discipline pupils. Banda (2006) focused on the effects of corporal punishment on children. Mweemba (2011) studied on the effectiveness of punishment in suppressing deviant behaviour among pupils. Simango's (2012) study was on effects of corporal punishment ban in high schools similar to Phiri's (2012) study which was on the impact of abolishing corporal punishment in Zambian schools. Mtonga's (2016) conducted an evaluation of alternative modes of discipline to corporal punishment.

These studies revealed the types and causes of indiscipline in schools, the suggested alternatives to be used by teachers in government secondary schools in Zambia, the suitability of using alternative modes to discipline, the challenges faced by teachers in using alternative modes of discipline and the how the challenges can be mitigated. However, this study focuses on restorative practices as an alternative. It appears no studies have been conducted in Zambia to specifically identify the restorative practices being used and the perspectives of teachers and pupils on the perceived benefits of such practices.

The strength of this study therefore is that it builds on the work of other researchers by looking at the efficacy of the restorative practices as an alternative to punitive practices in influencing

positive behaviour in deviant pupils. It brings out the views of implementers and the beneficiaries of these practices.

2.7 Summary of Chapter two

The chapter reviewed the literature on restorative practices as an alternative to punitive practices in influencing positive behavior in deviant pupils. It also presented the theoretical underpinning of the study. Furthermore, the chapter highlighted the gaps identified and the role this study played in filling the gaps. The next chapter details the methodology utilized to achieve the research purpose.

CHAPTER THREE

METHODOLOGY

Overview

The previous chapter was on literature review from various researchers and scholars on the subject of the study. This chapter discusses the methodology and methods used to collect and analyse data towards fulfilling the aim of the study. In the chapter, a number of issues are discussed: research designs, the population and sample, sampling procedure, research instruments used for data collection and analysis and the limitations of the study.

3.1 Study Area

The study was conducted in Kabwe District, Central Province of Zambia. This district was purposively sampled due to its status of a provincial capital and thus draws pupils from all walks of life and thus has exposure to various vices. The sample for the study was drawn from two big Government Secondary Schools whose names have been withheld on ethical consideration.

3.2 Research Design

Kombo and Tromp (2013) describe a research design as the structure of the research. A research design therefore according to Achola and Bless (1988) is a program which guides the researcher in collecting, analyzing and interpreting observed facts. According to Orodho (2003) a scheme, outline or a plan followed to generate answers to the questions raised by the research problem. Leedy (1985) therefore adds that it is a detailed formal written set of specifications and procedures for conducting and controlling a research project. The procedures and tools are logically arranged in order to minimize misinterpretation of the social phenomenon under investigation. Furthermore, Bowling (2001) identifies strategy, framework, participants, process, results and decisions and the main components of a research design.

The study adopted a qualitative research design and case study was the method used to realize the objectives of the study. According to Bolarinwa (2006), qualitative research verbally describes or informs what is done or what has been done by telling stories around events,

occurrences, and practices. Qualitative research is concerned with qualitative phenomenon that is phenomena that relates to or involves quality or kind. It aims at discovering the underlying motives and desires using in depth interviews for the purpose. Other techniques of qualitative research include word association tests, sentence completion tests and story completion tests. Generally, techniques of focus group interviews, projective techniques and depth interviews are applied. Therefore, research that is designed to find out how people feel or what they think about a particular subject or institution is also qualitative research as it is concerned with the subjective assessment of attitude, opinion and behaviour. Qualitative research is especially important in the behavioral sciences as its aim is to discover the underlying motives of human behaviour. Through this type of research the researcher can analyze the various dynamics which motivate people to behave in a particular manner or which make people like or dislike a particular thing (Kotari, 2004).

Qualitative methodology was used in the study because it is holistic and interpretive in nature. The approach aids in depth understanding of social phenomenon as it brings out bare the thoughts, feelings, and the will power regarding daily life. As Blaikie (2010) states, qualitative research stems from an anti- positivistic and interpretive approach and is holistic in nature with the aim to understand social phenomenon and the meanings that people attach to everyday life. This approach therefore ensured that the perceptions and experiences of the respondents regarding restorative practices and its influence on deviant pupil's behaviors were explored. The study also gave an opportunity to pupils to speak out on the restorative practices being used in schools as direct beneficiaries.

As stated above, the researcher conducted a case study to realize the objectives of the research. Researcher Yin (2009) defined the case study research method as an empirical inquiry that investigates a contemporary phenomenon within it real life context. Hancock (1998) indicates that a case study offers a richness and depth of information that is not usually offered by other methods. As Kombo and Tromp (2013) ascertains, the main characteristics of case study research are that it is narrowly focused, provides a high level of detail, and is able to combine both objective and subjective data to achieve an in-depth understanding. It can be used when collecting information about people's attitudes, opinions, habits or any of the varieties of education or social issues. Case study research design enabled the researcher to explore the influence of the restorative practices on deviant pupils in Government Secondary Schools in

Kabwe District of Zambia. The design was also seen to be appropriate for the study because the researcher used interview guides and focus group discussion guides as data collection instruments with the aim to bring out issues that are usually left unraised.

3.3 Research Population

According to Fraenkel and Wallen (1993) a research population refers to all constituents of any clearly described group of people, events or objects who are the focus of an investigation. It is therefore a group of interest to the researcher of whom the researcher would like to generalize the results of the study. It is important to define the population under investigation both with respect to identifying appropriate participants of the research and obtaining of a representative sample. A population may be quite big that is theoretically infinite or it may be fairly small. A clearly defined population helps the researcher to know what units or restrictions to use when selecting the sample of participants (Fraenkel and Wallen, 1993). For the purpose of this study, the research population was comprised of a group of individuals that had the same attributes from which the sample was drawn. Accordingly, this study targeted two (2) school administrators, ten (10) teachers and twenty four (24) pupils in two (2) government secondary schools in Kabwe District.

3.4 Sample Size

Fraenkel and Wallen (1983) denote that a sample in a research study is any group from which information is obtained. This study therefore had total sample of thirty six (36) respondents which will comprise two (2) school administrators, ten (10) teachers, and these interviewed individually. Furthermore, twenty four (24) pupils formed two focus groups comprising twelve (12) participants in each of the focus group.

3.5 Sampling Procedure

Purposive sampling procedure was used to sample the elements of this study. Purposive sampling technique is the deliberate choice of a participant due to the qualities the participant holds. Based on what needs to be known, the researcher sets out to find people who can and who are willing to provide the information based on knowledge and experience (Etikan et al 2016).

Purposive sampling is typically used in research to identify and select the information- rich cases for the most popular utilization of available resources. This involves identification and selection of individuals or groups of individuals that are proficient and well informed with the phenomenon of interest. Apart from knowledge and experience, it is key to note that the selected participants ought to be available and willing to participate and communicate experiences and opinions in an articulate, expressive and reflective manner. Its concentration therefore is on people with particular characteristics who will be able to assist with the relevant research (Etikan et al 2016).

It is for this reason that the study used the categories of people who were identified to have the information through experience on the performance of the restorative practices in influencing positive behavior in deviant pupils. Purposive sampling was therefore used to sample 2 school administrators (Deputy Head Teachers). Homogeneous and typical samplings was used to sample ten (10) teachers and twenty four (24) pupils. As Punch (2001) put it, all empirical research involves sampling as one cannot sample everyone doing everything. Teachers were sampled because they are in charge of maintaining discipline in and outside classes for all the pupils. In- depth interviews were conducted on teachers and these lasted a maximum of 1 hour. Pupils were sampled because they are the beneficiaries of restorative approaches to in schools. Head boys/ girls and prefects and prefects were part of the pupils sampled because they are the ones who assist the school authorities to ensure discipline is maintained in school. The focus group discussions lasted 3 Hours. The Deputy Head Teachers were selected because they are the chairpersons of disciplinary committee in schools and are custodians of the punishment/ black books where cases of serious offenses and the type of punishment given to offenders are recorded in schools. Minutes of disciplinary hearings are also kept by them.

3.6 Data Collection and Procedure

Kombo and Tromp (2013) define data collection as the gathering specific information aimed at providing or refuting some facts. The researcher used two sources of data that is primary and secondary sources. According to Giddens (2009), Primary sources are all those sources that are originally produced in the time period which researchers are interested in studying and secondary sources refer to all those sources which discuss, interpret or re- present material that originated at

an earlier time. For the purpose of this study the researcher collected primary data through individual interviews and focus group discussions and secondary data through document review.

3.7 Data Collection Instruments

Parahoo (1997) defines a research instrument as a tool used to collect data. The data collection instruments that the researcher used for this study included semi- structured individual interview guides, focus group guides and document review.

3.7.1 Interview Guide

A Semi-structured interview guide was used to collect primary data from the sampled respondents. Berg (1989) stated that semi-structured interviews involve the implementation of a number of predetermined questions and/or special topics where the questions are typically asked of each interviewee in a systematic and consistent order but allow the interviewees sufficient freedom to digress; meaning that, the interviewers are allowed to probe further beyond the answers to the prepared questions. The researcher therefore used interview guides to generate primary data through individual interviews with 2 school administrators and 10 grade teachers.

According to Kombo and Tromp (2013), semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions, these are questions that prompt discussion with the opportunity for the interviewer to explore particular themes or responses further. A semi-structured interview therefore does not limit respondents to a set of pre-determined answers and it allows respondents to discuss and raise issues that the researcher may not have considered.

3.7.2 Focus Group Discussion

Two focus groups were conducted on pupils, each group comprising of six (6) respondents. Focus group interviewing represents an open purposive conversation where the researcher asks questions on a specific topic and then guides the discussion by means of questioning. Focus Group Discussions were used in this research for the purpose of collecting data which brought out the experiences, feelings, knowledge and perceptions of the respondents on restorative practices used by teachers in secondary schools to instill positive behavior in pupils and their suitability.

3.7.3 Document Review

Generation of secondary data was through document review of various unpublished documents which included minutes of disciplinary hearings and the black book (punishment books). The researcher checked dates of the recordings to ensure that the incidents were recent ones and looked out for details like the signatures to ensure authenticity.

3.8 Data analysis

Dudovski (2018) defines data analysis as a process of identifying common patterns within the responses and critically analyzing them in order to achieve the aims and objectives of the research. This study's data was thematically analyzed by taking note of the major subjects that emerged in discussions. The data was processed after collection before carrying out an analysis. The data was firstly perused through and relevant responses were identified, then coded and then examined until significant patterns of meanings were identified. The researcher began by reading transcripts several times to gather general thoughts from the content and made notes of any response that was significant. These notes were then restudied in order to transform them into specific themes and phrases and assigned meaning to them. The data was then reduced by establishing connections and clustering the appropriately into themes and sub themes. A narrative was then produced based on the themes and included in the context of the thesis.

3.9 Credibility and Trustworthiness

This study engaged various methods of data collection which were focus group discussion, individual interviews and document analysis which led to trustworthiness. A methodological data triangulation was therefore used to validate data by comparing data from the interviews and focus group discussions with that which was in the documents that were reviewed. Furthermore, the researcher arranged for a validation meeting with respondents to check if the information produced was in line with their thoughts.

3.10 Ethical considerations

According to Wallen and Fraenkel (2001), researchers need to consider ethics in their research. They ought to check if the results of the research will cause any physical or psychological harm. According to them, ethics refer to questions of right and wrong that is conforming to the standards of conduct of a given profession or group. Every researcher needs to ensure the protection of participants from harm, confidentiality of the research data and the knowing deception of the research subject.

Protection of the participants is the most important ethical consideration. It entails ensuring that all participants are protected from any form of harm or danger that may arise from research procedure. As such, harm or discomfort to the participant should be avoided unless it has the potential to provide information that will be of great benefit to human beings. Participants in such cases must be fully informed of the dangers involved and should in no way be required to participate. Furthermore, consent ought to be obtained from all participants (Wallen and Fraenkel, 2001).

Ensuring confidentiality of research data entails the researcher to keep all data collected inaccessible to everyone else except for a few key research assistants. Whenever possible, the names of participants should be removed from all forms. The individual subjects should never be used in any publication that describe the research. Furthermore, all participants in a study have the rights to withdraw from the study or to request that the data about them should not be used (Wallen and Fraenkel, 2001).

As regards, deception, Wallen and Fraenkel (2001) state that the researcher must conduct the study using methods that do not require deception. The researcher should determine whether the use of deception is justified by the prospective study's scientific, and applied value only if alternative methods cannot be devised. Participants should be provided with an explanation as soon as possible if they are deceived.

The researcher therefore ensured that those that the interviewees were made aware of their rights to being informed of the aims and consequences of the research, possibilities of publication and the right to refuse to participate or withdraw at any stage of the research. The integrity of the research and its ethical standards were maintained by the researcher by ensuring the

confidentiality is upheld and respondents are well informed about the intentions of the research. All names in the presentation of findings are not the real names of the respondents.

3.11 Limitations of the Study

Ng'andu (2013) defines limitations as hindrances a researcher predicts which may impede or be a detriment to the study. The researcher faced a challenge of schools closing in the process of data collection. This made the researcher to go beyond the estimated data collection timeline.

CHAPTER FOUR PRESENTATION OF FINDINGS

4.0 Overview

The previous chapter detailed the methodology that was used for the data collected and analysis for this study. This chapter presents the findings of the study.

The aim of the study was to evaluate restorative practices and their influence on the behaviour of deviant pupils that is to establish the link between behavior and this selected mode of discipline by; identifying the various restorative practices used in schools, analyzing the perceptions of teachers and pupils on the perceived benefits of restorative practices and ascertaining the suitability of these practices, identifying the challenges that teachers face in using restorative practices and soliciting proposals to mitigate the challenges faced in the implementation of restorative practices in government schools in Kabwe district.

The presentation of findings displays the answers to the research questions from the three categories of respondents that is the school administrators, teachers and pupils.

Qualitative data was collected from the three categories of respondents. These were two (2) school administrators, ten (10) teachers and twenty four (24) pupils. The school administrators and teachers were individually interviewed and focus group discussions were conducted on pupils with each focus group comprising of twelve (12) pupils. The total number of respondents was thirty six (36).

The findings have been presented in free text, tables and bar graphs with each objective being the heading for concerned findings.

Table 4.1 Demographical Details of Respondents

CATEGORY OF RESPONDENTS	FEMALE	MALE	TOTAL
School Administrators	1	1	2
Teachers	7	3	10
Pupils	16	8	24
Total	24	12	36

From table 4.1 above, it is clear that the research's thirty six (36) respondents was comprised of two (2) school administrators, ten (10) teachers and twenty four (24) pupils of which twenty four (24) respondents were female and 12 were male. All groups were adequately represented and thus gave a representative opinion on the topic under study.

4.1 Restorative Practices used in Schools

The first objective of the study was to identify the various restorative practices used in schools and the researcher was guided by the research question; what sorts of restorative practices do teachers use to instill positive behaviour in deviant pupils? Sub questions were developed to aid response to this question.

The researcher began by soliciting the most common offenses that are committed by deviant pupils. The research revealed that the most common offenses are bullying, vandalism of school infrastructure, theft, substance use and abuse, absconding from classes, reporting late for classes and noise making. The study revealed that deviant behaviour is not ignored in school and as such there are measures put in place to influence positive behaviour in offending pupils. Specific offences call for specific disciplinary measures. This is based on the intensity of the offense. The table below displays the various offenses and the specific disciplinary measures enforced on each particular offense.

Table 4.2 Distribution of Responses on the Various Offenses Committed in Schools and the Possible Punishments and Actions.

S/No	OFFENSE	PUNISHMENT/ ACTION
1	Not wearing school uniform.	Sending back home.
2	Not moving in a single file and not	Manual work for instance, digging a

	keeping left from classroom to classroom.	rubbish pit.
3	Out of school without permission during learning hours/ dodging.	Manual work for instance, digging a rubbish pit.
4	Absenteeism without reasonable reasons. Absenteeism for more than 10 Days.	-Calling the parents. - Manual work for instance, digging a rubbish pit. -Forced transfer.
5	Drinking beer or found drunk.	-Calling the parents. - Manual work for instance, digging a rubbish pit. -Suspension from school for not less than two weeks. -Forced transfer. Drug Enforcement Commission (DEC) can be involved.
6	Smoking and taking drug related substances	-Calling the parent. - Manual work for instance, digging a rubbish pit. -Suspension from school for not less than two weeks. -Forced transfer. - Drug Enforcement Commission (DEC) can be involved.
7	Disobedience to school authority that is Head Teacher, Deputy Head Teacher, Heads of Departments, Teachers, Prefects, and Class Monitors.	- Manual work for instance, digging a rubbish pit. - Detention. -Calling parent. -Suspension from school for not less than two weeks.

8	Late coming to school	-Manual work for instance, digging a rubbish pit. -Detention. -Calling parent.
9	Absent from co- curriculum activities E.G sports, production unit, preventive maintenance.	- Manual work for instance, digging a rubbish pit. -Calling parent. -Detention.
10	Wearing bangles, bracelets, rings, necklace, sun glasses, hats, skin tights, wrong shoes.	-Confiscation of the item forever. -Manual work.
11	Wearing makeup, keeping beards and making fancy hairstyles.	-Undo makeup and manual work.
12	Damage of school properties.	-Pay for or replace or repair the damage.
13	Throwing litter or any form of dirty anyhow.	-Manual work for instance sweeping. -Payment of 1 ZMW for each in class.
14	Making noise during learning time.	Manual work for instance sweeping, digging, weeding.
15	Theft (Stealing school property, from friends, relatives or from any community member).	-Pay for or replace the stolen property. -Suspension from school for a period of not less than 90 Days. -Police may be involved. It will attract forced transfer if repeated.
16	Use of abusive language.	-Manual work for instance sweeping digging rubbish pit, slashing, ferrying black soil. -Detention.
17	Fighting (Within and outside school premises).	-First offender: Digging rubbish pit. -Suspension from school for not less than three weeks. - If repeated: Forced transfer.

18	Going to class with a cell phone.	Suspension and a fine of 100 ZMW after suspension has been lifted.
19	Truancy or any kind of unruly behaviour.	-Manual work for instance sweeping, digging rubbish pit, ferrying black soil slashing. -Detention
20	Failure to do academic work for instance, homework, class exercise, academic project.	-Manual work for instance, digging rubbish pit, sweeping, slashing, ferrying black soil. -Detention.
21	Graphite.	Buying of paint and painting.

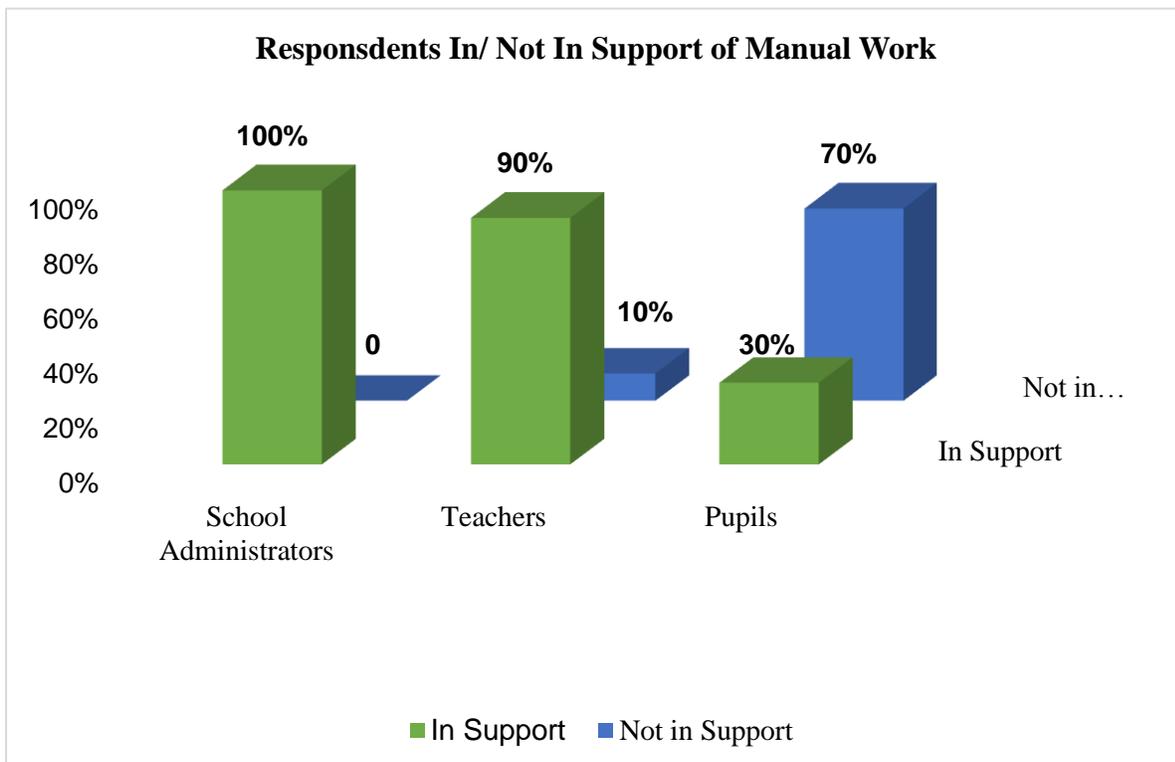
Source: Field data (October, 2018).

The figure above (4.2) shows the specific offenses that deviant pupils commit and the punishments that are administered. The lists of offenses and the punishments that they attract. This distribution of responses is only for documented cases. It means that the pupil underwent counselling but did not change. The pupil goes for disciplinary hearing where decision on what punishment to enforce is made. The disciplinary hearing is comprised of the Deputy Head Teacher who happens to be the chair person in the hearing, one (1) representative from the school council, one (1) representative from the school disciplinary committee, one (1) representative from the Parent Teachers Association (P.T.A), the guidance and counselling teacher and the pupil involved. Once the decision on the type of punishment to be given to the pupils is agreed upon and period in which to execute the punishment is given, the case is then recorded in the punishment book. The child counter signs in the punishment book upon completion of the punishment and the whole punishment process is monitored by the Deputy Head Teacher.

The researcher then went on further to identify the common approaches used to instill discipline in deviant pupils. These include manual work, detention, counselling, and dialogue with parents and suspension.

4.1.1 Manual Work

The research revealed that the most common disciplinary practice is manual work. Manual work involves digging rubbish pits, sweeping, slashing, ferrying black soil and weeding. All these forms of manual work are given as punishment depending on the gravity of the offence and this type of punishment can only be given by the Head Teacher or the Deputy Head Teacher. Ideally, the pupil on punishment is supposed to be monitored by the Deputy Head Teacher during the punishment but this role is sometimes delegated to the teacher who end up delegating to prefects due to other demanding responsibilities. However, should anything go wrong in the punishment process, the Head Teacher is the one responsible for giving any explanations being the overall authority.



Distribution of Respondents in/ not in Support of Manual Work

Figure 4.1

The finding above (figure 4.1) indicate that school administrators and ninety percent (90%) of the teachers were in support of manual work while the ten percent (10%) of the teachers were not in support. In as much as the school administrators and most of the teachers support the administering of manual work as a punishment for deviant behaviour, seventy percent (70%) of the pupils were not in support of it and only thirty percent (30%) of them support it.

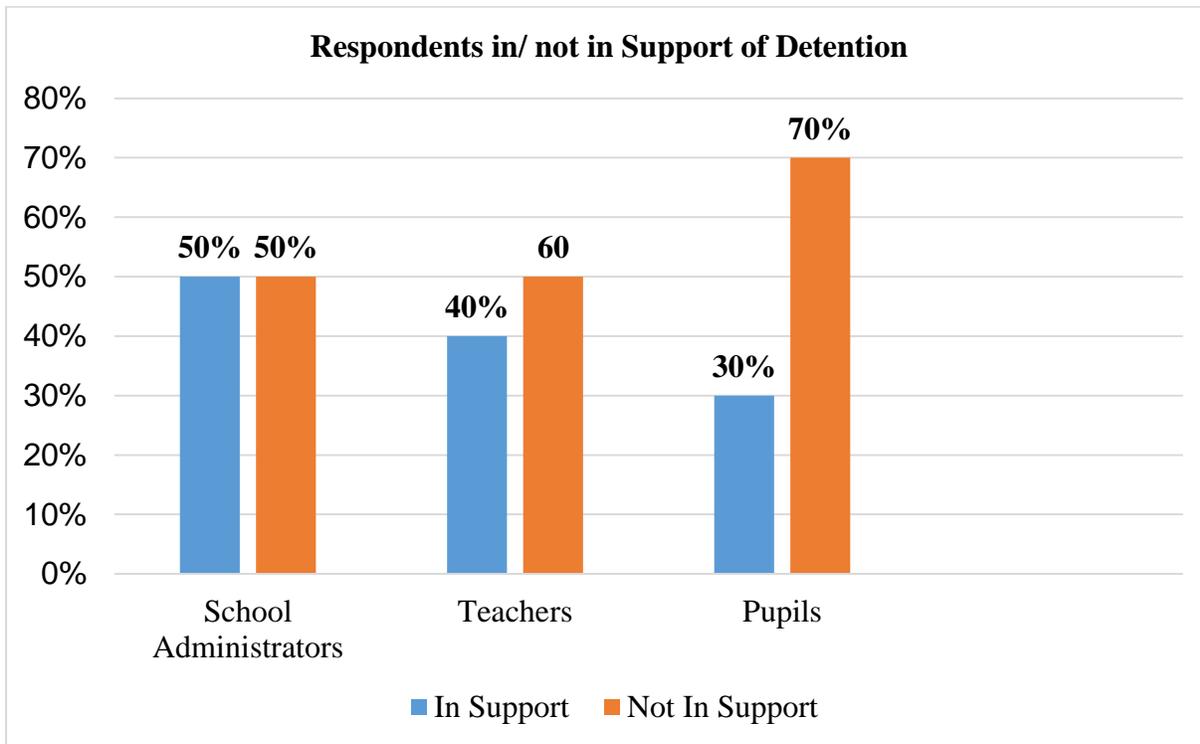
These findings were attributed to the fact that manual work is the most feared mode of punishment by pupils because it requires a lot of man power. In as much as this type of punishment is used, some pupils perceive it as a violation of their rights. Teachers have sometimes been confronted by the parents and other on lookers to offending pupils claiming that their children are being abused by being given manual work. It is because of these reactions that all such cases are recorded in the punishment book to prove that the case has been thoroughly investigated and there is unreasonable doubt of unfairness on the part of the pupil. It was however acknowledged that manual work does not always help to change the behaviour of deviant pupils. Teachers indicated that behavioural problems are caused by many factors that could be out of the school settings and its impossible for one teacher that is the guidance and counselling teacher to get to the root causes of the behaviour of for instance one thousand, five hundred pupils. As a result, manual work only deals with the effects and not the causes of behaviour and thus end up in some pupils committing the same offenses because the root causes were not addressed.

Our main concern as teachers is that pupils behave according to the expected standards while they are in school. Anything contrary attracts punishment and this is done to instill and maintain discipline in school, Teacher.

4.1.2 Detention

The research revealed that detention is another mode of punishment that is commonly employed. Detention requires an offending pupil to stay an extra hour in school. The pupil is made to do extra work and study. This punishment is extended over a period of time for instance one or two weeks depending on the gravity of the offense.

Figure 4.2: Distribution of Respondents in/ not in Support of Detention



The finding above (Figure 4.2) indicate that the interviewed fifty percent (50%) of the school administrators and sixty percent (60%) of the teachers supported the use of detention as a punishment to pupils for committing an offence. The rest were not in support of this as shown in the figure. The other interviewed fifty percent (50%) of the school administrators and forty percent (40%) of teachers were not in support of detention as a punishment to deviant pupils for committing an offence.

According to pupils, detention is disliked because it robs them of their play time with their peers. The offending pupil on detention is monitored by the teacher or prefect on duty. As such, seventy percent (70%) of the pupils were not in support of detention.

*I hate detention because I walk home alone after class,
my friends would have already knocked off, Grade 11
pupil.*

4.1.3 Dialogue with Parents

Dialogue with parents also known as call parents entails summoning parents with deviant pupils to school by school authorities to discuss the child's behaviour at school and understand his/ her behaviour at home. This is usually done after various attempts to discipline the pupil. During the dialogue, the disciplinary committee is present and takes minutes. The disciplinary committee is chaired by the Deputy Head Teacher. The parents are informed of the expected behaviour of pupils and the consequences of offensive behaviour. This is treated as the last warning and any offense committed thereafter calls for suspension.

The graph below shows the distribution of respondents in support of call parents and those not in support.

Distribution of Respondents in/ not in Support of Call Parent

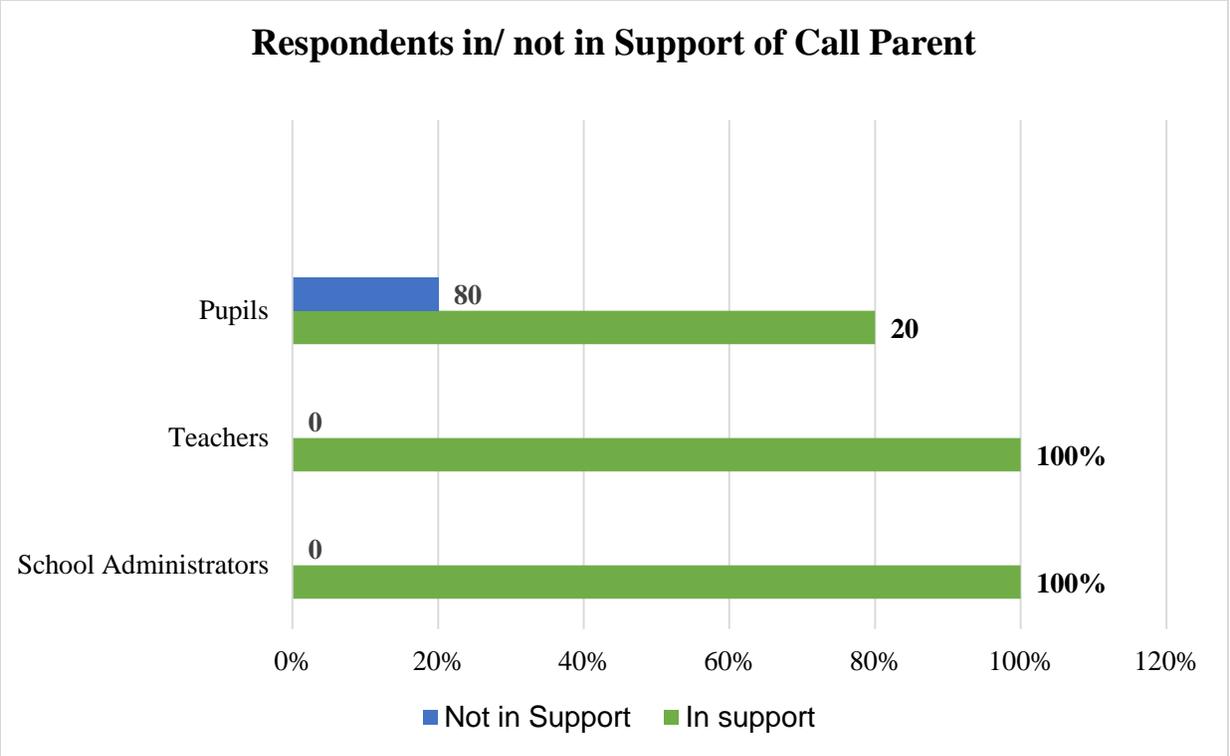


Figure 4.3

The finding above (Figure 4.3) indicate that one hundred percent (100%) of the school administrators and teachers were in support of call parent. In as much as the school administrators and teachers are in support of call parent to correct pupil behaviour, most of the pupils were not in support of it. Eighty percent (80%) of the pupils were not in support of call parents and only twenty percent (20%) of them support it.

All the school administrators and teachers interviewed were in favor of dialogue with parents because it helps them to understand how the pupil behaves at home at come up with measures to help influence behaviour in the deviant pupil together with the parent to the deviant pupil.

Call parents works well to change the behaviour of a deviant pupil because teachers work in collaboration with the parents/ guardians of the pupil and both parents and the pupil know that any more offenses will call for suspension, Teacher.

4.1.4 Suspension

After several attempts of disciplinary actions and warnings, pupils who seem not to change get suspended from school for a stipulated period. However, it is imperative to note that the study revealed that some offenses like vandalism and substance use and abuse call for instant suspension and the Drug Enforcement Commission (DEC) is engaged to help counsel the pupil. Also key to note is that pupils on suspension continue going to school for counselling during the suspension period until the suspension is over. Suspension is ordered by the school administration through the office of the Deputy Head Teacher.

All the categories of respondents are in support of suspension because some pupils can be very unruly and since they can't be beaten, at least they can be shown the intensity of their misconduct by being sent away from school.

Suspension helps pupils to reflect on the offenses they commit and makes them to refrain from such behaviour. This is the best option we have left since we are not allowed to beat the pupils and manual work is usually a debatable issue,

Teacher.

The teacher's sentiments above were echoed by those of the pupil as follows:

Pupils fear suspension because of the stigma attached to it. I remember my parents telling me to stop playing with one of my friends because he was suspended from school and that he is a troublesome boy. Nobody wants that kind of treatment,

Grade 12 pupil.

4.1.5 Forced Transfer

Forced transfer is a technical dismissal from school. This is because the reason for transfer is indicated on the transfer letter and no school would be willing to accept a problematic pupil in their school. It is viewed as a problem being transferred to another school.

This punishment is given as last option after suspension. The decision to transfer is made by the head teacher after consultations with the disciplinary committee.

The graph below shows the distribution of respondents in support and not in support of forced transfer.

Distribution of Respondents in/ not in Support of Forced Transfer

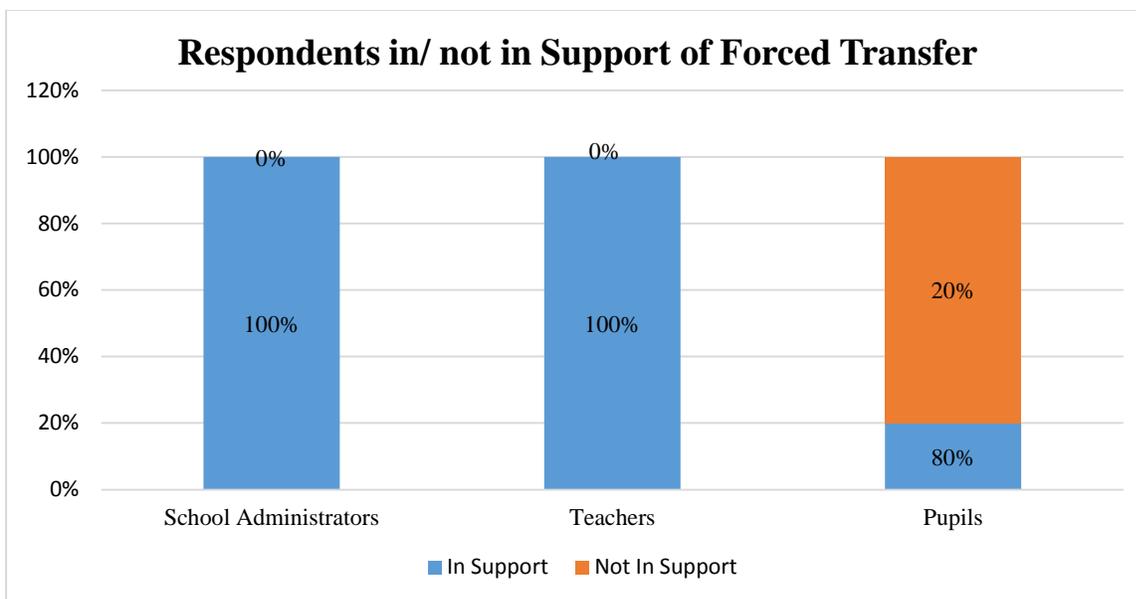


Figure 4.4

The finding above (Figure 4.1) indicate that one hundred percent (100%) of the school administrators and teachers interviewed were in support of forced transfer while only twenty percent (20%) of the pupils were not in support of it. Eighty percent (80%) of pupils interviewed were not in support. The school administrators and teachers interviewed were in support of forced transfer because it helps them to instill the fear of being issued with a forced transfer in the remaining pupils. So those transferred are seen as an example. However, the pupils expressed that they fear it.

4.1.6 Counselling

Although this mode of practice did not come out amongst pupils the other two categories of respondents that is school administrators and the teachers indicate that this practice is implemented almost all the time. The schools have Guidance and Counselling Teachers who are tasked to counsel deviant pupils and monitor behavioral change. The guidance and counselling teachers also ensure that progress reports are shared with the Deputy Head Teacher who is the custodian of disciplinary issues.

Counselling is the most frequently used approach because it is found to help show the pupils that teachers care about them. It also helps teachers to have a one to one engagement with the pupils and aids to understand factors that lead to certain unwanted behaviors in pupils. However, it was indicated that apart from the guidance and counselling teacher, other teachers lack counselling skills because they are not trained in counselling. This in turn makes the work of the guidance and counselling teachers very overwhelming because each school is only assigned one guidance and counselling teacher against a population of approximately one thousand five hundred pupils.

Distribution of Respondents in/ not in Support of Counselling

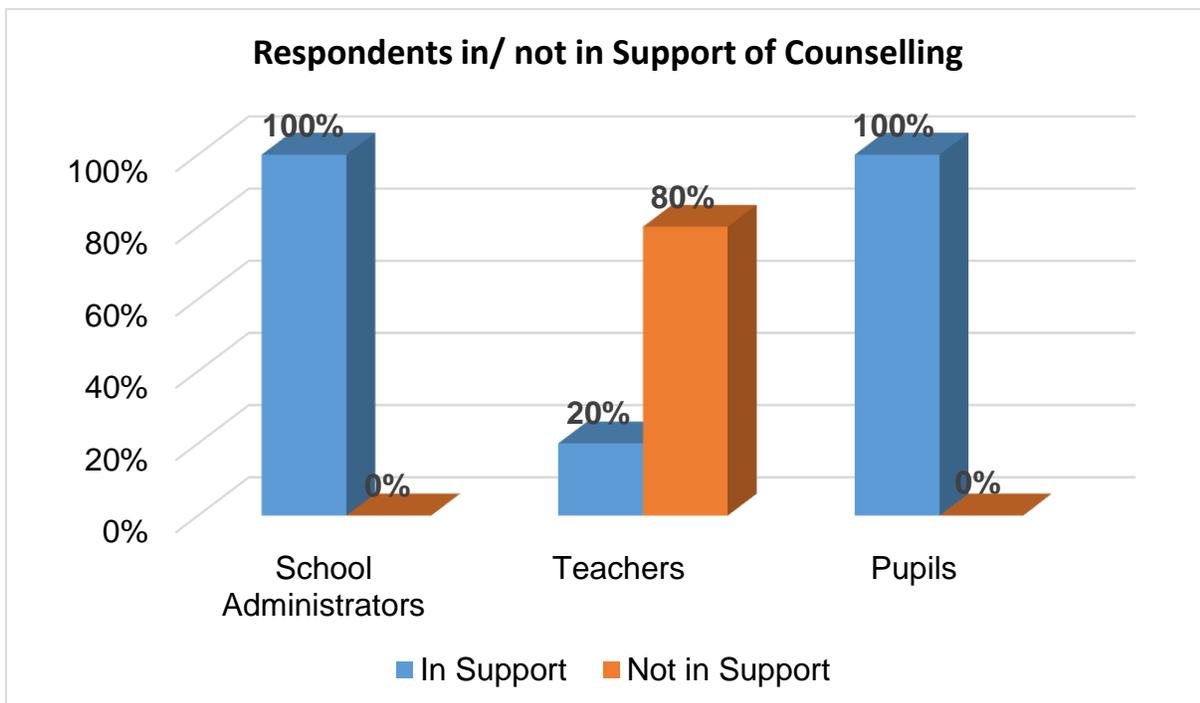


Figure 4.5

The finding above (Figure 4.5) indicate that one hundred percent (100%) of the school administrators and pupils including eighty percent (80%) of the teachers were in support of counselling while the twenty percent (20%) of the teachers were not in support. The teachers who were not in support of it felt that counselling is time consuming and they would rather concentrate on teaching.

4.2 Perceptions of Teachers and Pupils on Perceived Benefits of Restorative Practices

The second objective of the study was to analyze the perspectives of teachers and pupils on the perceived benefits of restorative practices used in government secondary schools in Kabwe district. In order to meet this objective, teachers were interviewed and focus group discussions were held with pupils.

4.2.1 Perceptions of Teachers on the Perceived Benefits of Restorative Practices

I present to you the research findings on the perceptions of teachers on the perceived benefits of restorative practices used in government secondary schools in Kabwe district.

The chart below highlights the perceptions of teachers on restorative practices.

Distribution of Perceptions of Teachers on Restorative practices

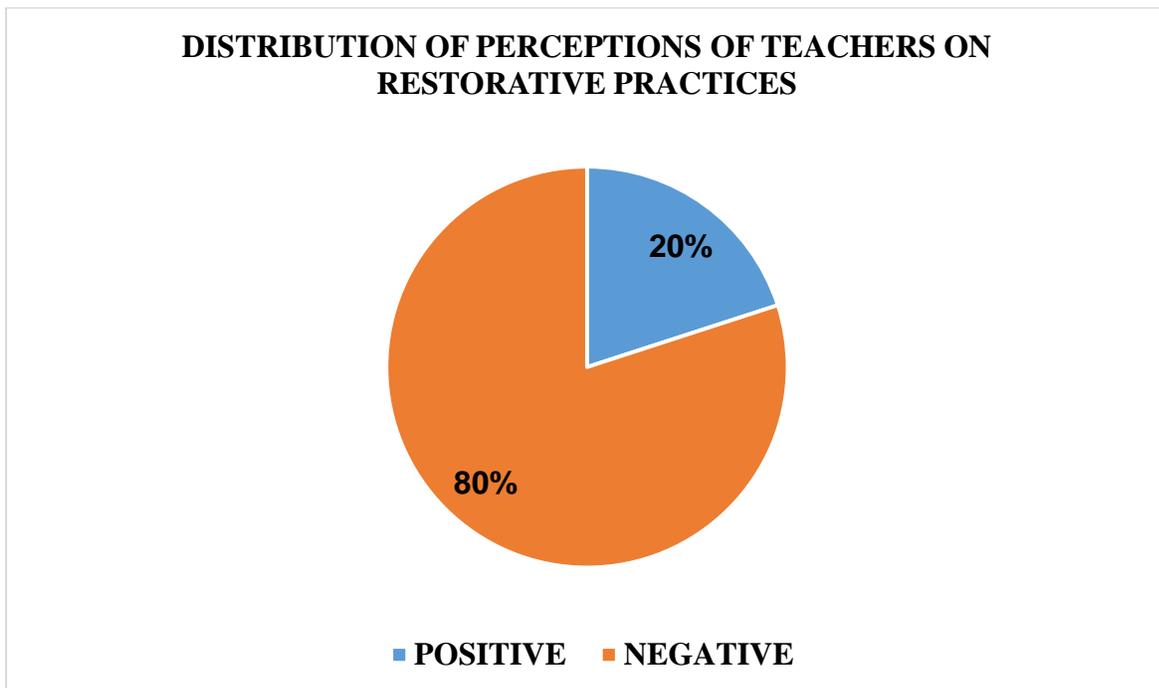


Figure 4.6

The finding above (Figure 4.6) indicate that eighty percent (80%) of the teachers interviewed have negative perceptions on restorative practices and only twenty percent (20%) are positive about using restorative approaches.

The study revealed that teachers have mixed feelings about restorative practices being implemented in isolation. Teachers feel that the main goal of punishing offending pupils is to ensure that bad behaviour does not reoccur. According to teachers interviewed, restorative practices are meant to help learners realize their wrong and commit to change. However, there should be factors to make the pupil to refrain from repeated offensive behaviour. These factors being punitive.

Not all pupils are responsive to restorative practices because they are viewed as routine. As a result almost all pupils repeat the same offence more than once. Due to this, teachers feel their work to discipline pupils is made difficult even though the disciplinary approaches are in line with children's rights. The practices are viewed to give more power to the pupil over the teacher.

4.2.2 Perceptions of Pupils

According to the interviewed pupils, restorative practices are not working in influencing positive behaviour in deviant pupils. This is attributed to the fact that pupils get used to the light punishments that they are given and it becomes their way of life.

I think restorative practices are not helping deviant pupils in any way because pupils get used to the punishments and make it their way of life, Grade 12.

On the other hand, interviewed pupils feel that restorative practices are in line with children's rights because they put children first. The biggest problem according to them is that pupils don't want to be responsible.

We have been taught that children's rights come with responsibilities but pupils just want to sing about their rights without practicing responsibility, Grade 12.

The chart below highlights the perceptions of pupils on restorative practices.

Distribution of Perceptions of Pupils on Restorative Practices

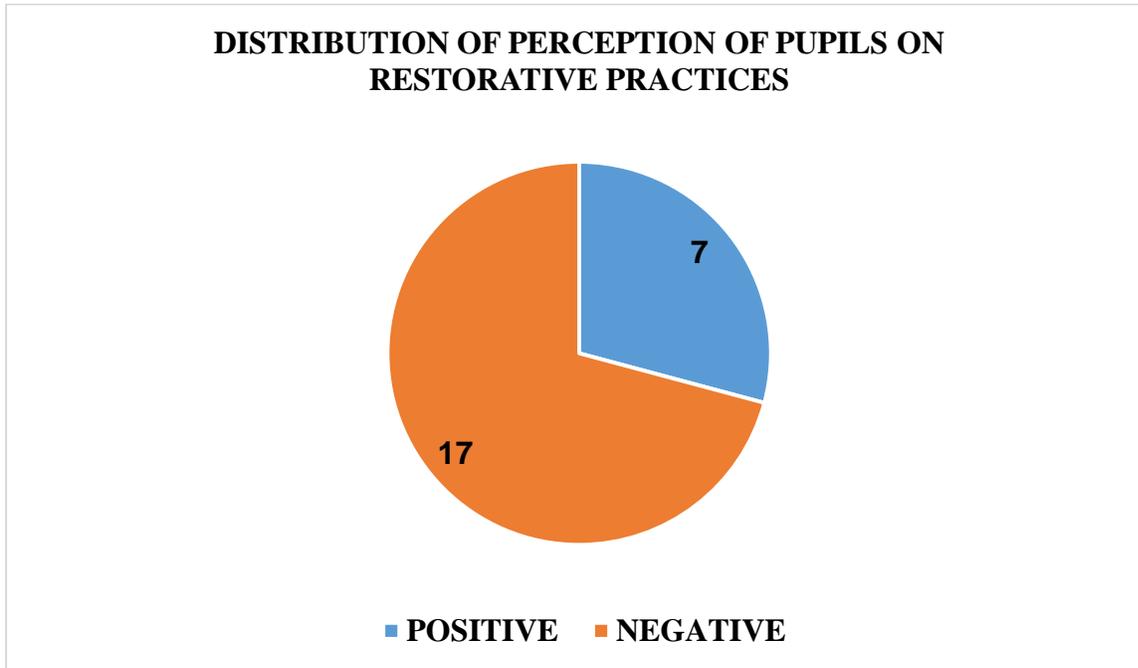


Figure 4.7

The findings above (Figure 4.7) shows the distribution of positive and negative perceptions of restorative practices by pupils. Seventeen (17) of the pupils interviewed had negative perceptions on restorative practices and seven (7) had positive perceptions. This was attributed to the fact that restorative practices are perceived as soft punishments which deviant pupils get used to.

The table below presents a summary of findings on the perceptions of teachers and pupils on the perceived benefits of restorative practices. Whether or not they work.

Table 4.4 Summary on Benefits Related to Dealing with Bullying

Categories of Respondents	Number of Respondents	Restorative Practices Help to Deal with Bullying	Restorative Practices Don't Help to Deal with Bullying
Teachers	10	7	3
Pupils	24	19	5
Totals	34	26	8

Source: Field data (October, 2018)

The above (Table 4.4) illustrates the distribution of perceptions held by teachers and pupils on whether restorative practices help to deal with bullying or not. Sixteen (16) of the respondents feel that restorative practices help to deal with bullying because the counselling process brings both the bully and the victim together and as such both of them are able to express how they feel and iron out issues. Bullies and victims who have been through restorative practices where both parties have been called to discuss the case sometimes end up coming out of the counselling session as friends. The bully is made to apologise during the counselling process.

However, in as much as sixteen of the respondents felt that restorative practices help in dealing with bullying in school, six (6) respondents think that restorative practices do not help in dealing with bullying in school. The argument raised by the six (6) respondents was that offenses like bullying require stiff punishments even if they are corporal to help the bully to learn a lesson and never repeat that form of offense. According to them, the effects of bullying are grave on the victim and can even affect the victim's concentration in class and may sometimes make the victim to stop liking to go to school and in turn affect the overall performance. As such, the punishment should be equivalent to the damage caused.

Table 4.5 Summary on Benefits Related to Improving Class Attendance

Categories of Respondents	Number of Respondents	Restorative Practices Help to Improve Class Attendance	Restorative Practices Don't Help Improve Class Attendance
Teachers	10	10	0
Pupils	24	24	0
Totals	34	34	0

Source: Field data

The above (Table 4.5) shows a summary of findings on the perspectives of teachers and pupils on the impact of restorative practices on school discipline. Whether restorative practices have a positive influence on pupil class attendance. As shown in the table all the respondents feel that restorative practices do positively influence pupils to attend class because pupils are not afraid of, for instance, being beaten up if they commit an offense. However, the fact that pupils don't get punitive punishments can make them decide not to go to school and they know they will just be talked to. Absconding from school is caused by many factors and so is attendance. However, restorative practices have a positive influence because of the motivation that they come with.

Table 4.6 Summary on Benefits Related to Creating a Positive School Climate

Categories of Respondents	Number of Respondents	Restorative Practices Help to Influence a Positive School Climate	Restorative Practices Don't Help to Influence a Positive School Climate
Teachers	10	8	2
Pupils	24	18	6
Totals	34	26	8

Source: Field data

The data summary above (Table 4.6) shows the numbers of respondents who perceive restorative practices to be helping to influence a positive school climate and those who think they do not. The respondents who perceived them to be creating a positive school culture expressed that

restorative practices make school feel like a safe place to be. Feeling safe and happy makes the pupils to want to be in school and participate in various school activities.

I think they make us feel free and happy at school, Grade 10 Pupil.

However, the other respondents feel that the fact that some pupils repeatedly commit the same offenses and frustrate teachers in return.

Table 4.7 Summary on Benefits Related to Improving Academic Outcomes

Categories of Respondents	Number of Respondents	Restorative Practices Help to Improve Academic Outcomes	Restorative Practices Don't Help Improve Academic Outcomes
Teachers	10	10	0
Pupils	24	24	0
Totals	34	34	0

Source: Field data

The findings above (Table 4.7) indicate that all the thirty four respondents agree to the assertion that restorative practices help to improve academic outcomes. This can be attributed to the impact that restorative practices have on attendance. It is believed that underperforming pupils begin to perform well as they consistently attend school. Unfortunately there was no data available to authenticate this assertion.

4.3 Challenges faced in the Implementation of Restorative Practices

The third objective of the study was to identify the challenges that are faced in the implementation of restorative practices.

The first challenge is that restorative practices are time consuming and expensive. They require more time to be spent correcting the wrong unlike the punitive approach like beating which is done once and for all. Teachers also need to have particular training to be able to effectively implement these approaches to discipline. Furthermore, pupils need to be sensitized on intentions

of these practices and this can sometimes be costly. The approach also tends to go unsearched due to the expenses that come with research. Schools are not funded for all these activities.

Secondly, there seems to be a conflict that has arisen between behaviour change and child rights. This conflict has caused teachers to be reluctant towards behaviour change and are just concerned with content being taught.

Thirdly, the teachers interviewed indicated that they were not involved in the policy formulation process. They feel that they are just implementers of the policy and standards officers monitor that implementation is taking place but there is no one assigned to monitor behavioural changes.

The problem is that they only involve directors in the policy formulation process and some of those directors have not even been through the classroom to understand certain dynamics that exist, Teacher.

Lastly, there is a lack of in-depth understanding of restorative approaches by both teachers and pupils. This has been attributed to lack of training and awareness.

4.4 Proposals on how to Mitigate Challenges

The fourth and last objective of the study was to solicit for proposals on how the challenges that are faced in the implementation of restorative practices can be mitigated. To meet this objective, school administrators, teachers were interviewed and focus group discussions with pupils were conducted.

The first proposal is that government should involve teachers in the policy formulation process because they are the ones at the grassroots and thus understand issues better.

The second proposal that was made by teachers is that government should consider revising the policy to combine the use of both restorative and punitive approaches.

The third proposal that emerged is that there is need to invest funds in sensitizations and trainings in order to realize the desired results of restorative practices.

Furthermore, the government should clearly prescribe the restorative practices to be used in schools and these should be distributed to MoGE headquarters, provincial and district education offices and the schools. This will enable uniformity and compliance to set guidelines. Adherence to the practices will also need to be monitored if the desired behavioural change results are to be realized.

The respondents also expressed that there is need for parents to corporate with teachers so as to collaborate in influencing positive behaviour in deviant pupils. This will enable parents and teachers to use the same language on discipline is spoken both at school and at home.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the main findings of the study which were presented in the preceding chapter. The purpose of the study was to evaluate restorative practices and their influence on the behaviour of deviant pupils in secondary schools in Kabwe District. The objectives of the study were to: Identify the various restorative practices used in schools; analyze the perceptions of teachers and pupils on the perceived benefits of restorative practices; identify the challenges teachers encounter in administering restorative practices in the two selected secondary schools; and solicit proposals on how the challenges faced by teachers can be mitigated to ensure positive behavior in pupils.

David and Sutton (2004), states that the discussion section of the report should bring together the main research findings and the key elements of literature review. This chapter of the report therefore will discuss the findings of the study in relation to other studies presented in chapter two of the report which is literature review. The discussion will also bring out issues that were not discussed by other researchers and make suggestions of areas of future research. Furthermore, the findings will also relate to the social discipline theory which underpinned the study. The study had four objectives and the objectives will be used as headings for the discussion. This will aid unveil the extent to which the objectives have been realized. The first objective of the study was to identify the various restorative practices used in schools; the second was to analyze the perceptions of teachers and pupils on the perceived benefits of restorative practices; the third was to identify the challenges teachers encounter in administering restorative practices in the two selected secondary schools and the fourth and the last was to engage with more sources to solicit proposals on how the challenges faced by teachers can be mitigated to ensure positive behaviour in pupils.

5.1 Restorative Practices used in Schools

The study established that the most common offenses that deviant pupils commit are bullying, vandalism of school infrastructure, theft, substance use and abuse, absconding from classes and noise making. It was also established that pupils who commit these offenses do not go

unpunished. With the abolishment of punitive approaches to correcting wrong, government secondary schools employ various other approaches to instill discipline in deviant pupils. These approaches according to respondents are restorative and not punitive in nature. The restorative practices identified as been used in government secondary schools include manual work, detention, counselling, and dialogue with parents and suspension. All these punishments are administered based on the intensity of the offense. For instance, late reporting for classes, absconding from class and noise making are considered light offenses and as a result call for light punishments like light manual work and detention. On the other hand, bullying, vandalism of school infrastructure, theft and substance use and abuse are considered as serious offenses and call for much stiffer punishments and approaches. It was established that substance use and abuse is treated as fast track and the school works with the drug enforcement commission to help the pupil involved in substance use and abuse.

5.1.1 Manual work

Sixty percent (60%) of the respondents were in support of manual work because it is the most feared punishment by pupils. As such, manual work tends to be the most commonly used mode of punishment. Manual work was expressed in form of digging rubbish pits, cleaning the school surrounding and ferrying black soil. This form of punishment even if supported by some respondents causes a lot of conflict between teachers and pupils and sometimes with parents as well. Manual work especially digging of rubbish pits is viewed as a violation of child rights as sometimes offending pupils are instructed to dig a pit their height. This punishment goes on for a number of days because it is done only after class hours. This mode of punishment is viewed by some respondents as punitive in nature. As stated by Mtonga (2016), teachers don't have alternatives to punitive practices because there are some practices which have continued after the abolishment of punitive practices in Zambia such as sweeping, and watering of plants. These practices have replaced preventive maintenance.

However, teachers claimed that they have continued using this mode of punishment because it has proved to produce results because pupils fear the manpower that it involves. Most of the pupils who have been made to dig rubbish pits are careful not to commit the same offense again. As presented in the findings, all manual work before being given is established as deserving of the pupil after a disciplinary hearing. All sought of punishments are recorded in the punishment

book to keep a record for future reference or just in case the punishment backfires. Should punishment backfire in any way, the head teacher is the one responsible to handle the case being the overall authority of the school. Minutes of the disciplinary hearing are also kept by the deputy head teacher and the deputy head teacher is the one in charge of monitoring the pupil while on punishment. However due to other responsibilities, the deputy head teacher usually delegates supervision of offending pupils to other teachers.

It was also clear that offending pupils are not monitored and supervised by teachers during the punishment but by school prefects. School prefects are also pupils and as such some offenders don't take the prefects and punishments seriously. Key to note is that deviant pupils require close monitoring and supervision by teachers if they are to comply. Furthermore, teachers don't spend enough time to interact with pupils before, during and after the punishment. Punishment is just given and that is it. It is for this reason that the researcher is encouraging teachers to interact more with offending pupils to help them understand and appreciate why they are being punished and take it more seriously.

5.1.2 Detention

Detention is another mode of punishment being used in secondary schools. Offending pupils are made to stay back for an hour after the end of classes to do extra work and study. Like manual work, the teachers do not spend time with pupils on detention as they are monitored by prefects. Teachers dislike detention because they feel it is a waste of their time as it requires them to stay in school longer than normal. It was observed that there seems to be an unrealized transference of responsibilities from teachers to prefects in supervising offending pupils. This has resulted in establishment of power dynamics among pupils and as such not producing the desired results. If pupils are made to study for an extra hour, it is expected that there will be an improvement in academic performance which is not the case because the detention is viewed as unfair. Teachers need to build relationships with offending pupils if pupils are to view punishment as fair. As Tyler (2006) states, when pupils are engaged, there is a shift in how discipline is applied which increases pupils perception about fairness of educator actions thereby leading to greater compliance as pupils see the school order as one having legitimacy.

5.1.3 Dialogue with parents

Dialogue with parents also known as “call parent” is another approach that is been used to instill discipline in deviant pupils. Parents are summoned to the school by the school authorities after many failed attempts to discipline the pupil. Teachers engage with parents to explain to them the behaviour of the pupil while in school and to understand how the pupil behaves at home. It is clear from the findings that teachers are lacking the skills to predict deviant behaviour if they only have to get in depth information regarding the causes of the child’s behaviour when the situation is out of hand. As Morrison & Vaandering (2012) argue, teachers need to engage with parents to deviant pupils early enough to gain insights of factors that could be causing the behaviour and for continued support during the time that child is at home. It is in this view that the researcher suggests that dialogue with parents shouldn’t wait until the situation gets out of hand. Parents are key stakeholders and should be engaged early enough to allow teachers and parents to work together to help correct the behaviour of the deviant pupil. As Stinchcomb et al (2006), indicates, the aim of the meeting with parents and other key stakeholders is to determine reasonable restorative sanctions for the deviant pupil. They go on to state that restorative sanctions are sought through the process instead of hurrying to opting for suspension. These sanctions could include community service, apologies or specific behavioural change agreements such as the offender agreeing to comply with certain conditions in exchange for incentives.

5.1.4 Suspension

After several failed attempts to discipline a pupil, the school authorities go ahead to suspend the pupil. However, some offenses call for like substance use and abuse call for immediate suspension from school. The custodian of this mode of punishment is the Deputy Head Teacher who should determine that the only left option is to suspend the pupil for a stipulated period. The pupil however continues to go to school for counselling until the end of the suspension period. Key to note is that suspension according to Stinchcomb, Bazemore and Riestenberg is a traditional punitive sanction. Swearer et al (2008) found that punitive responses such as zero-tolerance policies, often cause problem behaviors to increase rather than diminish. Some proponents argue that schools are a good place to begin early intervention with restorative approaches because they represent a smaller society within the larger community, offering greater ability to integrate and nurture individuals within that society. As Losen (2014) stated, the use of zero tolerance policies leads to pupils being pushed out of school without any impact on school safety. Additionally, Morrison and Vaandering (2012) stated that discipline policies

based on zero tolerance often mandate harsh penalties such as suspension for behaviour that could be addressed using no exclusionary punishments. Pestronisino (2012) had further argued that handing over school misbehavior to the police leads to more youth getting involved with official legal systems thus contributing towards the trend of school to prison pipeline.

It is in this view that the researcher encourages school authorities and teachers to determine reasonable restorative sanctions.

5.1.5 Counselling

Counselling is another restorative practice being used by the schools. Counselling is conducted by guidance and counselling teachers. This approach is employed when a pupil commits a serious offence. In as much as counselling was identified as one of the approaches by teachers and the school authorities, pupils who are the supposed beneficiaries of this approach did not mention it. It seemed to be the least used by pupils because they only admitted to it after much probing. It is clear that due to several factors teachers are not having much one to one engagement with pupils. Interaction with pupils is key in behaviour change process. The researcher therefore re-emphasizes for teachers to set aside time to engage with pupils to understand the various aspects that lead to certain behaviors. As indicated by Giffins (1996) counselling enables offending pupils to get to the roots of the problem through probing and the pupils are made to realize the dangers of the offenses committed. The findings of this study are also in support of Soneson (2005) findings that pupils prefer teachers talking to them and explaining what they did wrong to teachers using punitive, humiliating and degrading punishments. Soneson thus identified counselling as an alternative to punitive practices. Likewise, Ndembu (2013)'s study also supported that guidance and counselling was one of the restorative practices that can be used in schools.

5.2 Perceptions of Teachers and Pupils on Restorative Practices

There seems to be mixed feelings about restorative practices amongst teachers. Teachers feel that restorative practices give more power to pupils over teachers and thus make them more stubborn instead of changing positively. Teachers feel that restorative practices alone are not effective and thus need to be combined with punitive measures to re-enforce punishment. Teachers expressed that indiscipline among pupils in the government secondary schools in Zambia has increased after the abolishment of corporal punishment. This accession is in line with Phiri (2012)'s study

findings. There seems to be a development of power dynamics. This is because teachers feel the introduction of restorative practices has taken away their power to discipline deviant pupils. Interestingly, even pupils themselves feel that restorative practices alone are not working. This is because pupils get used to the light punishments that are routine. They however did acknowledge that restorative practices are in line with child rights but are only seemingly ineffective because deviant pupils don't want to be responsible.

It is in this vein that the researcher agrees with Zehr (2002) that restorative practices require society to move away from a system that emphasizes traditional retributive practices (an eye for an eye) as they are meant to bring together all stakeholders to resolve issues and build relationships rather than control pupil misbehaviors through punitive practices. Zehr (2002) further did point out that holding on to authoritative practices to dole out exclusionary discipline eliminates the pupil in body and voice from the decision making and the school's procedural justice system. Furthermore, as Mcluskey et al (2004) warn, punitive approaches to address deviancy can backfire as such approaches may prevent pupils from reengaging with schools and in turn increase their likelihood of engagement with the justice system. The researcher therefore encourages the teachers and the pupils to be open to learn from various studies and implement restorative practices as advised if they are to enjoy the benefits of restorative approaches.

5.3 Challenges Faced in the Implementation of Restorative Practices

The study revealed some challenges that school authorities and teachers face in implementing restorative practices.

The first challenge is that restorative practices are time consuming and expensive. They require more time to be spent correcting the wrong unlike the punitive approach like beating which is done once and for all. Like Fronius (2016) states, restorative approaches require staff time as teachers are required to perform duties traditionally outside of their job description such as attending trainings, conducting circles during instruction time and spending more time one-on-one talking with students.

Secondly, teachers feel that there seems to be a conflict that has arisen between behaviour change and child rights. They feel that child rights are restricting them to discipline deviant pupils and the pupils continue being unruly. This conflict has caused teachers to be reluctant towards behaviour change and are just concerned with content being taught.

Thirdly, teachers were not involved in the policy formulation process. Teachers are just implementers of the policy and standards officers monitor that implementation is taking place but never monitor behavioural changes.

Lastly, there is a lack of in-depth understanding of restorative approaches by both teachers and pupils. This has been attributed to lack of training and awareness raising. Like Mayworm, Sharkey, Welsh, & Scheidel, (in press) advocate, the optimal method for increasing a teacher's understanding of restorative approaches is through discussion and training with school-based restorative practice consultants. That is because interaction with consultants and more formal restorative approaches training programs require emphasis on problem-solving skills and fostering group cooperation to reach the best outcome while maintaining a concern for sensitivity to the victims and all involved parties. Teachers also need to have particular training to be able to effectively implement these approaches to discipline. Furthermore, pupils need to be sensitized on intentions of these practices and this can sometimes be costly. The approach also tends to go unsearched on due to the expenses that come with research. Schools are not funded for all these activities.

These challenges are similar to the ones raised by Evan & Lester (2013). There is confusion about what restorative practices are and no consensus about the best way to implement them. Restorative approaches also require staff time and buy-in, training, and resources that traditional sanctions such as suspension do not impose on the school. Teachers are often required to perform duties traditionally outside of their job description, such as attending trainings, conducting circles during instruction time, and spending more time one-on-one talking with students. Furthermore, some educators and other stakeholders are resistant to restorative approaches because it is sometimes perceived as being "too soft" on student offenses.

5.4 Proposals on how the Challenges faced can be mitigated

The first proposal is that government should involve teachers in the policy formulation process because they are the ones at the grassroots and thus understand issues better. Kidde & Alfred (2011) stated that the critical driver to long-term sustainability is a School's ability to integrate the restorative approach into its formal policy and procedures. Government should ensure that decisions about discipline and the policymaking process consider multiple stakeholders (teachers, administrators, youth, parents, and community members) to ensure buy-in from all

drivers of change. As with recommendations for other school programs, teachers and administrators need to be supportive of restorative practices for them to be successfully sustained. There is therefore need for a strong professional development program for teachers and administrators, as they must be trained to understand specific restorative techniques and the reasoning behind the shift from traditional punishment approaches to restorative practices. The underlying assumption of professional development is that when teachers participate in restorative approaches and understand its potential for effectiveness, they can facilitate students doing the same.

The second proposal that emerged is that there is need to invest in sensitizations and trainings in order to realize the desired results of restorative practices. As Kidde and Alfred (2011) stated, considerable time and resources are required to build the restorative practice program in a school. It is possible to generate the funds needed to support this effort through successfully pursuing grant opportunities, or through reallocation of existing funds within the district. Leveraging existing community partnerships may also be possible, or even pooling resources between communities, to fund training for staff.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.0 Overview

The preceding chapter presented the discussions on the finding of the study. This chapter proceeds to draw conclusions for this study and provides recommendations based on the findings and in line with the objectives.

6.1 Conclusion

The study had four objectives. The first was to identify the various restorative practices used in schools, the second was analyze the perceptions of teachers and pupils on the perceived benefits of restorative practices, the third was to identify the challenges teachers encounter in administering restorative practices in the two selected secondary schools and the fourth and last was to solicit proposals on how the challenges faced by teachers can be mitigated to ensure positive behavior in pupils.

The first objective and research question established the common offenses that deviant pupils commit and the restorative practices being used to influence positive behaviour in pupils in schools. The practices identified include manual work, detention, dialogue with parents/guardians, suspension and counselling. All these measure are administered to offending pupils based on the intensity of the offence. Manual work involves cleaning the school surrounding, ferrying black soil and digging rubbish pits. Detention involves making an offending pupil to stay an extra hour after school to do extra school work and study. Dialogue with parents or guardians also known as call parent involves summoning of parents of offending pupils to the school to have a meeting with school authorities and the disciplinary committee to discuss the behaviour of the pupil. This is done after several attempts to discipline the pupil pending suspension. Suspension is the last option after several attempts to discipline the pupil have failed and the parents or guardians have been talked to. Suspension is instant for some offences. It is however argued that suspension is traditional and punitive in nature. Pupils who are on suspension continue to attend school for counselling only until the suspension period is over. Counselling is another approach being used to discipline deviant pupils. The guidance and

counselling engage in a one to one interaction with pupils to make them understand the impacts of their behaviour and help them change.

Based on the foregoing, it is evident that schools have put in place clear disciplinary measures for each offense and these measures are well known by the pupils. However, it is also clear that how they are administered leaves much to be desired. Monitoring of pupils during punishment is very critical in practicing restorative approaches but this role is left to prefects and as such there is not much seriousness attached to the punishment making pupils to repeat the same offence. Furthermore, teachers need to interact with pupils more often and explain why to the pupils why they are being punished for punishments to be appreciated and for it to produce desired results.

The second objective highlighted the perceptions of teachers and pupils. The study established that there are mixed feelings amongst teachers on the use of restorative practices in isolation. Teachers emphasized that restorative practices give more power to pupils over teachers and this is making the work of teachers in disciplining pupils more difficult. Teachers insisted that there should be a mix of the two approaches that is punitive and restorative. Pupils confirmed the opinions of teachers by indicating that restorative practices are not effective because pupils don't want to be responsible as they are used to the light punishments. However, it is difficult to see desired behaviour change outcomes if teachers don't engage, supervise and monitor deviant pupils. More importance has to be attached to these approaches if they are to be appreciated.

It was established that school authorities and teachers face challenges in the implementation of restorative practices. The aim of the third objective was to establish the challenges that are being faced. There seems to be a lack of buy-in of restorative practices by teachers who are the implementers of the approaches. Teachers seem to be reacting to the approaches by concentrating on content being taught other than behaviour change. This lack of buy-in is attributed to that fact that they are not involved in the policy formulation process. The behaviour of most pupils as a result goes unchecked and not monitored during and after punishment and as such pupils tend to repeat the same offensive behaviors. The lack of appreciation of restorative practices by both teachers and pupils stems from lack of trainings and sensitization on this approach. If the implementers are trained on how to go about restorative practices then it will be easy for them to correctly and appreciate the processes and benefits. Also, if beneficiaries are

made to understand why restorative practices, they are going to appreciate the approaches and practice responsibility.

Government need to give the mix in feelings quick attention if the benefits of restorative practices are to be realized that is to influence positive behaviour in deviant pupils.

6.2 Recommendations

The study established that there are challenges being faced in the implementation of restorative practices and as such the desired outcomes of these approaches are not being realized. The recommendations below therefore outline the possible solutions to the challenges.

- To address the challenge of lack of buy- in of policies by school authorities and teachers, the researcher proposes that government should engage teachers in the policy formulation process because they are the ones at the grassroots and thus understand issues better. Furthermore, government should engage with school authorities to help them appreciate the logic that was behind adopting the restorative approaches.
- The address the challenge of non- appreciation of restorative practices by teachers and pupils, schools need to invest in sensitizations of pupils and trainings of teachers in order to realize the desired results of restorative practices. If this is done, teachers will know and appreciate the processes of these approaches and they will be implemented in an effective manner and positive results will begin to be realized. Teachers need to interact with offending pupils to help them to understand and appreciate why they are being punished and take punishment seriously. This way, punishment will be viewed as fair.
- According to the findings of this study and other studies on restorative practices, suspension as a form of punishment is viewed as a punitive approach to punishment that can lead to negative outcomes. School authorities therefore need to determine reasonable restorative sanctions that will replace suspension.
- To address the challenge of lack of understanding of restorative approaches and how they ought to be implanted by teachers, MoGE needs deliberately make funds available for training of teachers in restorative approaches. This should not be integrated into other trainings because of its comprehensiveness in nature.

6.4 Suggestion for Further Research

This field of discipline still provides an opportunity for further research in Zambian schools. The researcher therefore proposes further research to be conducted on: “Safeguarding pupils while enforcing positive behaviour in deviant pupils in secondary schools”.

References

Achola, D. B. and Bless, C. (1988). *Understanding Organisation Behaviour*. Boston: Kent Publishing company.

Ashley, J., and Burke, K. (2009). *Implementing Restorative Justice: A Guide for Schools*. Chicago, IL: Illinois Criminal Justice Information Authority.

Amstutz, L. S., and Mullet, J. H. (2005). *The Little Book of Restorative Discipline for Schools: Teaching Responsibility, Creating Caring Climates*. Intercourse, PA: Good Books.

Ayeyiko, B. (1998). *Solving Discipline in Kenyan Secondary Schools*. Unpublished Med. Thesis, Kenyatta University.

Baker, M. (2009) *DPS Restorative Justice Project: Year three*. Denver, CO: Denver Public Schools.

Berg, B.L. (1989). *Qualitative research methods for the social sciences*. Boston: Allyn & Bacon.

Beyani, C.M. (2008). *Advancement of Children's Rights and Education Budget 2001-2006*. Lusaka: Zambia Education Association (ZCEA).

Blaikie, N. (2010). *Designing Social Research*. Cambridge: Polity Press.

Braithwaite, J. (2004). *Restorative justice: Theories and Worries* (Visiting Experts' Papers, 123rd International Senior Seminar, Resource Material Series. Tokyo: United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders.

Dudovskiy, J. (2018). *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance*. <https://research-methodology.net/about-us/ebook/>

Evans, K., and Lester, J. (2013). *Restorative justice in education: What we know so far*, Middle School Journal. 44(5), 57–63.

Fraenkel, J. and Wallen, N. (1993). *How to Design and Evaluate Research in Rducation (2nd ed)*. New York: McGraw-Hill Inc.

Fronius, T., Persson, H., Guckenburg, S., Hurley, N., and Pentrosino, A. (2016). *Restorative Justice in U.S Schools: A Research Review*, San Francisco: WestEd.

Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., and Huang, F. (2010). *Authoritative school discipline: High school Practices Associated with Lower Bullying and Victimization*, Journal of Educational Psychology. 102(2), 483–496.

González, T. (2012). Keeping kids in Schools: *Restorative Justice, Punitive Discipline, and the School to Prison Pipeline*, Journal of Law and Education.

Hinchey, P. H., and Konkol, P. J. (2018). *Getting to Where We Meant to Be: Working Toward the Educational World We Imagine/d*.
<https://www.thefreelibrary.com/Getting+to+Where+We+Meant+to+Be%3a+Working+Toward+the+Educational+World...-a0564127233>

Hopkins, B. (2003). *Restorative justice in schools*, Mediation in Practice.

Imenda, S. (2014). *Is There a Conceptual Difference between Theoretical and Conceptual Frameworks?* Journal of Social Sciences, V.38 (2): 185-195.

Jain, S., Bassegy, H., Brown, M., and Kalra, P. (2014). *Restorative Justice Implementation and Impacts in Oakland Schools (prepared for the Office of Civil Rights, U.S. Department of Education, Oakland, CA: Oakland Unified School District, Data In Action*.

Karp, D., and Breslin, B. (2001). *Restorative justice in school communities. Youth and Society*, 33(2), 249–272.

Kidde, J., and Alfred, R. (2011). *Restorative Justice: A Working Guide for our Schools*, Alameda, CA: Alameda County School Health Services Coalition.

Kindiki, J. N. (2009). *Effectiveness of Communication on Students Discipline in Secondary Schools in Kenya*. Educational Research and Review, 4(5): 252-259.

Kombo, D.K. and Troop, D.L.A. (2013). *Proposal and Thesis Writing*. Nairobi: Paulines Publications Africa.

Lambert C., Johnstone B., Green S. and Shipley R. (2011). *Building Restorative Relationships for the Work Place*, Hull: University of Hull.

Limber, S., and Nation, M. (1998). *Bullying among Children and Youth Juvenile*, Justice Bulletin: Retrieved from: <http://www.ojjdp.gov/jjbulletin/9804/bullying2.html>

Losen, D. (Ed.) (2014). *Closing the School Discipline Gap: Equitable Remedies for Excessive Exclusion (Disability, Equity and Culture)*, New York: Teachers College Press.

Mayworm, A., Sharkey, J., Welsh, K., and Scheidel, K. (in press). *Teacher consultation to enhance implementation of school-based restorative justice*. Journal of Educational and Psychological Consultation.

McCluskey, C. P., Bynum, T. S., and Patchin, J. W. (2004). *Reducing chronic absenteeism: An assessment of an early truancy initiative*. *Crime and Delinquency*, 50(2), 214–234.

Molnar-Main, S. (2014). *Integrating bullying prevention and restorative practice in schools: Considerations for practitioners and policymakers*, Prepared for the Highmark Foundation. Camp Hill, PA: Center for Safe Schools.

Morrison, B., and Vaandering, D. (2012). *Restorative justice: Pedagogy, praxis, and discipline*, *Journal of School Violence*. 11(2), 138–155.

Mtonga, D.E. (2016). *Abolishment of Corporal Punishment in Zambia: Evaluating Alternatives Modes of Discipline in Selected Government Secondary Schools in Lusaka District*, Lusaka: The University of Zambia.

Mweemba, G. (2011). *The Problem of Deviance among Pupils in High Schools*. Masters Dissertation, Lusaka: The University of Zambia.

Naong, M. (2007). *The Impact of the Abolition of Corporal Punishment on Teacher Morale: 1994-2004*. *South African Journal of Education*, 27:283-300.

Ndembu, J. K. (2013). *Alternative Strategies to Corporal Punishment and Secondary School Student Discipline in Magumu Division, Kinangop District, Kenya*.

Ng'andu, K.S. (2013). *Writing a Research Proposal on Educational Research*. Lusaka: The University of Zambia Press.

- Orodho, A. J. (2009). *Essentials of Education and Social Sciences Research Methods*. Nairobi: Masola Publishers.
- Parahoo, A.K. (1997). *Nursing research: Principles, Processes and Issues*. London: Macmillan Press.
- Petrosino, A., Guckenburg, S., and Fronius, T. (2012). “Policing Schools” Strategies: A Review of the Evaluation Evidence, *Journal of Multidisciplinary Evaluation*, 8(17). Available from http://survey.ate.wmich.edu/jmde/index.php/jmde_1/article/view/337/335
- Phiri, F. N. (2012). *Punishment and Discipline in Schools: An Assessment of the Impact of Abolishing Degrading Punishment on Discipline in Selected High Schools in Solwezi District*. Master’s Dissertation, Lusaka: The University of Zambia.
- Punch, S. (2001). *Children and Young People’s Relationships*. London Mcmillan Press.
- Riestenberg, N. (2003). *Restorative schools grants final report, January 2002-June 2003: A summary of the grantees’ evaluation*. Minnesota Department of Education.
- Sherman, L. W. (1993). *Defiance, deterrence, and irrelevance: A theory of the criminal sanction*. *Journal of Research in Crime and Delinquency*, 30, 445–473.
- Skiba, R., Trachok, M., Chung, C. G., Baker, T., Sheya, A., and Hughes, R. (2014). *Where should we intervene? Contributions of behavior, student, and school characteristics to suspension and expulsion*. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers* (pp. 132–146). New York: Teachers College Press.
- Soneson, U. (2005). *Ending Corporal Punishment in Zambia: Save the Children Sweden*.
- Stinchcomb, J. B., Bazemore, G., and Riestenberg, N. (2006). *Beyond zero tolerance*. *Youth Violence & Juvenile Justice*. 4(2), 123–147.
- Strang, H. (2001). *Restorative Justice Programs in Australia: A Report to the Criminology Research Council*. criminologyresearchcouncil.gov.au/reports/strang/report.pdf
- Sunvall, C. (2009). *Restorative Justice in Schools: Learning from Jena High School*. <http://youthjusticenc.org/download/education-justice/suspension-and->

[expulsion/Restorative%20Justice%20in%20Schools%20%20Learning%20from%20Jena%20High%20School.pdf](#)

Swearer, S. M., Espelage, D. L., Love, K. B., and Kingsbury, W. (2008). *School-wide approaches to intervention for school aggression and bullying*. In B. Doll and J. A. Cummings (Eds.), *Transforming school mental health services*, Thousand Oaks, CA: Corwin Press.

Tattum, D. (1989). *Disruptive Pupils in schools and Units*. New York, John Wiley and Sons Limited.

Tyler, T. (2006). *Restorative justice and procedural justice: Dealing with rule breaking*. *Journal of Social Issues*. 62(2), 307–326.

Voight, A., Austin, G., & Hanson, T. (2013). *A climate for academic success: How school climate distinguishes schools that are beating the achievement odds*. San Francisco: WestEd.

Wachtel Ted, (2012) *Defining Restorative*. Bethlehem: International Institute of Restorative Practices Graduate School.

Yin, Robert K (1984). *Case Study Research: Designs and Methods*. Newsbury Park, CA: Sage.

Yin Robert K (2009). *Case Study Research: Designs and Methods*. Fourth Edition. Applied Social Research Methods Series Volume 5. New Delhi: SAGE Publications, Inc.

Zehr H., (2015). *Changing Lenses: Restorative Justice for our Times*, Harrinsonburg, VA: Herald Press.

Appendix 1: Interview Guide for Teachers

This study is designed to examine restorative practices as an alternative to punitive practices in influencing positive behaviour in deviant pupils. The study is being conducted to fill the gaps of previous studies on related topics. You will participate in this study by answering questions that will be asked during the face to face interview which will take approximately 1 hour. The responses during the interview will be recorded in writing and later transcribed for data analysis purposes. You will be interviewed individually and your responses will be secured for confidentiality.

Identifying Restorative Practices used in Schools

1. What are the most common types of offences that pupils in this school commit?
2. What sorts of the restorative practices do you use to instill positive behavior deviant pupils?
3. Which of these practices do you use for specific offences?
4. Which of the restorative practices do you often use and why?

Perceptions of Teachers on Restorative Practices

1. How effective are the restorative practices that you use to instill positive behavior in deviant pupils?
2. How seemingly are the restorative practices in relation to children's rights?

Challenges of Implementing Restorative Practices as an Alternative to Punitive Practices

1. What are some of the challenges that you face as teachers in using the restorative practices to maintain pupil discipline?
2. Where do the challenges stated above stem from?

Proposals on how to Mitigate the Challenges

1. What do you think would be the role of the government in ensuring the success of the restorative practices in ensuring positive behavior in deviant pupils?

2. What are some of the suggestions on how best restorative practices can be handled to ensure discipline in secondary schools?
3. What would be your personal views on restorative practices as an alternative to punitive practices? Which one would contribute to influencing positive behavior in pupils in secondary schools?

Appendix 2: Focus Group Discussion Guide for Pupils

This study is designed to examine restorative practices as an alternative to punitive practices in influencing positive behaviour in deviant pupils. The study is being conducted to fill the gaps of previous studies on related topics. You will participate in this study by answering questions that will be asked during the discussion which will take approximately 3 hour. The responses during the discussion will be recorded in writing and later transcribed for data analysis purposes. You will be interviewed as a group and your responses will be secured for confidentiality.

Identifying Restorative Practices used in Schools

1. What approaches of discipline do your teachers give to offending pupils?
2. What are some of the punishments that your teachers use on specific offences?
3. Which of the stated modes stated above do your teachers frequently use and why?

Perceptions of Pupils on Restorative Practices

1. How effective are the restorative practices as an alternative to punitive practices?
2. Would you describe these practices as appropriate in influencing positive behavior in deviant pupils?
3. How seemingly are the restorative practices in relation to your rights as children?

Challenges of Restorative Practices on Pupils' Discipline

1. What do you see as some of the challenges that your teachers face in using the modes that are non-punitive in nature?
2. Why do you think teachers face the challenges stated above?
3. What impact do the restorative practices have on the general behavior of pupils?

Proposals on how to Mitigate the Challenges

1. What do you think the government should do to ensure the success of the restorative practices in instilling positive behavior in pupils?
2. What are some of the suggestions on how best restorative modes can be handled to improve discipline in secondary schools?
3. What are your personal views or comments on restorative practices as modes of instilling discipline in relation to punitive practices?

Appendix 3: Individual Interview Guide for School Administrators

This study is designed to examine restorative practices as an alternative to punitive practices in influencing positive behaviour in deviant pupils. The study is being conducted to fill the gaps of previous studies on related topics. You will participate in this study by answering questions that will be asked during the face to face interview which will take approximately 1 hour. The responses during the interview will be recorded in writing and later transcribed for data analysis purposes. You will be interviewed individually and your responses will be secured for confidentiality.

Identifying Restorative Practices used in Schools

1. What are some of the restorative practices you use in this school to influence positive behavior in deviant pupils?
2. Which of the stated practices do you often use and why?
3. How does the school come up with the restorative practices to be used by teachers on deviant pupils?

Challenges of Restorative Practices on Pupils' Discipline

1. What are some of the challenges that you face as an administrator in using the restorative practices?
2. Where do the challenges stated above stem from?

Proposals on how to Alleviate the Challenges

1. What do you think would be the role of the government in ensuring that restorative practices are successful?
2. What are your personal views or comments on the link between behaviour and restorative practices?

Appendix 4: Informed Consent Form for Research Participants

The aim of this form is to facilitate informed consent by communicating with participants in the language that they can understand.

Purpose of the Study. Carrying out a research study is part of the requirements for award of a Master's degree at The University of Zambia. The study is concerned with restorative practices as an alternative to punitive practices in influencing positive behaviour in deviant pupils which is a case study of government secondary schools in Kabwe district.

What will the study involve? The study will involve interviews through an interview guide. Individual interviews and focus group discussions will be conducted. .

Why have you been selected to participate? School Administrators and teachers: You have been asked because of the knowledge you have in working towards maintaining discipline pupils in secondary schools. Pupils: Because you are the beneficiaries of restorative practices.

Do you have to participate? Your participation is voluntary. You are at liberty to accept, refuse or withdraw before the study commences. Where you decide to withdraw the data provided, I can destroy it if it is within the period of two weeks after the interviews, thereafter withdrawing that data will not be possible. If you agree, you will be made to sign two consent forms, of which you will retain one copy while I take the other copy.

Will your participation in the study be kept confidential? Yes, your name and all data you will provide will be kept confidential by ensuring that no clues to your identity appear in the thesis. Any extracts from what you say that are quoted in the thesis will be entirely anonymous by using different names from yours.

What will happen to the information which you give? The data you are going to provide shall be kept confidential and shall be destroyed after preparation of the thesis.

What will happen to the results? The results will be presented in my thesis. They will be seen by my supervisor and the examiners. The thesis may be read by future students as it may be published.

What are the possible disadvantages of taking part? I do not envisage any negative consequences for you in taking part.

Who has reviewed this study? The University of Zambia approved this study before it could take place.

Appendix 5: Consent Form

I.....agree to participate in the research study on Restorative Practices as an Alternative to Punitive Practices in Influencing Positive Behaviour in Deviant Pupils in government schools in Kabwe district, Zambia.

The purpose and nature of the study has been explained to me both verbally and in writing and I am voluntarily participating in the research.

I give permission for my interview with Ruth Kapembwa to be recorded in writing.

I understand that I can withdraw from the study at any time without repercussions whether before it starts or while I am participating and I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted.

I understand that anonymity will be ensured in the write-up by disguising my identity.

I agree to quotation/publication of extracts from my interview.

Signed.....

Date.....