

CHAPTER ONE

INTRODUCTION

Background

In the past four decades or so there has been increasing concern about the behaviours that children act out in schools. Milman et al (1980:2) states that,

Teachers frequently complain that they spend more time trying to control students than teaching them. Administrators are concerned about problems ranging from chronic truancy to assaults on teachers. Teachers and parents are very concerned about the frequent lack of respect for authority and the apparent lack of discipline in schools.

Milman et al (1980:1) further states that, “23 to 31 percent of children in elementary schools were judged by their teachers to have behaviour problems”. Also noteworthy is the finding that -emanated from their study- which showed that self-esteem of children steadily decreases from grades 3 to 11. School work was found to be a source of anxiety, shame, frustration, and unhappiness for a majority of children. Approximately two thirds worry about tests and feel ashamed of making mistakes.

Deviant behaviour among pupils has been a source of concern in the Ministry of Education among educational administrators and teachers in Zambia.(MOE,1997) The school system has been grappling with a number of deviant behaviour patterns among pupils including, substance abuse, riots, teen-age pregnancies, abortion, vandalism, crime, class boycott, demonstrations, violence, use of abusive language, lack of adherence to school rules and school authorities, examination malpractices, pilfering of school books, absconding from school, perpetual truancy, writing or painting-graffiti on school walls and many other vices perpetrated by pupils. Since pupils spend much of their time in school, schools are expected to assume a much broader approach to character development than what they have done in the past. Shana (1974) states that deviant trends in schools began way back in the colonial era when nationalists were struggling for their political emancipation. They insinuated students to riot, demonstrate, and revolt against the despotic governance of the Europeans. It was noted that such insurrections continued even after Zambia had gained her independence. The freedom fighters at that time

targeted institutions of learning as they sought for more solidarity. Shana further states that, in Africa, students strikes were mainly a feature of post-primary boarding institution and were much more common in boys' and co-educational institutions than in purely girls' institutions. In fact they were very rare in girls' institutions. The ensuing study revealed that gender was not a major hindrance in as far as pupils' participation in riots and other related vices was concerned. Day schools, both co-education and single do engage in uncontrollable riotous behaviours. In fact this study revealed that most of the girls' single sex schools went in higher extremes than that of their male counterparts.

Tiberondwa (1974) as cited by Shana (1974) further states that, riots and demonstrations were first reported in boarding schools especially boys' schools. Students rioted over poor diet. These trends continued from there on to date. Demonstrations by students can be peaceful at times. Students hold demonstrations in their pursuance of the perceived oppression by the authorities, although there are some instances when students imbibe some alcohol in order to fuel riots. There are several types of riots or demonstrations. Riots known as hooliganism usually occurred after foot ball games. There were also peaceful demonstrations and student sit-ins which could be employed by students who felt that they had no better way to strive against the odds of social justice. There is also civil disobedience which attempts to rectify issues through non-violent means. At times these students' riots may combine with general strikes or civil disobedience, and become wider national protests. The best example of this was the third term protest in Zambia for the late Second Republican President Dr. F. T. Chiluba in 2001. The involvement of students in such events, however was highly under the guise of political motives that were known by the agitators only. The students usually thought that by rioting they would get more government support in terms of school materials when in the actual sense the aim of the disgruntled group was to cause some sort of anarchy. Some riots were used as a negotiation tactic to put pressure on the governing body. Tiberondwa in Shana (1974) further stated that, Many students' rebellions took place when learners felt that something was likely to stand in their way towards their main goal (passing examinations and getting a good job) was about to happen or happened. These obstacles to success included what students regarded as, Inferior teaching, under qualified staff, irrelevant programmes, spending too much time on non-academic matters, lack of proper books or other academic teaching /learning aids, insufficient number of teachers, favouritism in giving grades, inconsistent

marking of class exercises or lack of feedback, and any other action in which students felt that their opportunities were being undermined. Students engaged into riotous behaviour whenever they wanted to express any sort of grievances. They pressured the government to quickly respond to their demands through these protests.

In order to counter the fore mentioned activities the government under statutory instrument No.293 under the Education Act (Primary and Secondary Schools) Regulations 1966 (Delegation order, of 1968) delegated the powers of expulsion which was once vested in the Minister of Education to the Chief Education Officers. The study showed that these regulations have not been reviewed to date. It thus allowed the use of suspension and expulsion in schools to suppress these deviant acts. Ring leaders faced severe consequences such as expulsion and suspension to deter other students from engaging in similar vices. The rest of the culprits were given severest punishments in the form of corporal punishments. Again this was in line with one of the social control system which the government instituted to ensure that sanity and proper order prevailed in the schools. Following the abolition of corporal punishment in schools in 1998 there has been a steady increase of pupils' misbehaviour in schools. However, it is quite absurd to note that the, the legislation that provides for the abolition of corporal punishment does not offer alternatives to punishment. This has largely been left to the teachers and school administrators to decide. This development has incapacitated the school authorities in that there are a lot of restraints in as far as total control over the pupils is concerned. Human rights activists and Government policy makers have come on board and they emphasize more on securing and protecting the welfare of the pupils than the teachers and school administrators. The school disciplinary boards have in some way been out stripped of their relegated authority to deal with disciplinary matters. Instead pupils are told to report any form of teacher-pupil seemingly harassment straight away to law enforcers. The Ministry of education has made it mandatory for all teachers to have few minutes before their lesson session to look at cross cutting issues that largely emphasise on forms of child abuse including corporal punishment. Faith Based Organizations (FBO) and Non-Governmental Organisations (NGOs) have taken a leading role in advocating for children' human rights recognition. The same had succeeded in ensuring that corporal punishment in schools was abolished.

Dollar 1972:9 states that,

The term discipline is usually reserved for those things a teacher can do to make her students comply with the rules of the classroom, where as punishment is used as a punitive consequence to suppress pupils deviant behaviours. However, a common characteristic shared by classrooms is that a number of formal rules are imposed to manage behaviour and far too much emphasis has been used on punishment. The teacher's reliance upon punishment for elimination of behaviour is, in many respects, 'Mother Nature's way of teaching'. Relying upon punishment to eliminate behaviour is in many respects effective.

However, it is believed that mother nature's teaching methods can be improved. This study aimed at finding the best way of applying punishments in schools there by making an improvement in the existing disciplinary social control systems. What was paramount at that time before the abolition of corporal punishment was flogging the culprits instead of reasoning. This brought more tension among the school authorities and the surrounding communities. One of the hindrances to good interaction in the classroom was the way the teachers treated pupils who misbehaved and the impact that it had on the pupils' learning. One of the issues that have been discussed in the schools is the issue of physical punishment popularly known as corporal punishment.

However, it is somewhat important to mention that the government needed to establish the genesis of these problems from the home background point of view.

Burgess (1973:53) states that,

Each child reacts to school in his own individual way. Each needs something slightly different from his parents by way of support home. Parents with more than one child at school scarcely need to be told this. But it often helps parents of only one child or whose first child has just started school to know that other children are just as quirky though in a different way. For example, one child may get rather tired by the end of the school day. He may keep his self-control until he gets home, and then become thoroughly cantankerous. Another child (particularly a first child) may find school very stimulating. Such enjoys the freedom and anonymity which he gets from being in a large group.

It is an obvious expectation that many parents resort to a stiff drink to get over the transition from work to home. Children need a bit of help sometimes too. Children are in two categories.

One category enjoys talking about their school. Such children may recount school experiences and probably may relay such to their parents. This helps parents to feel involved in what their children were doing in school. But others treasure the school. Earlier on teachers were regarded as loco-parentis (custodians of pupils in the school environment) by both the government and the society at large. However, this status has changed over time owing to the Government persuasion of the international convention on human rights treaties as well as parents and other stake-holders who are greatly enlightened on the same. The same have since then expressed great interest in the welfare of the pupils. For example the Zambia Civic Education Association and other faith based organizations had championed the cause in the advocacy of the abolition of corporal punishment. Therefore teachers' authority on pupils has greatly been restricted. Today a pupil would answer back to the teacher unlike in the past where the social norms demanded that a pupil must remain mute whenever an adult person was talking to him/her regardless of the fact that they were wrong or right. Indeed there has been total eroding of the social mores as noted by Nwana (1971) who conducted a study of incidence of major school offences. The study revealed that indiscipline in Nigerian schools was due to disorganization of the family and the disregard of social mores by society. Nwana further stated that indiscipline in Nigerian schools included offences like stealing from fellow students and from teachers, where as in Ugandan Government report (1967) it was revealed that indiscipline included drunkenness, untidiness stealing and careless school work.

Viggiani (1998:3, 4) states that,

As a value in society, discipline once enjoyed tremendous popularity. Today it is frequently misinterpreted as an overly oppressive measure. Corporal punishment has been dispensed with in virtually all school boards and in some boards isolation, harsh verbal admonishment, and severe exclusionary practices have also been removed from policy. The vast majority of teachers are confused when traditional measures are removed and nothing is put in place to replace them. Forced to instill discipline, teachers must now look elsewhere for ways of controlling students, some of whom scoff at the very words "limits," "discipline," "values," "expectations," "requirements" and "self-control."

Many teachers and administrators carry on in despair, others fail to comply there by facing varying consequences. However, the common belief throughout ages that education and discipline are linked has been eroded by political rhetoric and by the assumption that children

cannot tolerate firm, judicious adult guidance. In many ways society's efforts to protect children from abuse, neglect, and psychological oppression have impaired the ability of the schools to set standards of good behaviour and to impose sanctions against improper behaviour. It is quite absurd to note that school authorities are scorned when they use discipline, yet conversely they are also criticized when discipline is absent. Many educators keep on asking as to what is expected of schools. The most liberal critics concede that schools are for learning, but logic still tells them that some form of discipline is required to deal with thousands of children. Other causes of indiscipline in schools included frequent displacement of inappropriate feelings upon the pupils in the schools by the school administrators. There is very little-if any- involvement of pupils in policy making.

Shana (1974) also expressed several concerns on discipline matters in schools. He particularly questioned the attitude of mind which sets the pupil above his parents, head teachers and even the Ministry. An attitude whereby in matters of discipline a child should be allowed to lay down his conditions of obedience and query the 'right' of the Head to demand certain standards of conduct. He mentions such incidences as in pupil discipline cases where a teacher is called to the office of the Head only to face cross examination at the hands of pupils. The attitude, he says, must be checked before absolute disaster follows. He however said that he could not offer any specific cures for these attitudes except to recommend that we should continue with fair and steady firmness in our disciplinary approaches.

Shana (1974) further observes that it is a general feeling, however among Heads of secondary schools, that far too many decisions concerning discipline and day to day running of secondary schools were being made by people in the ministry who were not familiar with the practical problems of a secondary school and who go about this without any kind of consultation with those who are actually responsible for the practical job of teaching and for seeing to it that there is discipline in schools. If the minister's powers of expulsion were delegated to the chief education officer, Heads could not see the reason why these powers could not be delegated to them.

Shana (1974:58) alludes to this quote by Julius Caesar that, “*Quam vis sunt sub aqua maledicere tenant*” (*Although some men are under water, there underwater they try to shout insults.*)

This describes the position of a head teacher regarding expulsion. His weak position regarding this matter has led students to perpetuate their acts of indiscipline. For all he/she can do like a submerged man is to shout suspensions which he fully knows can be revoked anytime by those above him. His students know this too. So the effects of his shouts of suspensions will be mere bubbles on the surface of the water.

As noted above the government had instituted a number of measures to correct these deviant behaviours. However there has been a lot of gaps in most policies that were instituted by the government for example re-entry policy for pregnant school girls lessened fear among girls of engaging in illicit sex. While the same policy works well for the girl child it leaves the boy child in a dilemma. This has led to a situation where a boy child and a girl child bear their offspring whilst in school and hand over the upbringing of the same to other hands hence generating a situation where by the same offspring has less actual parental care and develops a lot of incorrigible acts which later turn into deviance..

Nature of Deviant Behaviour in Other Schools in Other Countries

Studies carried out by other scholars for instance Whitehead (1993:1) revealed that, “In America, some principals in secondary schools reported a dramatic rise in aggressive acting out behavioural characteristics of children especially boys living in single parents home.”

In England the problem of indiscipline in schools shocked the entire country and nations across the globe with the report of the fifteen year old pupil who raped a twenty eighty year older teacher says report, (16th September,2004 Post News paper).

Nature of Deviant Behaviour in the Zambian Schools

In Zambia, Simate (1992) reported that indiscipline in schools included vandalism, strikes, bullying, smoking, drug abuse, promiscuity, aggressive and disruptive behavior, absconding

from classes, drunkenness, stealing, careless school work and other offences against the school rules and regulations.

It is worthy to note that most of these deviant behaviours are so grave to land the culprits into prison and face serious incarceration. In the school environment the pupils tend to engage into petty delinquent acts. Grave and dreadful cases are mostly reported among non-school going children.

Banja (1999), Whitehead (1993), Simate (1993), Nwana (1971) and Bedding (2006) also conducted their research on indiscipline in schools though each study identified different independent variables as the basis of their study. For instance Simate (1993) cited parental occupation, family size among others as factors that contributed to indiscipline in schools. Whereas Banja (1999) brought forward psychological factors such as cognitive levels and personality traits as factors that contributed to indiscipline in schools. Nwana (1971) mentioned disorganization of the family and the disregard of social mores by society in general and pupils in particular. Whitehead (1993) cited aggressive behaviors especially among boys, coming from single parents' homes and Bedding (2006) cited the aspect of single parenting as the leading cause of indiscipline among pupils.

The study endeavoured to find out the nature of deviant behaviours patterns that were prevalent among pupils in selected high schools of Kabwe District, and the factors that led to such. It also looked at the effectiveness of the existing social control systems in the selected schools.

Statement of the Problem

In the past four decade, and so there has been increasing concern about the behaviours that children exhibit in schools (particularly in the middle and high schools). Discipline in schools has lost its original savor or rather value. Levels of Parent-Teacher Liaison seems to be non-existent (Macbeth, 1989). Teachers frequently complain that they spend more time trying to control students than teaching them. Administrators are concerned about problems ranging from chronic truancy to assaults on teachers. Drug use bullying, smoking, , promiscuity, aggressive and disruptive behaviour, absconding from classes, drunkenness, stealing, careless school work and other offences against the school rules and regulations had been reported to be

rampant and on the increase. School administrators, teachers and parents had been concerned about the frequent lack of respect for authority and the apparent lack of discipline in schools. (Milman e tal 1980.)

Therefore there has been greater need of finding ways to prevent and solve this broad spectrum of behavioural problems. As part of the emerging solution to the above problems, this study investigated the factors that led to deviant behaviours among pupils in selected high schools of Kabwe District. The study endeavoured to identify the diverse deviant acts prevalent among pupils in selected high schools and also assessed the effectiveness of the school social control systems which were instituted in these schools as a mode of intervention in order to curb deviant behaviours among pupils.

Purpose of the Study

The purpose of the study was to find out the factors that lead to deviant behaviour among pupils in selected high schools of Kabwe District and also assess the effectiveness of the social control systems that were instituted in schools in order to curb deviant acts among pupils in schools.

Objectives of the Study

- (a) To find out the nature of deviant behaviours most prevalent among pupils and the levels to which they escalate.
- (b) To find out the factors that lead to deviance among pupils.
- (c) To find out the effectiveness of social control systems instituted in schools to curb deviant behaviours among pupils in selected high schools of Kabwe District.

Research questions

1. What is the nature of the deviant behaviours most prevalent among pupils and to what levels do they escalate?

2. What are the factors that lead to deviant behaviours among pupils?
3. How effective are the social control systems that are instituted in selected high schools of Kabwe District in order to curb deviant behaviours among pupils?

Significance of the Study

It is expected that the findings of this study may be useful in finding lasting solutions to problems of deviance in high schools. Educational practitioners such as top Ministry Of Education officials, School Administrators, Teachers and other stake holders inclusive, will find this information useful in so far as molding pupils into responsible citizens was concerned. The social control systems which this study has recommended will help pupils to realize their potentials and thereby enable them to contribute to the development of the country through their productivity and hence become good citizenry.

Scope and Limitation of the Study

This study had several limitations. Worth noting is the fact that respondents were drawn from Kabwe urban district only leaving out Mkushi, Serenje, Mumbwa and Kapiri-Districts due to financial constraints that the researcher faced. The larger part of study population that was purposely selected constituted mainly pupils from the targeted high schools, where as the basic schools were not included. Further studies with larger samples drawn from Single sex and Co-education boarding schools, in cities, semi-urban and rural areas in the nine provinces of Zambia would be needed. Respondents were not free to bring out some of the deviant acts they had done for fear of breach of confidence (despite my assurance of anonymity in the handling of the information available to me) and that the records of their responses would remain with administrators for future references. However, the responses that the respondents gave were very adequate for the results to be generalized in most of the deviant behaviours that were prevalent in these schools could be triangulated to all institutions of learning going by the comparative study shown in the literature.

Definition of Concepts

Deviant: Queer, way ward, bent, irregular, different, weird, divergent or untypical.

Deviance: describes actions or behaviours that that violate cultural norms including formally enacted rules(e.g. crime) as well as informal violations of social norms(e.g. nose picking.)

Norms: are specific behavioral standards, ways in which people are supposed to act, paradigms for predictable behavior in society. They are not necessarily moral, or even grounded in morality; in fact, they are just as often pragmatic and, paradoxically, irrational. (A great many of what we call manners, having no logical grounds, would make for good examples here.) Norms are rules of conduct, not neutral or universal, but ever changing; shifting as society shifts; mutable, emergent, loose, reflective of inherent biases and interests, and highly selfish and one-sided. They vary from class to class, and in the generational "gap." They are, in other words, contextual.

Labeling: is a process of social reaction by the "social audience,"(stereotyping) the people in society exposed to, judging and accordingly defining (labeling) someone's behaviour as deviant or otherwise.

Primary Deviance: is the time when the person is labeled deviant through confession or reporting.

Secondary Deviance: is deviance before and after the primary deviance.

Conceptual Framework

The study adopted the following sociological theories in order to explore all forms of deviance and establish a thorough understanding on how these behaviours come about so as to find a better way of curbing these behavioural patterns. These are;

Differential Association (Learning) Theory. Sociologist Edwin Sutherland addressed both the class and choice problems by proposing a third motivational theory, which he called the theory of Differential Association (Learning Theory). The theory of differential association is still one of the most influential ideas in the sociology of deviance. In Sutherland's view, a person learns to favour one adaptation over another due to his or her life experiences or socialization. Specifically, everyone is exposed to both deviant and non deviant values and behaviours as they grow up. If you happen to be exposed to more deviant than non deviant

experiences chances are you will learn to become a deviant yourself. You will come to value a particular deviant life style after and. considers it normal (Brym, 2003:158).

Constraint Theories.

Constraint theories by definition identify the social factors that impose deviance (or conventional behaviour) on people (Brym, 2003:168). The Labeling theory suggests that deviance results not just from the actions of the deviant but also from the responses of others, who define some actions as deviant and other actions as normal. If an adolescent misbehaves in high school a few times, teachers and the principal may punish him or her. However, his or her troubles really begin if the school authorities and the police label him or her a “delinquent.” Surveillance of his or her actions will increase. Actions that authorities would normally not notice or would define as the little consequence are more likely to be interpreted as proof of his or her delinquency. The school may eventually socialize him or her into a deviant sub-culture (Brym, 2003:159, Becker, 1963, Becker, 1973). Overtime, immersion in this deviant subculture may lead the adolescent to adopt “delinquent” as his or her master status, or overriding public identity. More easily than we may care to believe, what starts out as a few incidents of misbehavior can get amplified into a criminal career Because of labeling (Brym, 2003:159).

Control Theory. All motivational theories assume people are good and require special circumstances to make them bad. A popular type of constraint theory assumes people are bad and require special circumstances to make them good. For, according to Control theory, the rewards of deviance are many. The control theory holds that the rewards of deviance are ample. Therefore, nearly everyone would engage in deviance if they could get away with it. The degree to which people are prevented from violating norms and laws accounts for variations in the level of deviance (Brym, 2003:168). Sociologists have applied control theory to gender differences in crime. They have shown that girls are less likely to engage in delinquency than boys because families typically exert more control over girls, supervising them more closely and socializing them to avoid risk. Sociologists have also applied control theory to different stages of life, just as weak controls exercised by family and school are important in explaining why some adolescents engage in deviant or criminal acts (Brym, 2003:160). Labeling and control theories have little to say about why people regard certain kinds of activities as deviant in the first place. For the answer to that question, we must turn to conflict theory, a third type of constraint theory (Brym,2003:160).

Conflict Theory.

The Conflict theory, in brief, maintains that the rich and the powerful impose deviant labels on the less powerful member of society, particularly those who challenge the existing social order. Meanwhile, they are usually able to use their money and influence to escape punishment for their own misdeeds. However, according to conflict theorists, definitions of deviance, and also punishment for misdeeds are always influenced by who's on top (Brym, 2003:161). And so we see that many theories contribute to our understanding of the social causes of deviance and crime. Some forms of deviance are better explained by one theory than another. Different theories illuminate different aspects of the process by which people are motivated to break rules and get defined as rule breakers. Our overviews should make it clear that no one theory is best. Instead, taking many theories into account allows us to develop a fully rounded appreciation for the complex processes surrounding the social construction of deviance (Brym, 2003:161).

Symbolic Interactionism: Becker (1963:9) ascertains that deviance- according to his view- comes from the individual, who learns his deviant behaviour. The deviant may grow up alongside other deviants or may learn justification for deviance. Through their interactions, individuals create the symbolic structures that make life meaningful. Reality does not impose the names and definitions of things, but rather people must define things and make them meaningful in order to make them socially real. The focus is upon the consciousness and the mind of the individual as opposed to the institutions from where the norms come. Symbolic Interactionism allows researchers to understand how individuals negotiate, manipulate, and change the structure and reality to a certain extent. Individuals are already born into a society which has symbolic structures

CHAPTER TWO.

LITERATURE REVIEW

This chapter first gives various definitions of deviance based on various sociologists' theoretical perspectives. It further reviews literature in two contexts. Firstly, it reviews literature on prevalence and cause of various types of deviant behaviours among pupils in schools outside Africa, and secondly it reviews literature on the same aspects in the African context Zambia inclusive. Social Control Systems used in various schools are discussed in the later section of this chapter.

A General Definition of Deviance.

Deviance is behaviour that some people in society find offensive and which excites, or would excite, if it were discovered, disapproval, punishment, condemnation, or hostility. Deviance is behaviour that is likely to get you into trouble. Deviant behaviour is outside the bounds of the group or society (Goode, 1997:37).

Many times during a day we disagree with people, but we don't usually label those we disagree with as deviant. Deviance is not simply behaviour. It involves a moral judgment. Deviance involves a judgment made by somebody. Actually, any act can be defined as deviant (Henslin, 1999:192).

Deviance is said to be a relative term. It is not possible to isolate certain acts and find them universally condemned by all societies as deviant acts (Not even murder or incest). Even within a given society, behaviour defined as deviant continually undergoes redefinition. Deviance, furthermore, is relative to time and place. It is not possible to find something that is absolutely condemned by all societies. (Kornblum: 1988) further states that, behaviour that is deviant in one society may not be in another. Even within one society, what is deviant today may not be deviant tomorrow. Two examples that highlight the relative nature of deviance are provided below:

(A).Is killing wrong? Usually it is. But, is murder wrong when it is done in self-defense or in warfare? Vietnam veterans were taught to be efficient killers for war, but could not control themselves when reintroduced into civilian life.

(B).What about the case of Nelson Mandela? For years, the ruling party in South Africa viewed him as a "dangerous political deviant." To most South Africans, those who are Black, Mandela is a revered leader of the freedom movement (Kornblum, 1988:201).

Heslin (1999) states that, the community defines deviance. People, as they interact, define what is appropriate and what is not. Some people in the community have more power than other to define deviance. People who occupy high positions within economic and political sectors are in a better position to determine what laws are enacted and to enforce their definitions of deviance.

The upper class is in a better position to determine what crimes are seen as serious and they tend to point to problems associated with the lower classes. Organizations with financial backing are better equipped to present its impressions of deviance.

Dysfunctional Deviance

Functionalists (Goode, 1997:100-101) like to concern themselves with those forms of deviance that assist in maintaining the social order. Dysfunctional deviance would be those types of deviance that threaten the social order. Some forms of political deviance might be considered here.

A. Primary Deviance

This refers to the act of breaking a rule.

B.Secondary Deviance

Henslin (2004:146) notes that sometimes people become more deviant as a result of being labeled as deviant. This happens because the label becomes a part of the person's self-concept.

Secondary deviance is the process that occurs when a person who has been labeled a deviant accepts that new identity and continues the deviant behavior (Kendall, 1998:196).

According to Henslin (2004:146), labels open and close doors. Once a person is labeled as deviant, often that person is forced to have almost exclusive contact with other deviants

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The structural-functionalist approach to deviance argues that deviant behaviour plays an important role in society for several reasons. First, deviance helps distinguish between what is acceptable behaviour, and what is not. In a sense deviance is required in order for people to know what they can and cannot do. It draws lines and demarcates boundaries. This is an important function as it affirms the cultural values and norms of a society for the members of that society. In addition to clarifying the moral boundaries of society, deviant behaviour can also promote social unity, but it does so at the expense of the deviant individuals, who are obviously excluded from the sense of unity derived from differentiating the non-deviant from the deviants. Finally, and quite out of character for the structural-functionalist approach, deviance is actually seen as one means for society to change over time. Deviant behaviour can imbalance societal equilibrium. In the process of returning societal equilibrium, society is often forced to change. Thus, deviant behaviour serves several important functions in society.

As explained in the proceeding paragraphs, deviance can vary quite dramatically from culture to culture. Cultural norms which are relative; this makes deviant behaviour relative as well. For instance, in general United States of America (USA). society it is uncommon for people to restrict their speech to certain hours of the day. In the Christ Desert Monastery, there are specific rules about when the residents can and cannot speak, including a specific ban on speaking between 7:30 pm and 4:00 am. The norms and rules of the Christ Desert Monastery are examples of how norms are relative to cultures.

Current research on deviance by sociologists takes many forms. For example, Karen Halnon of Pennsylvania State University studies how some people exercise informal deviance. Her research focuses on what she calls "deviance vacations," where people of certain socioeconomic status descend to lower strata. For instance, heterosexual white males may become drag queens on the weekend. It is a vacation because heterosexual white males can afford to descend temporarily and then return to the advantages of their true socioeconomic status. Other examples include white hip-hop acts like Eminem and Nu-Metal bands like Limp Bizkit that mimic lower or middle class people in order to use their socioeconomic credentials for profit, despite their true socioeconomic status. It is the remit of sociologists and

criminologists to study how these norms are created; how they change overtime; and how they are enforced.

In every society there are some norms and values that each member of a particular community is expected to adhere to. Conformity to such norms and values brings about cohesion among the members of the particular community. However, spontaneity in every society is likely to arise due to reluctance or problematic behaviours among few members of the society. To such there are some prescribed penalties that act as remedying factors to help deter the perpetuation of such unwanted behaviours.

A school is said to be a community within the larger community. Schools always embark on orderliness and thorough discipline. However, just like people differ in their personalities so are their characters and this makes it quite hard for school authorities to produce 100% uniform behaviour among pupils. The enactment of rules and regulations is meant to help govern the welfare of the school and maintain certain acceptable sanity. However, spontaneity acts among pupils cannot be dispensed of completely, because of the varying backgrounds from where the pupils are drawn, hence the need of formulating stringent rules and regulations other remedial therapies that can help to bring sanity in the school.

Description of Various Deviant Behaviours in Schools in Foreign Countries.

Nelson (2003) Stated that the extent to which schools remove students from regular instruction as a result of crime and violence has important consequences for student instruction. In the school survey on crime and safety, carried out in Florida in the United States of America, public school principals were asked to report the number of disciplinary actions taken during the 1999-2000 school year for specific offences that were not academic infractions. About 100% of public schools took at least one serious disciplinary action, including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools for any of the offences that occurred in the 1999-2000 school year altogether, about 1,163,000 were taken. Of those serious disciplinary actions, 83 percent were suspensions for 5 days or more, 10% were removals with no services, and 7% were transfers to specialized schools). Two percent of all public schools took one or more serious disciplinary actions in response to the use of a firearm or explosive device, and 4% did so for the possession of such a

device. Use of weapons other than firearms resulted in at least one serious disciplinary action in 5 percent of schools, while possession of weapons other than firearms led to a serious disciplinary action in 19% of schools. Ten percent of all public schools took one or more serious disciplinary actions for the distribution of illegal drugs, and 20% for the possession or use of illegal drugs or alcohol. In 1999-2000, public schools took serious disciplinary actions for offences such as fights (35%), threats (22%) insubordination (18%) and other non-academic infractions (14%).

Nelson (2003) revealed that in 2003, 29 percent of all students in grades 9-12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey.

Nolin et al (1997) stated that, the availability of drugs on school property has a disruptive and corrupting influence on the school environment. In the Youth Risk Behaviour Survey carried out in Columbia, students in grades 9-12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months before the survey. In 2003, 29% of all students in grades 9-12 reported that drugs were made available to them on school property. The percentage of students who reported that drugs were made available to them on the school property increased from 24% in 1993 to 32% in 1995. However, no consistent patterns of increase or decrease were found in the percentage of students who had reported that drugs were made available to them from 1995-2003; with between 29 % and 32% of students reporting that this occurred in each survey year. Males were more likely than females to report that drugs were offered, sold, or given to them on school property in each survey year. For example, in 2003, 32 % of males reported the availability of drugs, while 2% of females did so. No differences were detected in the percentage of students who reported that drugs were made available to them according to grade.

School crime may lead students to perceive specific areas at school as unsafe. In trying to ensure their own safety, they begin to avoid these places (Nolin et al, 1991 in Nelson, 1993). Changes in the percentage of students who avoid certain areas in school may be a good barometer of students' perceptions of school safety. In the school crime supplement the National Crime Victimization Survey carried out in the same town, students aged 12-18 were

asked whether they had avoided certain places in school-such as the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building-during the previous 6 months. In 2003, 4 percent of students reported that they had avoided one or more places in the school. Between 1995 and 1999, the percentage of students aged 12-18 who avoided one or more places in school decreased from 9% to 5%, but no difference was detected in the period in mention.

In 1999-2000, teachers in central city schools in Columbia were more than their peers in urban fringe or rural schools to be threatened with injury or physically attacked. Some of the offences against teachers are committed by students. Data on the extent to which students make threats or physically attack elementary and secondary teachers can provide a snapshot of this problem. In the Schools and Staffing Survey, teachers were asked whether they had been threatened with injury or physically attacked by a student at their school in the 1999-2000 school year of which the rate of attack was at 9% than in the 1993-94 school year where it was 12 %). No difference was detected in the percentage of teachers physically attacked by a student in the 1999-2000 school year compared to the 1993-94 school year (4% in both years). In both survey years, teachers in central city schools were more likely to be threatened with injury or physically attacked than teachers in the urban fringe or rural schools for example, in 1999-2000, 11% of teachers in central city schools had been threatened with injury by students, compared with 8% percent each in the urban fringe and rural schools. Five percent of teachers in central city schools had been attacked by students; while 3 percent each of teachers in the urban fringe and rural schools had experienced such attacks.

In 1999-2000, teachers' report of being victimized or attacked by a student varied according to the level and sector of their school. Secondary school teachers were 10% more likely than elementary schools teachers who were at 8% to have been threatened with injury by a student. However, secondary school teachers were less likely to have been physically attacked under the varying rates of 2% and 6%). Public school teachers were more likely than private school teachers to be victimized by students in school 10% of public school teachers had been threatened with injury, compared with 4% of private school teachers. Likewise, 4 % of public school teachers and 2% of private school teachers had been physically attacked by students. Among teachers in central city schools, those at public schools were four times which is

equivalent to 14% more likely to be targets of threats of injury than their colleagues in private schools who were at 3% and about three more percent likely to be targets of attacks.

consumption of alcohol by students on school property, a crime in itself, may lead to other crimes and misbehavior on the part of students. It may also lead to a school environment that is harmful to students, teachers and staff (Fagan and Wilkinson 1998). In the Youth Risk Behaviour Survey, students in grades 9-12 were asked whether they had consumed alcohol at all in the past 30 days (referred to as “anywhere” in this analysis) and if they had consumed alcohol on school property. In 2003, 45 percent of students had consumed at least one drink of alcohol anywhere in the 30 days before being surveyed, and a smaller percentage (5%) had consumed at least one drink on school property. When examining students’ reports of drinking between 1993 and 2003, no consistent patterns of increase or decrease were found in the percentage of students who had consumed alcohol on school property (between 5 and 6 percent in all survey years). The percentage of students who reported using alcohol anywhere increased from 48 percent in 1993 to 52 percent in 1995 and then declined between 1995 and 2003.

The likelihood of drinking alcohol varied by student characteristics. In 2003, males were 6% more likely than to use alcohol on school property than the females who were at 4%), a difference not found in the percentage who reported drinking anywhere. In 2003, students in higher grades were more likely to report drinking alcohol anywhere than students in lower grades. However, no relationship was found across grade levels for students’ reports of drinking on school property.

In 2003, following the same series of surveys conducted by the National Crime Victimization Survey in Columbia 22% of students in grades 9-12 reported using marijuana anywhere during the last 30 days, and 6% reported using marijuana on the school property.

The use of drugs, such as marijuana, at school may lead to a school environment that is harmful to students, teachers, and school administrators. In the Youth Risk Behaviour Survey, students in grades 9-12 were asked whether they had used marijuana at all in the past 30 days (referred to as “anywhere” in this analysis) and whether they had used marijuana on school property. In 2003, 22% of students in grades 9-12 reported using marijuana anywhere during the last 30 days; whereas 6% of students reported using marijuana on the school property. The

percentage of students who reported using marijuana on school property increased from 6% in 1993 to 9% in 1995, and then declined between 1995 and 2003 (from 9 to 6%). The percentage of students who reported using marijuana anywhere also increased between 1993 and 1995 (from 18 to 25%). In 1995, 1997, and 1999, roughly one-quarter of students reported using marijuana anywhere (between 25 and 27%); however, by 2003, the percentage of students who reported using marijuana anywhere had declined to 22%. Both students' sex and grade level were associated with the use of marijuana. Males were more likely than females to have used marijuana in every survey year, anywhere or on school property. For example, in 2003, 8% of males and 4 percent of females reported using marijuana on school property. In the same year, students in lower grades were less likely than students in higher grades to report using marijuana anywhere. However, no corresponding difference was detected in students' use of marijuana on school property according to grade in school—between 5 and 7% of students in grades 9–12 reported such use in 2003.

Predictive factors leading to various Deviant Behaviours among pupils in some High Schools in foreign Countries and their possible Interventions.

Peer pressure.

Allen, et al. (2005:76) states that,

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviour in order to conform to group norms. Social groups affected include membership groups, when the individual is "formally" a member (for example, political party, trade union), or a social clique. A person affected by peer pressure may or may not want to belong to these groups. They may also recognize dissociative groups with which they would not wish to associate, and thus they behave adversely concerning that group's behaviours.

In young people, youth peer pressure is considered as one of the most frequently referred to forms of peer pressure. It is particularly common because most youth spend large amounts of time in fixed groups (schools and subgroups within them) regardless of their opinion of those groups. In addition to this, they may lack the maturity to handle pressure from 'friends'. Also, young people are more willing to behave negatively towards those who are not members of their own peer groups. However, youth peer pressure can also have positive effects. For

example, if one is involved with a group of people that are ambitious and working to succeed, one might feel pressured to follow suit to avoid feeling excluded from the group. Sometimes the child is pressuring themselves. They feel like they need to be in this group to be "cool" or "in." Therefore, the youth would be pressured into improving themselves, bettering them in the long run. This is most commonly seen in youths that are active in sports or other extracurricular activities where conformity with one's peer group is strongest.

Yoon (2002) of the Department of Nursing, Seoul College, Korea carried out a study to analyze the factors causing deviant behaviours of Korean High school Students. The subjects for this study were 697 Korean High school Students (boys 347, girls 350) The study revealed that, impulsivity and social support account for 20.1% of the variance in deviant behaviours in high school boys (n=347). The study concluded that impulsivity and social support account for deviant behaviours of high school students. Therefore it is necessary to develop nursing intervention to reduce the level of impulsivity, to increase the social support in order to decrease the deviant behaviours.

Musgrove (1966:2) states that,

One of the remarkable social changes of the past century has been the substitution of parental influence for parental power. Throughout the advanced countries of the West the power of parents has been radically curtailed in law and the rights and interests of the child protected.

It is such decline of parental power that created a big avenue for pupils' delinquent acts. In the education sector a number of measures had been taken to protect the child. This how ever has given rise to a revolutionary invasion of parental rights. These significant changes in the position of parents began as early as the seventeenth century. The role of parents began to contract and with it some of their power and authority. This change occurred in America as well as in Western Europe. The same attributes have predominantly infiltrated the African societies who rely so much on Western driven educational approaches. Through international conventions and globalizations these changes are swiftly taking effect. Musgrove notes that child delinquency was mainly as a result of serious defective child-parent relationship. He further noted that some delinquents were doubtless in revolt against their parents, challenging them, or even testing out their love and loyalty.

Nwana (1971) conducted a study of incidence of major school offences in Nigeria. The study revealed that indiscipline in Nigerian schools was due to disorganization of the family and the disregard for social mores by society. Nwana (1971) further stated that indiscipline in Nigerian schools included offences like stealing from fellow students and from teachers, where as in Ugandan Government report (1967) it was revealed that indiscipline included drunkenness, untidiness stealing and careless school work.

Results of the study that was conducted on, delinquent girls in special schools in Estonia as reported in the Journal of Clinical Psychology and Social Pathology. Vol.3, nr.12:344358, 1996 gives numerous factors that led to deviant behaviour among girls which can be triangulated with similar situations experienced in other schools elsewhere. This article concerns girls exhibiting deviant behaviour in Estonian reformatory schools. Research was conducted for six months among fifty-eight subjects in the sole Estonian school especially catering for girl-offenders. The study showed that the reasons for the deviations in the children's behaviour were primarily connected with the environment in which their socialization took place. The most important part of this environment is the family. Causes, based within the family, can be divided into two classes: open and concealed. The open causes in the family, which encourage behavioural deviations, can be considered to be the deviation behaviour of the parents (primarily alcoholism), bad example (criminal subculture), an unorganized, asocial home or not having a home (being in a children's home). The concealed reasons may include some problems within family, which are hidden from the outside world - peculiar diseases of family, the symptoms of which is the child's behaviour. The high level of behavioural deviations among the girls' siblings, who were investigated, enables us to suppose that there are families, who seem to produce children with behavioural deviations, or that kind of children, whose socialization process is abnormal. The other people, who belong to the girls' environment, can be distinctly divided into two groups. On one side are those who get into trouble or are in their own way "victims of fate" (40%), who do not manage their lives and who fail in everything; on the other side are those who cause trouble or who are people with an "evil spirit" (38%). Only 22% of those who answered said that to make this distinction between the people who surrounded them would have no meaning for them. This distinction enables us to suppose that we have to deal with, on the one hand, passive persons, who can't manage their

lives, and, on the other, with active people, who are antisocial Another essential realm of life, where the socialization of children takes place, is school.

Yoon (2002) indicated in his research report that the child, who comes to school with problem conditioned by the family, will have problems at school too. These school problems are, primarily, making little progress at school, breaking disciplinary rules and absence from school. Investigating the pupils in the reformatory school, it became obvious that a number of them (24%) are not law-breakers at all. Also it became obvious that most of the pupils of special school need to be treated specially: some of them need correction at the level of personality, some need protection from their unfavourable environment, some simply need the upbringing they are missing, and some of them need all of the above. These girls were grouped in different categories going by the source of their deviance as outline below;

"Delinquents"

The first group was formed by girls, who by behaviour and nature are so-called classic delinquents, or children with clearly antisocial behaviour. Those girls who have repeatedly had problems with the forces of law and order and with the organs of legal protection, who also have a secondary deviancy (identity of delinquent's ego) belong to this group. The organs of legal protection sent them to Kaagvere. The statutes of the school, its teaching and educational methods have been worked out bearing this kind of contingent in mind. The continued presence of these girls in the special school is for two purposes: punishment and improvement. In terms of their social background, they may come both from normal families (who are not characterized by antisocial behaviour), or from deviant families. Investigating the biographies of the girls who belong to this group, we can observe concealed family problems and/or troubles at a different level of development. The families of these children are characterised by weak connections inside the family, which is further confirmed by, on the one hand, the girls' insufficiently provided information about the nature of family life and their parents (specially about their fathers), and, on the other, by the parents' insufficiently provided information about the life of their children (the parents don't know where and with whom is the child outside the home or what is she engaged in doing.) This is also confirmed by an unpleasant domestic atmosphere (a repelling attitude on behalf of one or both parents and/or violence), which leads

the child to run away from home. There is difference between declared values and reality: if a mother's unconditional love is lacking, there will be an enormous emotional deficit. Some parents' "love" is expressed only by guaranteeing material welfare. One girl said that the motive of her behaviour was that she received everything from her parents, everything she wanted: "they simply spoiled me". As a rule it is "material spoiling".

"Asocial-ill-mannered"

Numerically, this is the largest group (40 girls). Here belong girls from so-called asocial families or those who had no family at all (pupils from children's home), i.e. the girls whose socialisation was hindered by various (primarily environmental) factors independent of them. We can notice the following problems among these girls due to insufficient socialization:

the absence of moral standards, an inadequate scale of values, the absence of knowledge about living standards, the lack of behaviour skills, difficulties in communication. These girls may be divided into delinquents and victims, as being delinquent prevents one from being a victim.

"Victims"

To this so-called "victims" group belong those girls, who are in the special school, not because of their unlawful behaviour, but because that their life outside the school is dangerous. These are the victims of violence, victims of rape, and children of alcoholics, those who have no place to live. Those girls whose behavioural deviations were caused by some kind of psychological trauma (for example sexual violence) also belong in this group.

In answering the question of what were the needs of children with behavioural deviations, the research asserted that their needs were different depending upon the group. And these were as follows;

1. The "victims" need protection, i.e. a safe environment and psychotherapeutic help at an individual level, to cure the psycho traumas they have;
2. The "asocial-ill-mannered" need a decent upbringing and a suitable environment for socialization;

3. The "delinquents" need correction at the level of their personalities and a suitable environment.

It is evident from the above report that all above three groups require a "suitable environment", which actually means that the work most necessary is to improve the social and domestic environment. Special reform schools are not basically the best option in that these pupils who are taken to reform schools like Estonian school, where the above study was conducted could still be well handled with the help of the organs of child welfare, which act in their places of residence, by school social workers and psychologists. It is evident that in these cases the problem is not connected with the child, but with the environment.

Ideally, other views from Estonian society suggested that there was need to establish at least two types of special schools: a reformatory school for the correction of delinquents and a boarding-school, where the children from asocial families can be protected from family violence and still can get the necessary upbringing. It will be effective, if at the same time there is also family correction. For the results of these schools to be effective, integration with functioning laws must be ensured. This integration should embrace social work within the environment of children with behavioural deviations: family- and social work at the place of residence to guarantee reintegration.

The report further suggests that; In any case it is desirable to use an individual-centered approach in the case of every child who is sent to the special school. First of all, it is necessary to identify their problems and find the most suitable working methods for their treatment. The investigation brought out some typical problems, which can be noticed in both "delinquents" and the "asocial-ill-mannered" these were; a lack of moral standards, a low development of normal manners, inadequate communication skills, an inadequate perception of self and reality, a shortfall in problem-solving skills, a deficiency of positive thinking, emotions lacking checks and balances, dependency problems. These are deficiencies, which can be solved by using pedagogical, psychological and social-work methods, for example by forms of individual and group-work (also self-help groups). In western countries they have been used successfully following effective working methods: the modeling of positive ways of behaviour,

communication training, problem-solving training, and so on (Basta et al, 1988, Garrido-Genoves & Redondo 1993).

Most Prevalent deviant behaviours among pupils in Zambia and the leading Factors:

On June 30, 2008 Zambia the issue of teacher-student sexual abuse and sexual assault was brought to the attention of the High Court of Zambia where a landmark case decision, with presiding was awarded \$45million Zambian Kwacha (\$13,000 USD) to the plaintiff, a 13 year. old girl-student for sexual abuse and rape by her school teacher. This claim was brought against her teacher as a "person of authority" who, as the Judge stated, "had a moral superiority (responsibility) over his students" at the time.

Simate (1992) reported that indiscipline in schools included vandalism, strikes, bullying, smoking, drug abuse, promiscuity, aggressive and disruptive behavior, absconding from classes, drunkenness, stealing, careless school work and other offences against the school rules and regulations.

Wesang'ula et al (2010) in their study to establish the nature of offences that were prevalent in Kenya revealed that, Violence is not a new phenomenon in the modern educational system. It is manifested in the form of rioting, sexual violence, fighting and bullying. The purpose of this study is to establish teachers' and students' perceptions of psychological factors contributing to violent behavior among public secondary school students in the western province of Kenya. The study was based on the social learning theory by Albert Bandura and a descriptive survey research design was adopted. The study population was composed of 638 principals, 6,354 teachers and 65,969 form two students. Stratified random sampling technique was used to select students from 213 secondary schools, while purposive sampling technique was used to select teachers. Questionnaires and in-depth interview guide was used to collect data from the respondents and a pilot study was carried out to establish the reliability and validity of the data collection instruments. However, qualitative data were transcribed and reported according to emerging themes, while quantitative data were analyzed using descriptive statistics such as frequency counts, means and percentages. As such, inferential statistics such as t-test and Mann-Whitney U test were applied. The findings of the study indicated that forms of violence in schools included: sexual violence, rioting, bullying and fighting, while the perceived

psychological factors contributing to violent behavior were: anxiety problems, ethnic violence, mental problems and fear of being punished. Generally, analysis of the problem revealed that students, regardless of their gender and/or type of school they attended, perceived causes of violence alike. Recommendations of the study were that: guidance and counseling should be reinforced in schools, students with mental and psychological disorders should be referred to medical doctors and psychiatrists, ban or caning of students should be encouraged, proper communication channels ought to be established in order to maintain a tranquil environment in schools and ranking of schools by Kenya National Examination council should be abolished. Other cases included riotous behaviour in secondary schools and other high institutions of learning were used by nationalists in their struggle for independence. Under Moab psychology pupils staged various protests and rebellious acts in order to force the government to respond to their demands. This form of riotous behaviour continued especially in boarding secondary schools where pupils would act violent when they are subjected to poor diets. Such riotous trends have continued even in the present period.(Shana,1974).

Social Control Systems Applied in Schools to Curb Deviance Among Pupils.

Musgrove (1966:136) states that, “The school may be seen not so much as the agent as the corrective of parents.”

He further says that many parents realize that they need a corrective or at least a supplement. They may be aware of their inadequacies and look to the school to provide a remedy for their defects. In a ‘difficult’ area working-class parents may look to the school to exercise the discipline and control over their children which they can scarcely manage.

Macbeth (1989:160) alluding to the HM Inspectors article ‘*Good behaviour and discipline in schools,*’ states that the report,

...Drew attention to good relations with parents, home-school links and a climate of trust. It went on to discuss the involvement of parents when a disciplinary incident has occurred, referred to possible feelings of guilt and or powerlessness of parents and ways by which teachers can devise a joint plan with parents(and pupils) to rectify the situation. It also suggested that the annual parents’ meeting required by the 1986 Act might be used to discuss disciplinary issues.

Macbeth poses a question that is it possible to go further than this? He says first the legal position may need some clarification. The term in loco-parentis does not mean that teachers can do what they like, but that they should take such care of children in their charge as a careful parent would.(Barrell and Partington,1985:372-438,474).Teachers have a general right to inflict punishment but within prescribed limits. That however would not seem to be the central point with regard to the parental dimension of school discipline. Parents are legally responsible for the child's education. When the child truants, it is the parents who are called to account. When a pupil is expelled from school it is parents who become responsible for ensuring the child's continuing education. Whatever the legal arguments, it makes good professional sense to inform parents immediately of any problems. It is worthy to note that parents have grounds to be upset if the first they hear of persistent difficulties is when problems have reached crisis stage. Informing parents may also have a useful deterrent effect on the pupil.

In a study of discipline in Scottish secondary schools, Cumming et al. (1981:38-9) in Macbeth conclude that,

It is clear that the likelihood of parental involvement in a school discipline matter is not at all welcome by the vast majority of pupils, and that the threat of informing their parents is likely to deter many from indiscipline.

The effectiveness of this approach lies in the fact that home has potential influence on the school behaviour. This later leads to consideration of group parental involvement in disciplinary matters and to whole-school policies. However, Behaviour and discipline depend upon the preparedness of pupils to conform to arrangements made by adults and to exercise self-discipline. The necessary attitudes are influenced by parents as well as by the arrangements made by schools. In as far as parents have some impact upon the state of mind which we call discipline, it is sensible not only to inform them what is expected of pupils, but to enable them to influence the disciplinary measures through their representatives on governing bodies. In particular, school rules and codes of discipline should be subject to governing body discussion and determination. Macbeth further observed additional influence was that of the peer group. If there was some consistency of attitudes among families it was more likely, though not certain, that peer group conformity would be enhanced. Thus, it is

appropriate that disciplinary questions be discussed in class meetings. By these means, greater legitimization of the schools' rules and arrangements are likely to be achieved.

In related matters in Zambian context there was a newspaper article by Mugala (2008) entitled, *Disciplinary cases prevent 14 pupils from writing Grade 12 exams*, says report, Post Newspaper Education Supplement 08th November, p.2. The article endeavoured to explain some social control systems that were applied on some pupils. The report stated that;

Provincial Education Officer said the list comprised 13 pupils from Mpika Boys and one from Kasama Boys. We resolved that the 14 pupils for will not sit for our exams (Examinations Council of Zambia) because they are facing disciplinary cases. He said although, it was a difficult decision to make, it is the only possible way of discouraging riotous behavior in schools. We need to curb the increasing number of riotous behavior by pupils in schools so that there is stability in schools and pupils concentrate on learning. Regarding the 21 Grade 11 Mungwi Technical High pupils who were suspended for allegedly assaulting Grade 10 pupils at the school, the PEO said the pupils had been given forced transfers and will be made to repeat grade 11 where ever they go.

It is worthy to note that suspensions and expulsions are still being used as the main means of suppressing behaviours. Forced transfers that are embarked would entail transferring a problem from one school to another. One wonders how reformative the act of denying pupils facing disciplinary cases a chance of sitting for the exams(Examination Council of Zambia)For instance grade 12 pupils who are suspended in this error have nothing to worry in that there are numerous tuition centers where they would still continue learning in fact more effectively than in normal school session. To them this would be a good French leave since they would be subjected to very few restriction and hence may be predisposed to various wayward acts. In a school pupils are modeled in all three spheres of life which include; Social, Moral and Physical or rather mental realms. Cheating is also rampant in most of our schools. As a rider to this,

Alluding to the aspect of examinations leakages Kalaki's Korner, (2008) in his article entitled, Fully qualified, says report. Post Newspaper, 27th November, p.20. had this to say; *"I don't know what is going on nowadays, what's the good of having schools if the exam system is leaking like a sieve? All you need is rich parents to buy the papers in advance and can sail into Unza with six ones."*

The same inappropriate and less efficient means of dealing with behavioural problems has caused an increase in examinations malpractices as revealed in the following report below by,

Kaunda. (2008)Exam leakages, says report. Post Newspaper, Readers' Articles,

"...The purpose of exams is to evaluate the performance of learners and teachers so that the country can have a resource of quality, knowledgeable manpower for effective future development. Never the less, examinations have lost credibility in recent years due to malpractices. A few years ago, exams were cancelled at the Zambia Institute of Advanced Legal Education (ZIALE) for law students due to a leakage, and Nkrumah Teachers 'College also cancelled some exams due to malpractices in 2006."

The above reports were a clear indication that there are a lot of loop holes and weaknesses in our examination system. If trainee teachers can be products of leakages what more could the pupils they will handle in schools be other than products of leakages too. Such pupils are the ones that Kalaki in the above newspaper article refers to that all they need are rich parents who would buy the papers in advance as they await to sail into Unza with six points. Such will never bother to bend their whole effort in academic persuasion since they know that at exam time leakages will definitely be available and all that is needed is a worthy penny to purchase the commodities. *"What's the good of having schools"* -Kalaki wondered-"if the exam system is leaking like a sieve? Only the easy does attitude among pupils can result into such. Pupils too are empowered so much by some civil rights organization such that adherence to obvious social mores has become impracticable. Today any elderly person cannot freely counsel or rebuke a pupil in uniform who is found in improper places or doing inappropriate activities without receiving resilient remarks that are aimed at telling the elderly to mind his/her business

and never ever pop his/her nose in the business of the pupils. This is quite an absurd development and requires the input of all stake holders to curb the situation.

Shana (1974) also expressed several concerns on discipline matters in schools. He particularly questioned the attitude of mind which sets the pupil above his parents, Head teachers and even the ministry. An attitude whereby in matters of discipline a child should be allowed to lay down his conditions of obedience and query the 'right' of the Head to demand certain standards of conduct. He mentions such incidences as in pupil discipline cases where a teacher is called to the office of the Head only to face cross examination at the hands of pupils. The attitude, he says, must be checked before absolute disaster follows. "I cannot offer any specific cures for these attitudes except to recommend that we should continue with fair and steady firmness in our disciplinary approaches.

Shana(1974) further observes that it is a general feeling, however among Heads of secondary schools, that far too many decisions concerning discipline and day to day running of secondary schools are being made by people in the ministry who are not familiar with the practical problems of a secondary school and who go about this without any kind of consultation with those who are actually responsible for the practical job of teaching and for seeing to it that there is discipline. If the minister's powers of expulsion were delegated to the chief education officer, Heads cannot see the reason why these powers cannot be delegated to them.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methods which were employed in this study. It comprises the following: research design, target population, sample size, sampling procedure, data collection instruments, and data collection procedure and data analysis.

Research Design

The study used a survey research design to effectively collect both qualitative and quantitative data from the respondents. According to Sidhu (2006) a survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study. Survey questions concern people's behaviour, their attitudes, how and where they live, and information about their backgrounds. Therefore the study opted to use this method taking into account the nature of the research at hand. The researcher used both qualitative and quantitative paradigms to gather necessary information from the participants. Focused group discussions with pupils were also conducted to seek further clarity on certain responses from the pupils that seemed to be unclear and also to consolidate the entire work by exploring pupils' views further.

Target Population.

The target population comprised of all pupils, teachers and administrators in all the four Kabwe District High Schools that were purposely selected.

Study Sample Size

The total sample size was 144. This consisted of 4 Head teachers, 40 teachers and 100 pupils all solicited from the four high schools. Teachers comprised of (20 females and 20 males). The participants were teachers who had great teaching experience and those with less experience who were randomly selected from the mainstream classrooms of selected high schools. And the pupils that were sampled from all the four high schools comprised of (50 boys and 50 girls)

Sampling Procedure

In selecting the four (4) high schools in Kabwe District probability sampling procedure using a stratified random sampling technique was used. This procedure was employed in order to obtain a representative sample. The following schools were sampled Mukobeko, Stephen Luwisha, Kabwe, High ridge, Kalonga, Chindwin, Bwacha, Jasmine, Caritas, Angelina Tembo, Raphael Kombe and out of all only **Mukobeko, Kabwe, Kalonga and Bwacha high schools** were purposely selected in that they had recorded a high number behavioural incidences going by the initial information that the researcher gathered from the key informants during my sampling. From each of the four high schools 25 grade twelve pupils were randomly selected with the help of the Guidance and Counseling teachers who directed me to the available classes to avoid disrupting lessons.

Data Collection Instruments

In collecting data for this research the following instruments were used; Questionnaires, focused group discussions with both teachers and pupils and scheduled interviews for administrators as instruments for data collection.

Data Collection Procedure.

Prior to the implementation of the study, permission was sought from the Head teachers of the four high schools and I received approval and good cooperation from the Head teachers, Heads of Departments and class teachers and other staff. The collection of information was performed in one school at a time during the appropriate time after the school hours.

Data Analysis

Qualitative data was analysed by establishing categories, themes and sub-themes while quantitative data was analysed using the Statistical Package for Social Sciences (SPSS) to obtain frequencies, cross-tabulations and descriptive statistics which were presented in form of graphs.

Study Area Limit

This study was limited to the selected high schools of Kabwe Urban District. Had it not been for the constraints of resources, the study area limit should have been extended to boarding schools like Mumbwa High school, Mkushi High School and Serenje Boys Technical School in order to gather wide information that could be representative enough to make further generalisations. It was noted that most of the pupils' deviant behaviour also depended on the milieu or rather environment they were living in.

Ethical Considerations.

Ethical considerations were put in place to ensure that all the information that the respondents gave was not divulged or given away to other people other than the researcher. The researcher assured the respondents that strict confidentiality will be observed and that none was required to disclose neither their names nor their residential addresses. Identities for the respondents were kept anonymous to assure the respondents that this information was strictly for academic purposes only. In the focused group discussions none of the respondents was required to give his/her name as we were deliberating. In these sessions no teachers or administrators were allowed to ensure that everything was done in a free atmosphere. No renowned individual troublesome pupils were targeted for the sake of discrediting them or magnifying their characters. A probability sampling procedure for respondents was done to ensure that there was no biased selection.

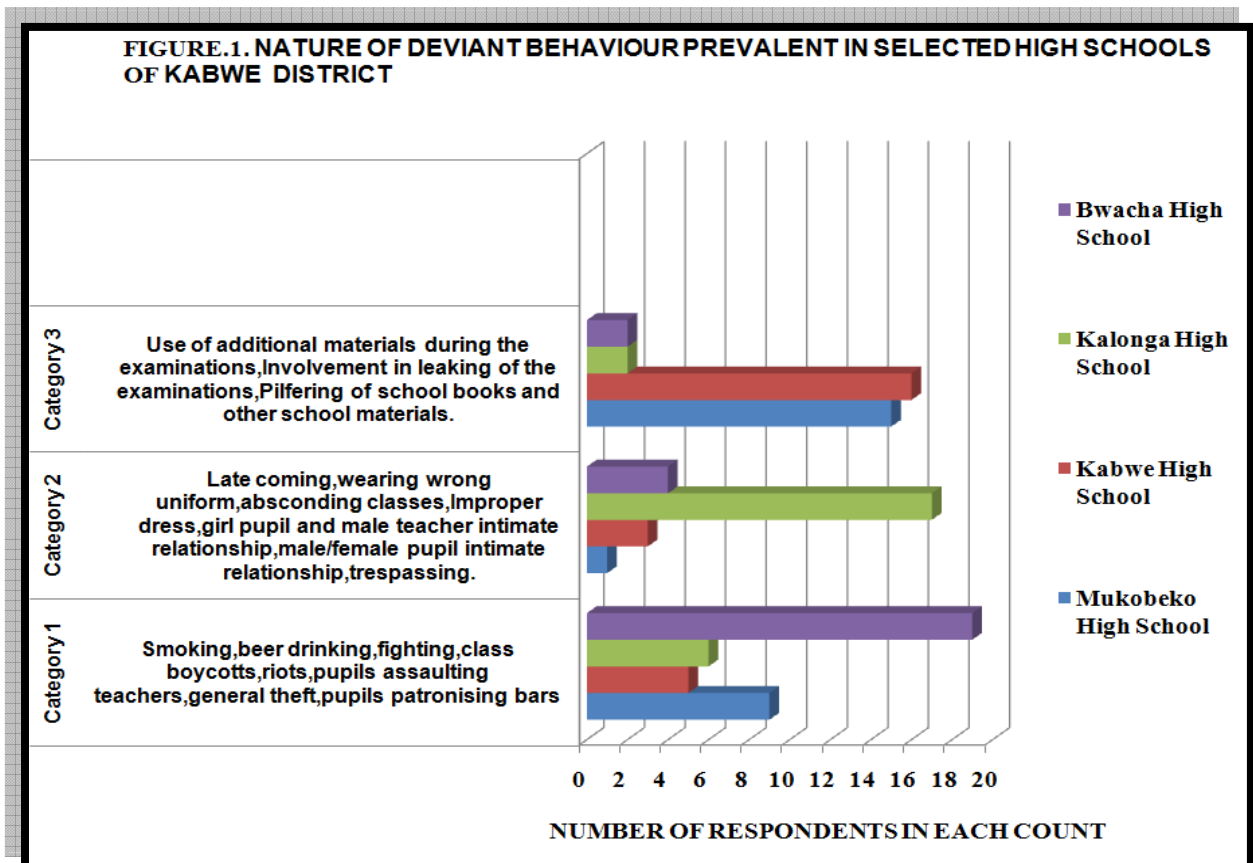
CHAPTER FOUR

PRESENTATION OF FINDINGS:

This chapter presents the findings of the study aimed at establishing the factors that led to deviant behaviour among pupils in selected high schools of Kabwe District. The findings are presented exactly as they emerged starting with the findings of pupils' perception on factors that led to deviant behaviours among them in their schools; Followed by the perceptions of teachers and that of administrators.

Nature of deviant behaviours prevalent in schools.

Pupils were asked to list the nature of deviant behaviours that were prevalent in their schools. Figures.1 below shows their responses. Mukobeko and Kabwe recorded high rates under category 3 with counts of 11 and 15 pupils respectively out of the total number of 25 respondents for each school. Kalonga recorded high rates under category 2 and Bwacha recorded high rates under category 1 with counts of 15 and 19 pupils respectively out of the total number of 25 respondents for each school. Despite the varying levels of prevalence the study showed that all three natures of deviant behaviours depicted below were prevalent in all the schools under this study.



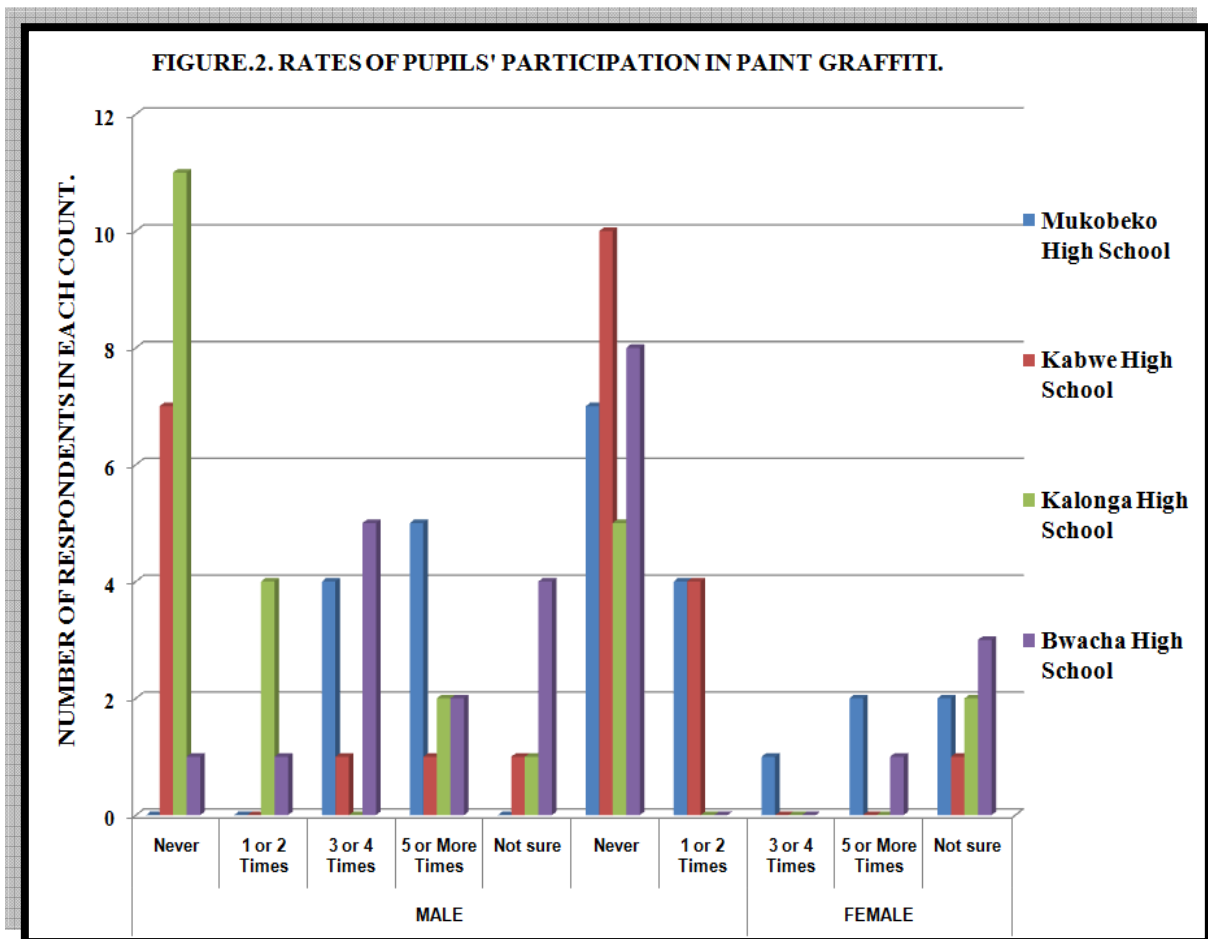


Figure 2.shows the rate of pupils' participation in paint graffiti. Going by gender 19 out of 50 male pupils (50 being the total number of male respondents in all the four schools) which is equivalent to (38%) and 30 out 50 female pupils (50 being the total number of female respondents) also equivalent to (60%) said that they had never participated in paint graffiti. This gives an aggregate of 49 pupils from both sexes that indicated that they had never done some paint graffiti on the school walls. This leaves about 51 out of 100 pupils(100 being the total number of all respondents in all the four schools) who admitted that they had done some paint graffiti on the school walls a number of times as shown in the above figure. However, pupils disclosed in the focused group discussions that most pupils liked to write demonizing remarks against teachers on the school walls especially in toilets. Such writings were found in public toilets outside the school. The inscriptions displayed insults against teachers, administration and pupils at large. In extreme cases notorious pupils used faecal matter and blood to scribble on the walls while the others used charcoal, chalk, markers, pencils, spray paint and pens. Pupils would implore their colleague through their writing that do not just

enjoys reading our writings participate the ceiling is the limit. Some remarks stated that, *'Abapondo was here,'* meaning the most troublesome group, other remarks read as, the future of this nation depends on what you are holding in your hands, you are live on ZNBC, whoever is seated below this line is shitting. This trend of scribbling on walls and ceiling boards of toilets seems to be an inherent and common trend among pupils. Pupils engaged in the same either did not appreciate cleanliness or rather felt they had no freedom expression in that they were not given opportunities to air their grievances. The schools that were surveyed did not have suggestion boxes in place hence these pupils resorted to air their feelings through paint graffiti.

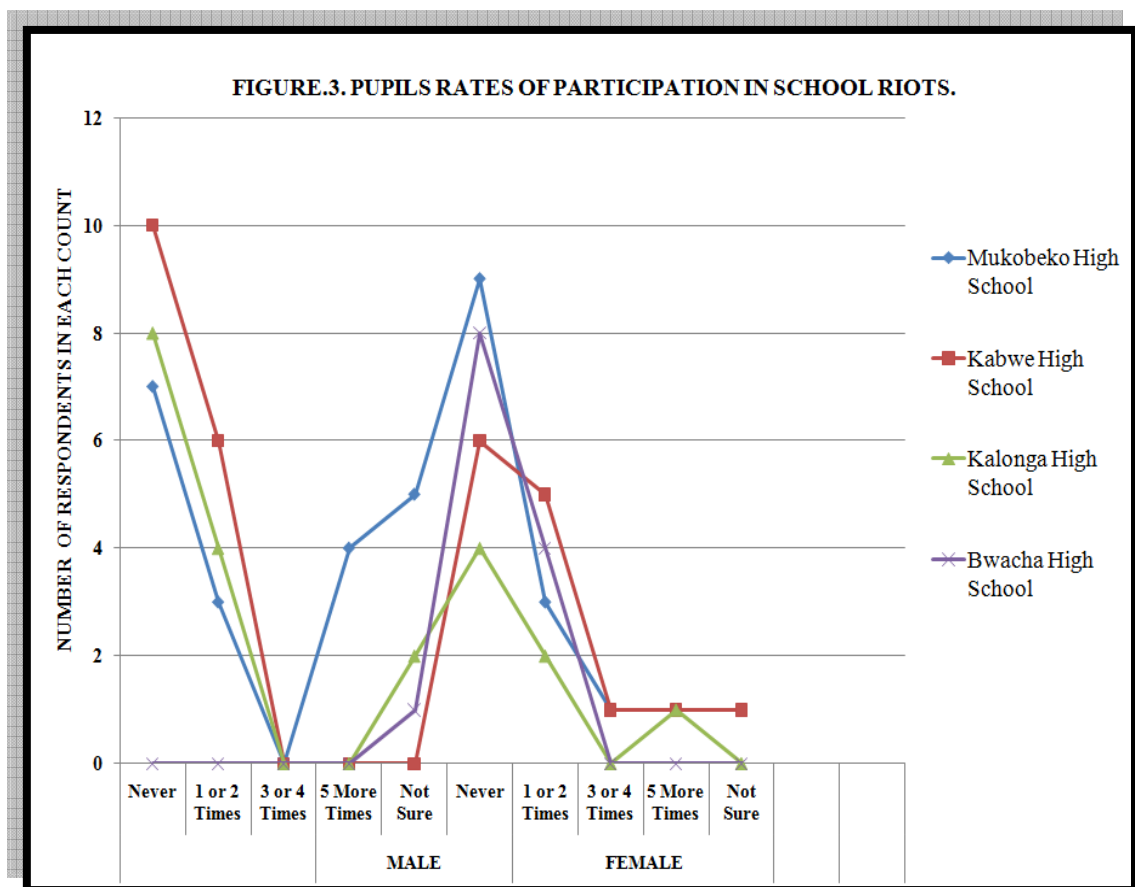


Figure 3 above shows pupils' participation rates in school riots by gender. The study showed that 25 out of 50 male respondents which is equivalent to (50%) and 27 out of 50 female respondents, which is equivalent to (54%), indicated that they never participated in school riots. This gives an aggregate of 52 respondents out of 100 who said that they had never participated in school riots. However, 48 out of 100 respondents said they had participated in school riots a number of times as depicted above. The study further revealed that sex had no influence in the participation of pupils in school riots. This is evidenced by the fact that 26 female pupils said they had participated in school riots a number of varying times. Whereas 25 males said they had participated too in school riots a number of varying times. Interestingly the rates of female participation surpasses that of males by 1%, hence the conclusion that sex had no influence in the pupils participation in school riots. Both sexes did participate almost at par.

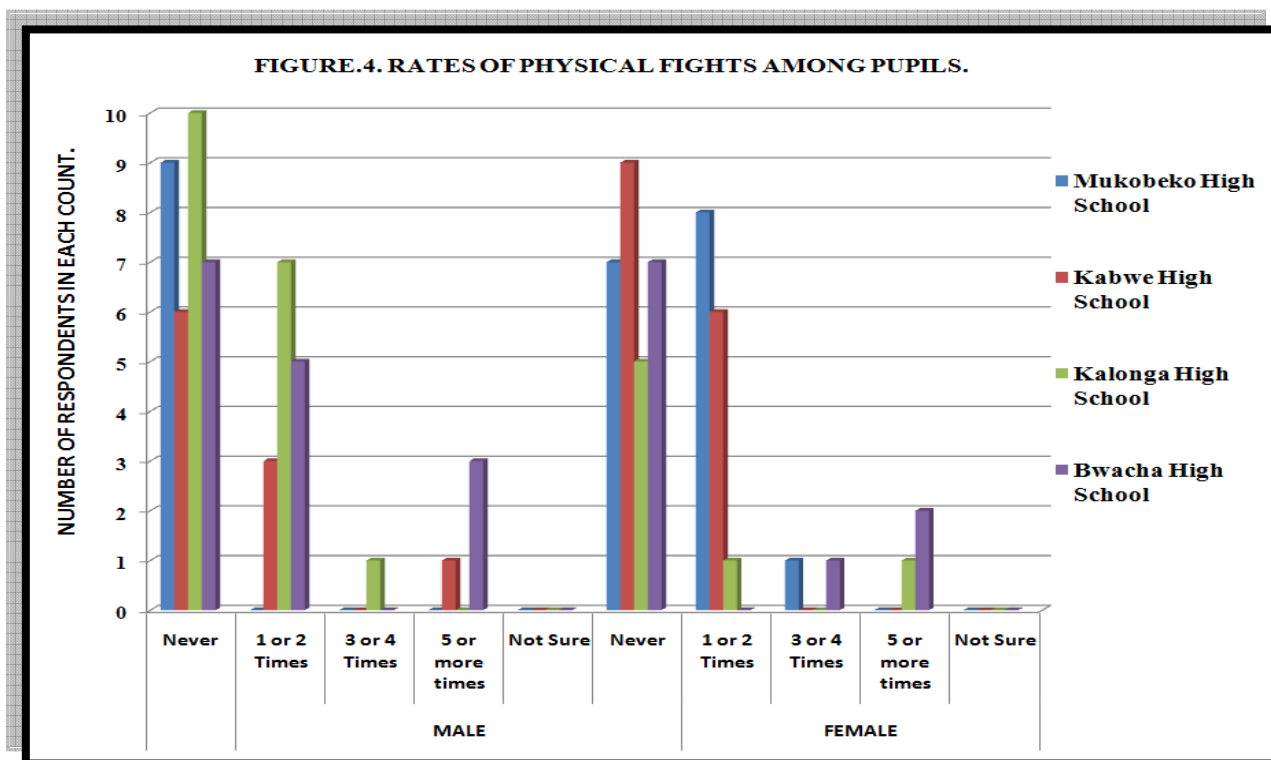


Figure 4 above shows that 32 out of 50 male pupils which is equivalent to 64% and 28 out of 50 female pupils which is equivalent to 56% had never participated in physical fights. This gives a total of 60 pupils who indicated that they had never participated in physical fights. This leaves a total of 40 pupils who indicated that they had participated in school physical fights before. However, focused group discussions revealed that these fights were not fatal. Pupils explained that they exchanged fierce verbal threats and never pounced on each other, because the school rules stipulate that any pupils that engaged in physical fights were bound to be expelled from school without any restraint so many pupils desisted from engaging in physical fights. However, the pupils revealed that if they wanted to deal with some pupil, they connived with other notorious pupils from other schools to ambush and sort out particular targeted pupils to

ensure their identity is hidden in a clandestine manner. So these pupils enlist their embattled friends on wanted list.

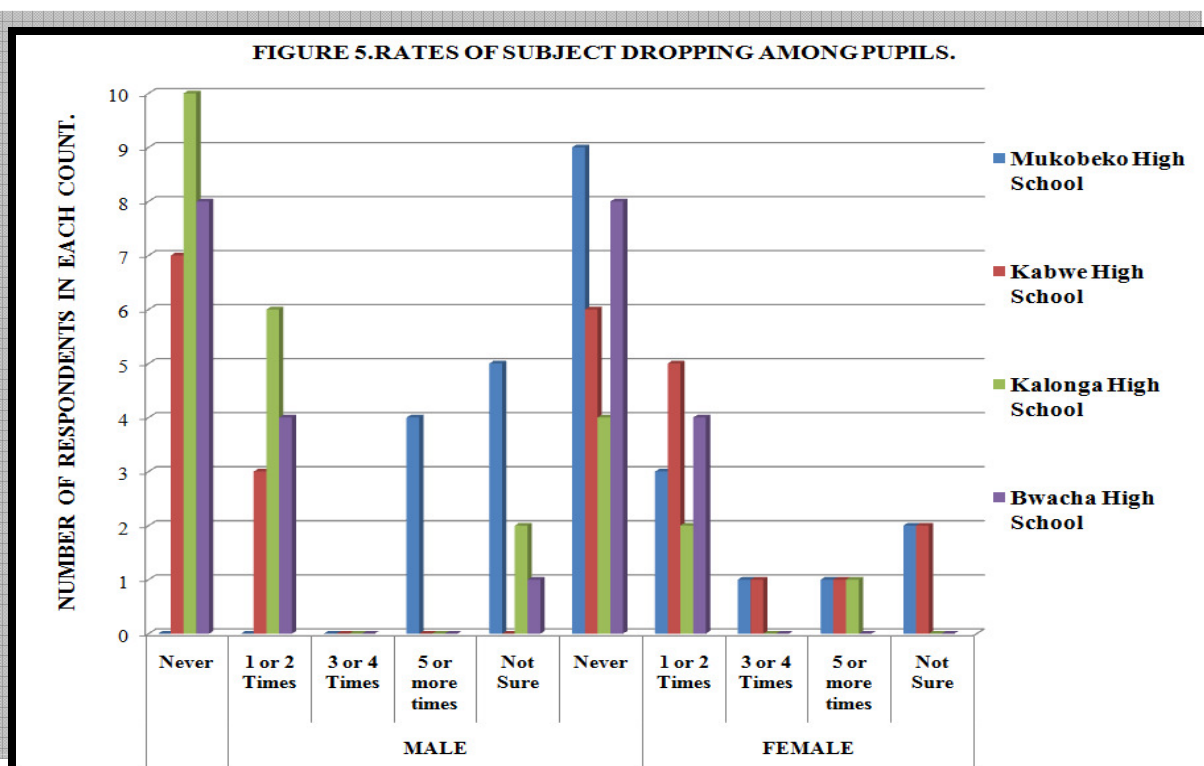


Figure 5 above shows the rates of subject dropping among pupils either due to mere dislike of the particular subject or due to poor teacher to pupil interaction. The study revealed that 25 out of 50 male respondents which is equivalent to 50% and 27 out of 50 female respondents which is equivalent to 54% indicated that they had never dropped any subject before. And about 25 male pupils and 23 female pupils indicated that they had dropped several subjects a number of times due to varying reasons. In fact some cited teacher incompetency and lack of interest in the subject due to poor subject streaming and allocation by the administration among many others as reasons for dropping certain subjects. Pupils in focused group discussions revealed further that the optional subjects they liked were in most cases not offered. For example many girls at Bwacha, Kalonga, and Mukobeko wanted Fashion and Fabrics to be offered as an optional subject but it was not offered because most Head teachers avoided the expenses expected to be incurred because of practicals.

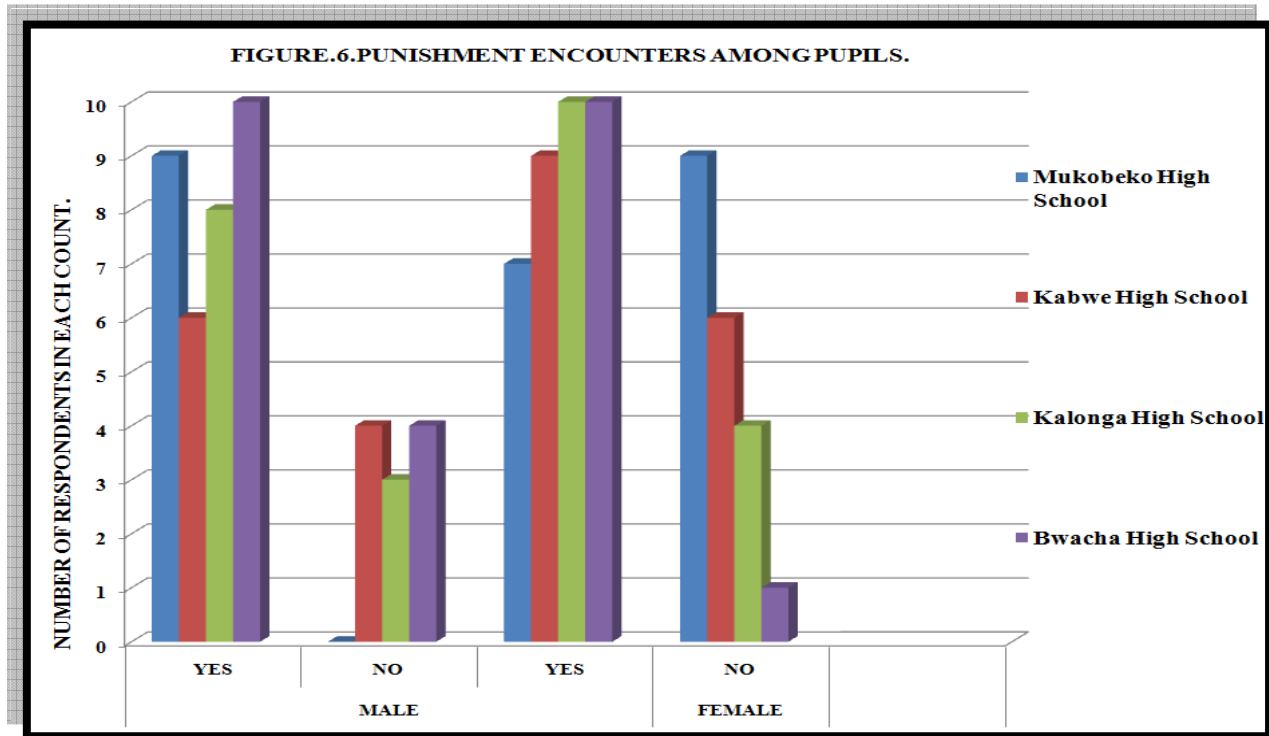


Figure 6 above shows the number of pupils that have ever received any form of punishment in the school and those that have never done so. The study showed that, about 33 out of 50 male pupils and 36 out of 50 female pupils admitted that they had encountered punishments of some sort due to some offences they committed in the school. On the contrary, 11 out of 50 male pupils and 20 out of 50 female pupils denied having ever encountered any form of punishment. However, 69 pupils on the aggregate admitted having received some form of punishment where as 31 denied the aspect of having ever been punished before. This implies that punishment are still being administered in schools regardless of the fact that corporal punishment was abolished in 1998 ratified by the enactment of parliament of 2002.

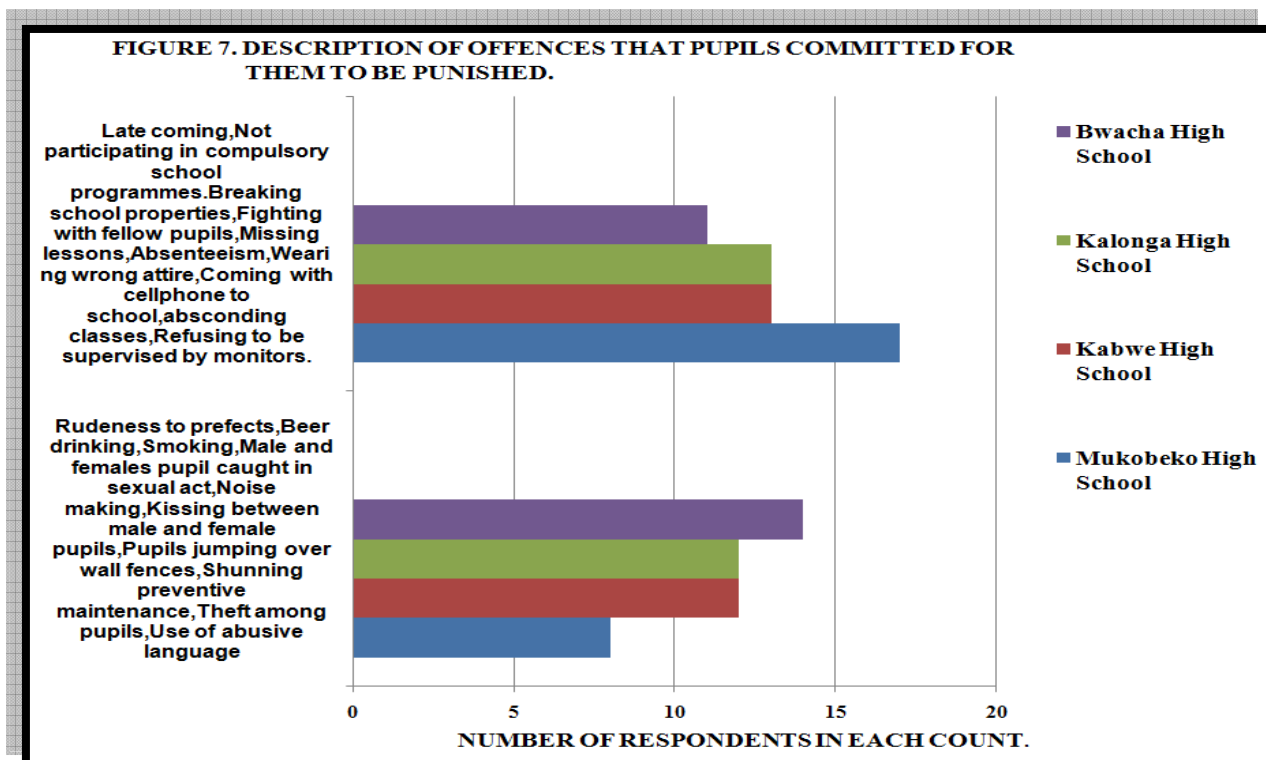


Figure 7 above shows a broad spectrum of offences that pupils committed in the schools for them to receive some punishment. 46 out of 100 pupils were for category 1 where as for category 2 there were 54 out of 100 pupils who confirmed having committed the said offences. This implies these offences are prevalent in schools and that are fatal form of offences all of them border on domestic sort of aspects. Policies such as re-entry policy have reduced the gravity which such offences such as intimate sexual relationship between male pupils and female pupils in that such MOE says there is nothing wrong with pupils proposing each other.

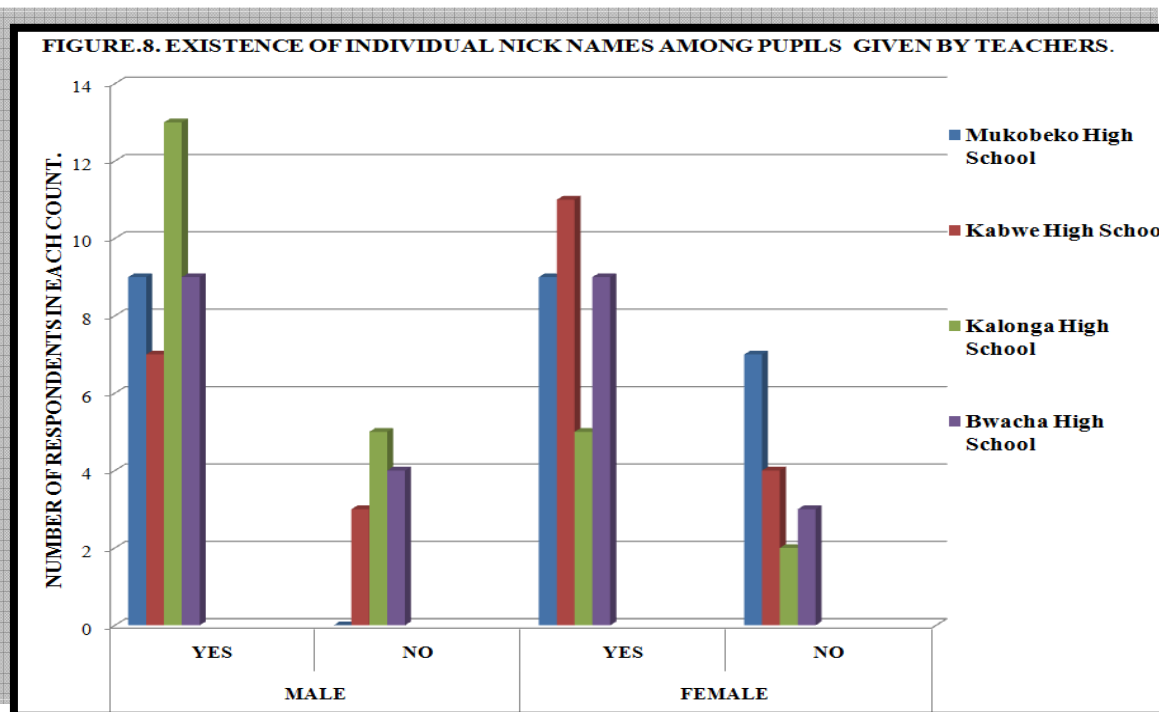


Figure 8 shows the statistics of how many pupils received labels from their teachers. The study showed that 38 out 50 male respondents and 34 out of 50 female pupils assented to the fact that they had been nick named before by their teachers. Focused group discussions revealed that many pupils never reacted badly to nick names that emanated from their ingenuity. Infact they liked to be called by such names as the Doctor, Pastor for those pupils who preach during school assembly. On the contrary, some pupils detested the habit of being called by certain nick names and so they reacted badly. For example such a name as *Ba Mbushi* was given to pupils who liked chewing bubble gums in class meaning *Mr. Goat* and *Ba Cockroach* was given to untidy pupils. However, pupils also in turn did nick name teachers following their

deportment in the school. For those who spoke very loudly when teaching, such a name as Sub woofer was given. Mathematicians were called by their favourite instruments like abacus. This was a clear demonstration that pupils took everything in a play way. This implies that labeling is very common in schools. However, those who went into extremes from both sides faced queer reactions from the targeted individuals.

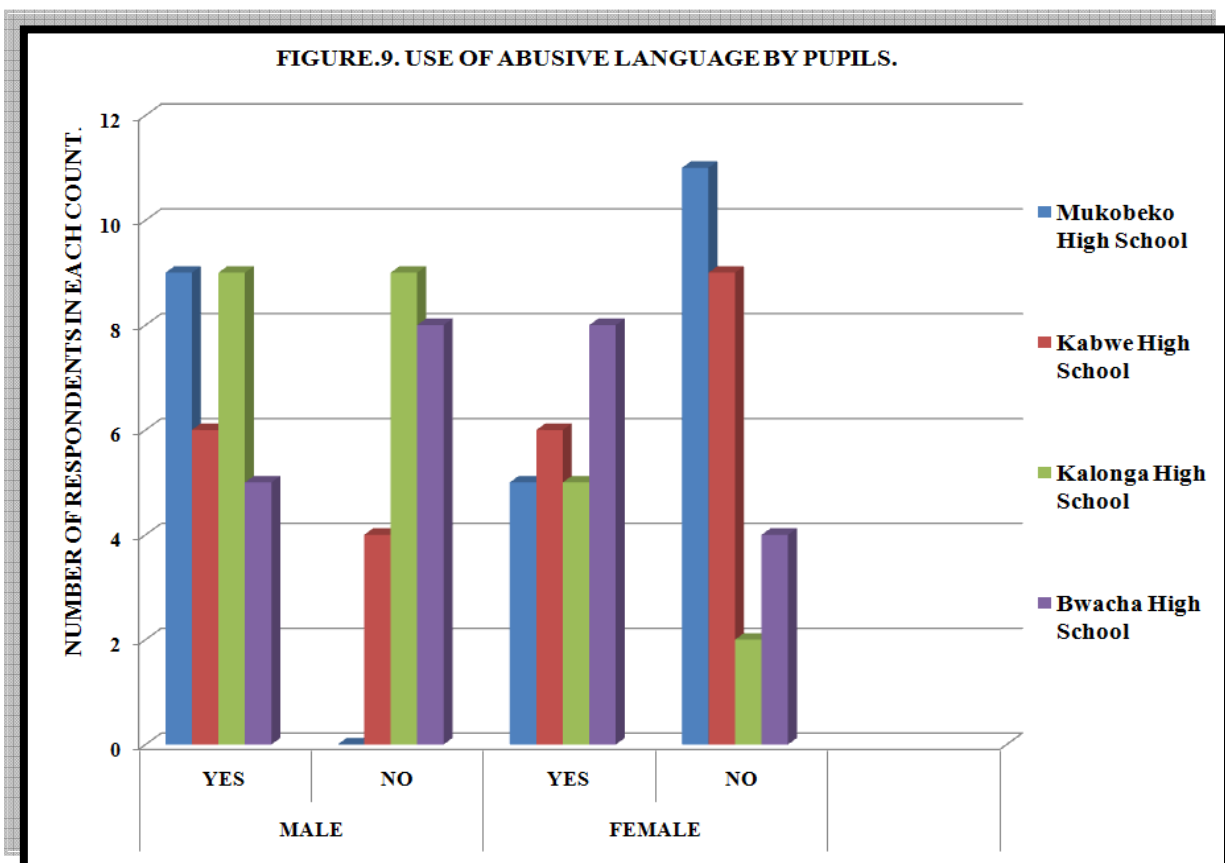


Figure 9 above shows pupils' impression in as far as the use of abusive language in the school was concerned. The study showed that about 29 out of 50 male respondents and 24 out of 50 female respondents admitted having used abusive language in the school. About 26 out of 50 females and 21 out of 50 males said that they had never used any abusive language in the school. Going by these figures, it was clear that abusive language was more prominent among the males.

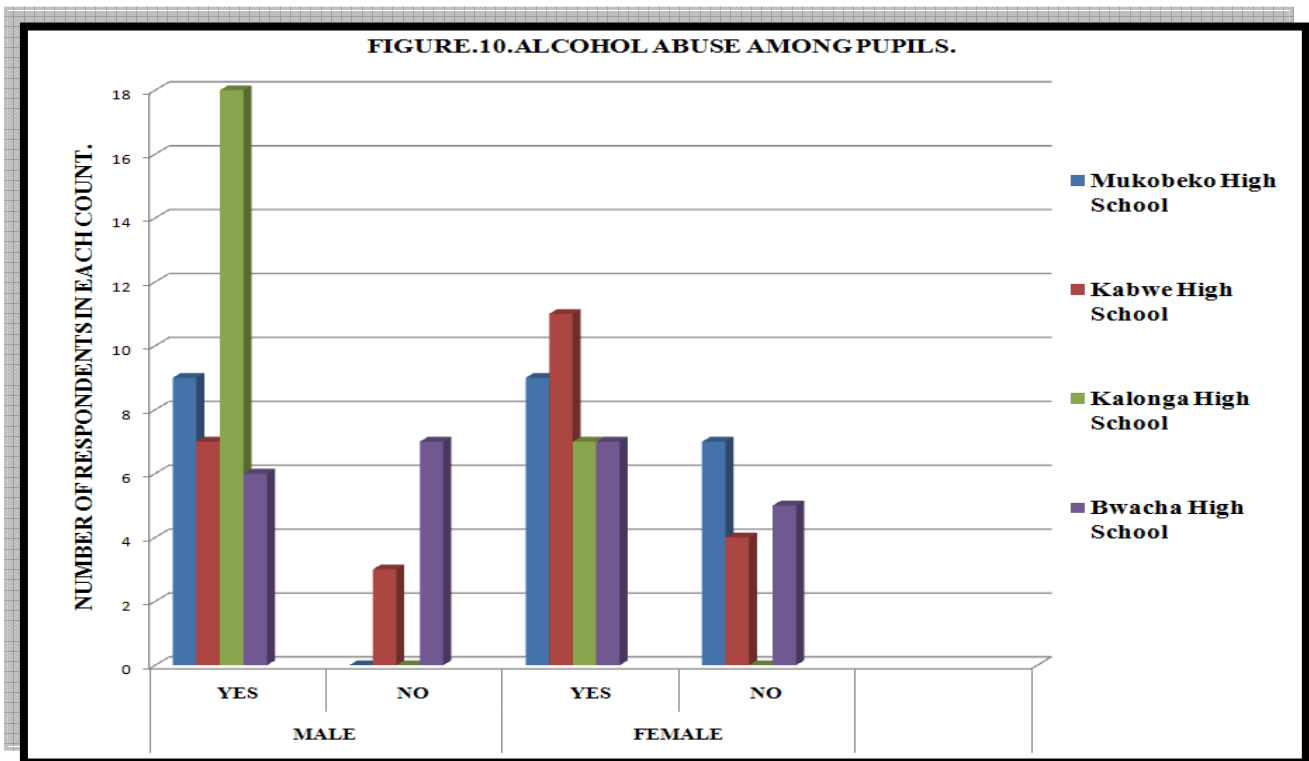


Figure 10 above shows the extent to which pupils abused alcohol. The study showed that 40 out of 50 male respondents which is equivalent to 80% and 34 out of 50 female respondents which is equivalent to 68% acknowledged affirmatively that there were some instances when they had imbibed some beers. Focused group discussion held in the schools under study revealed that pupils had special hide out places which only their fellow peers patronised. The place was called platinum. They also revealed that whenever schools held variety shows, most of the pupils did imbibe some beer due to excitement and fun. They confessed that pupils mixed small sachets of beer called *tujirijiri* with soft drinks in their water drinking bottles and they imbibed the contents intermittently. Beer drinking was a very common habit among pupils. Some pupils absconded classes and dashed to the bars. These pupils usually go to play pool table and in the process they quaff some beer and smoke cigarettes. Surprising enough bar owners did not restrict such pupils from entry despite seeing them in school uniforms.

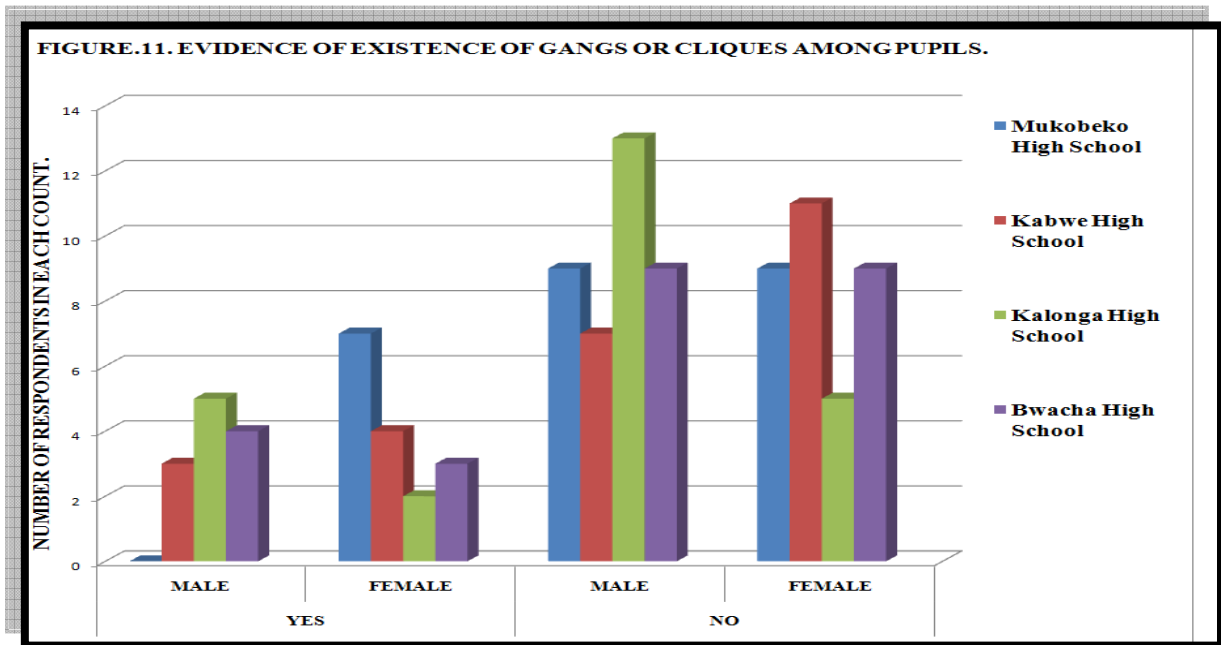


Figure 11 shows pupils' responses as to whether they had ever seen any gang or clique in their schools. The study showed that 38 out of 50 male respondents and 34 out of 50 female respondents indicated that they had never seen any gang in their schools. Only 12 out of 50 males and 16 females admitted having seen a gang. This implies that there was only very few isolated sets of gangs. Pupils at Kalonga only recalled of a gang called Tokonozo sometime in the past. This gang was known for doing nasty things such as smoking marijuana, beating up fellow pupils and so forth.

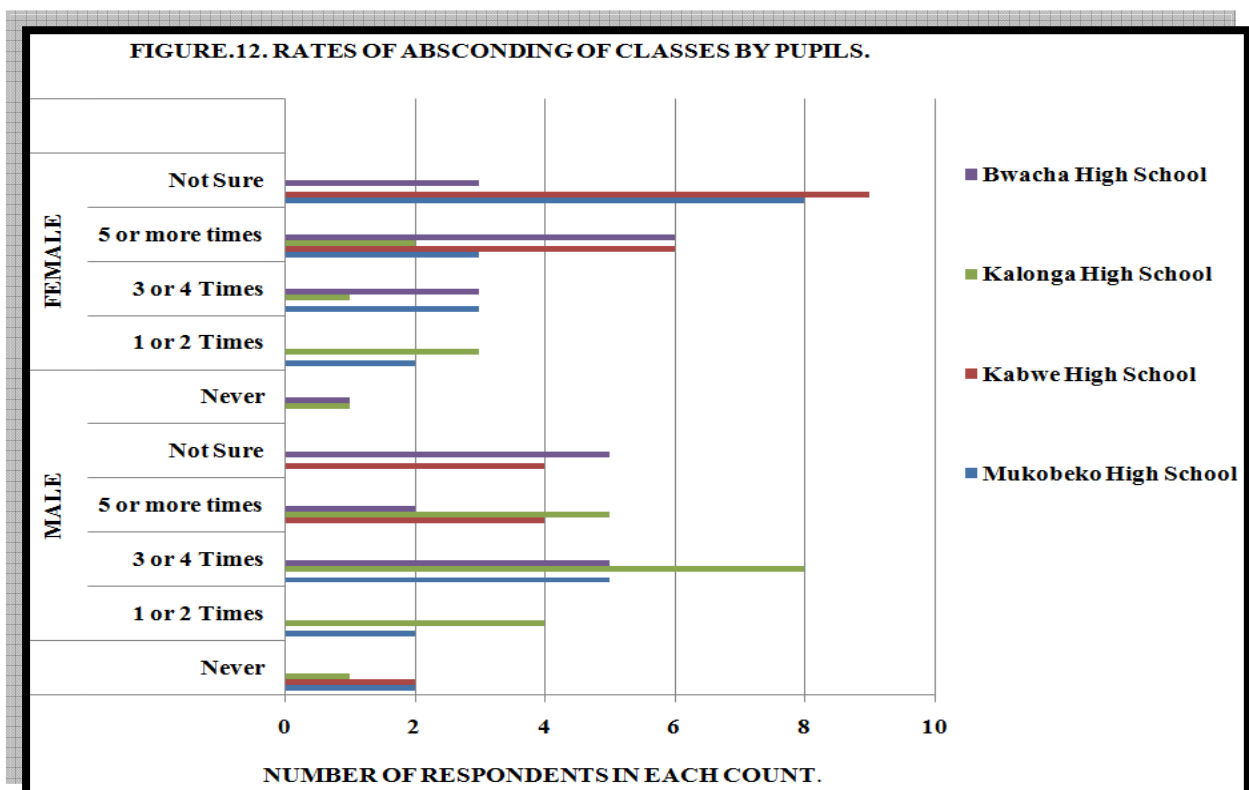
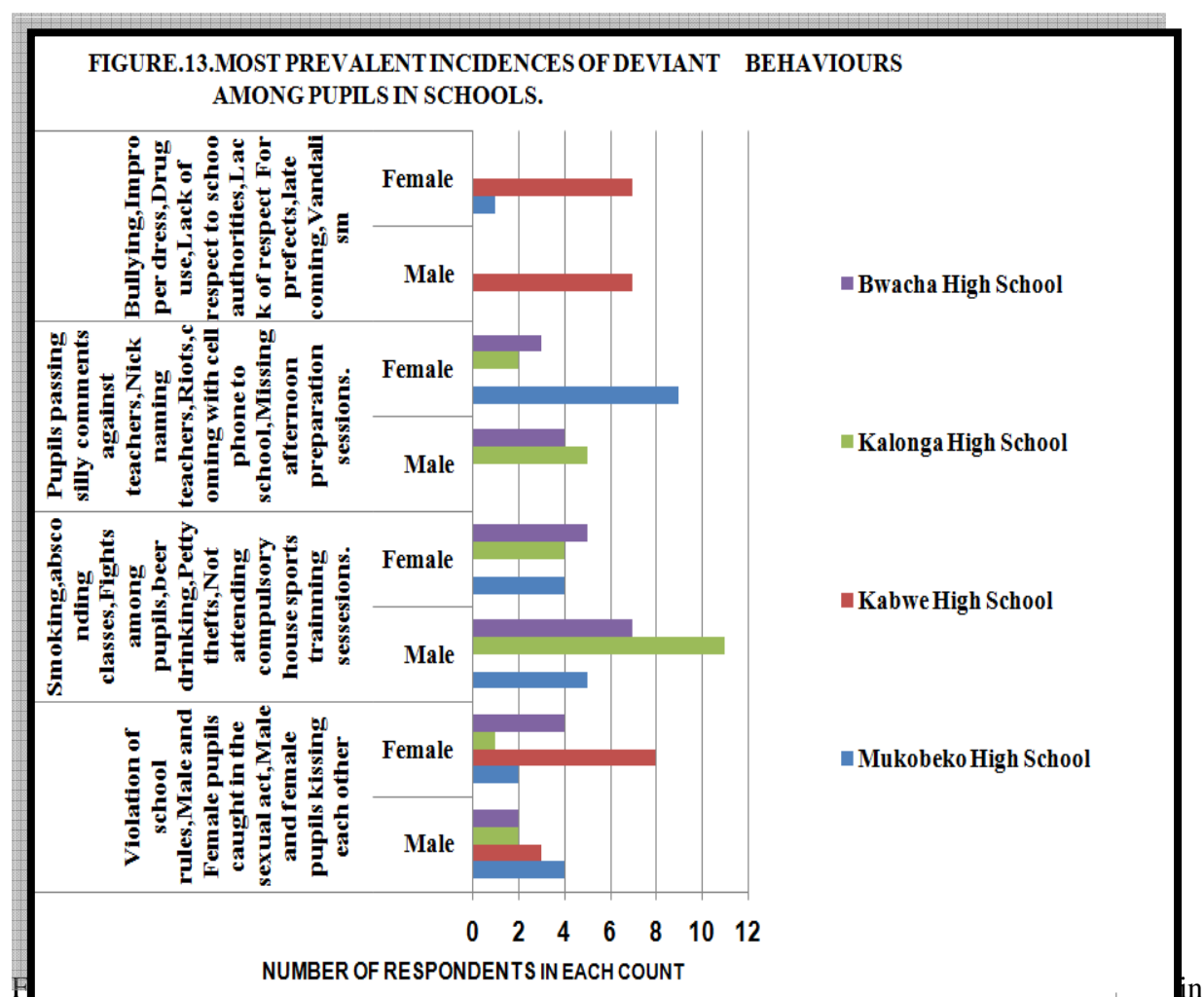


Figure 12 above shows the rates of pupils absconding classes. The study showed that 5 out of 50 male respondents and 2 out of 50 female respondents had never absconded any classes. The vast majority equating to 45 out 50 or 90% male respondents and 48 out 50 Or 96% of the female respondents did admit that they had absconded classes a number of times. This implies that absconding of classes by pupils was quite on the increase owing to the poor and ineffective social control systems that were applied in these schools. In focused group discussions pupils explained there were some high level of discrimination in as far as the admission of late comers was concerned. For example the pupils who were driven by their parents to school were freely admitted, where as commuters were either barricaded at the gate or served with what they called “CPs” meaning call your parents. So such pupils would rather play truancy whenever they came late to school.



the schools under study. The study showed that pupils at Mukobeko deemed categories 2 and

3,as for Kabwe 1 and 4,Kalonga 2 and 3 and Bwacha 1 and 2 as the most prevalent acts of deviant behaviours in their schools.

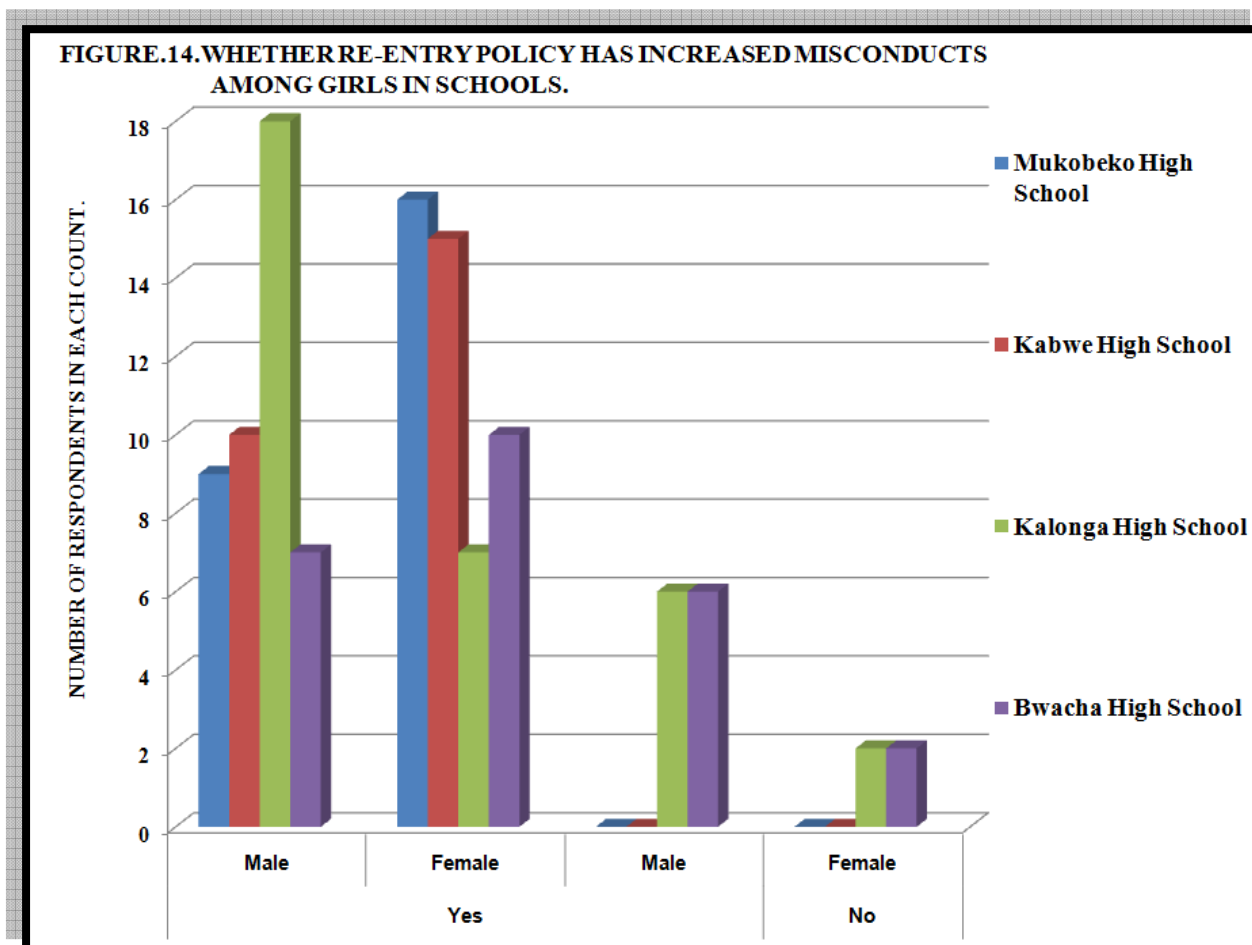


Figure 14 above shows pupils impression on the impact of re-entry policy for pregnant girls in as far as their behavioural conduct was concerned. The study showed that 44 out of 50 males and 48 out of female responded where of the view that re-entry policy impacted negatively in as far as the behavioural trends of girls who entered the was policy was concerned. Focused group discussion revealed that most pupils who passed under the auspice of the policy were labeled as mischievous and became victims of sexual abuse even to their own teachers. And so instead of reforming them the policy lessens their fear of engaging sexual related activities for

they knew that they would still be re-admitted to school after their maternity leave. However, boys cried foul that they were not taken care of by the policy.

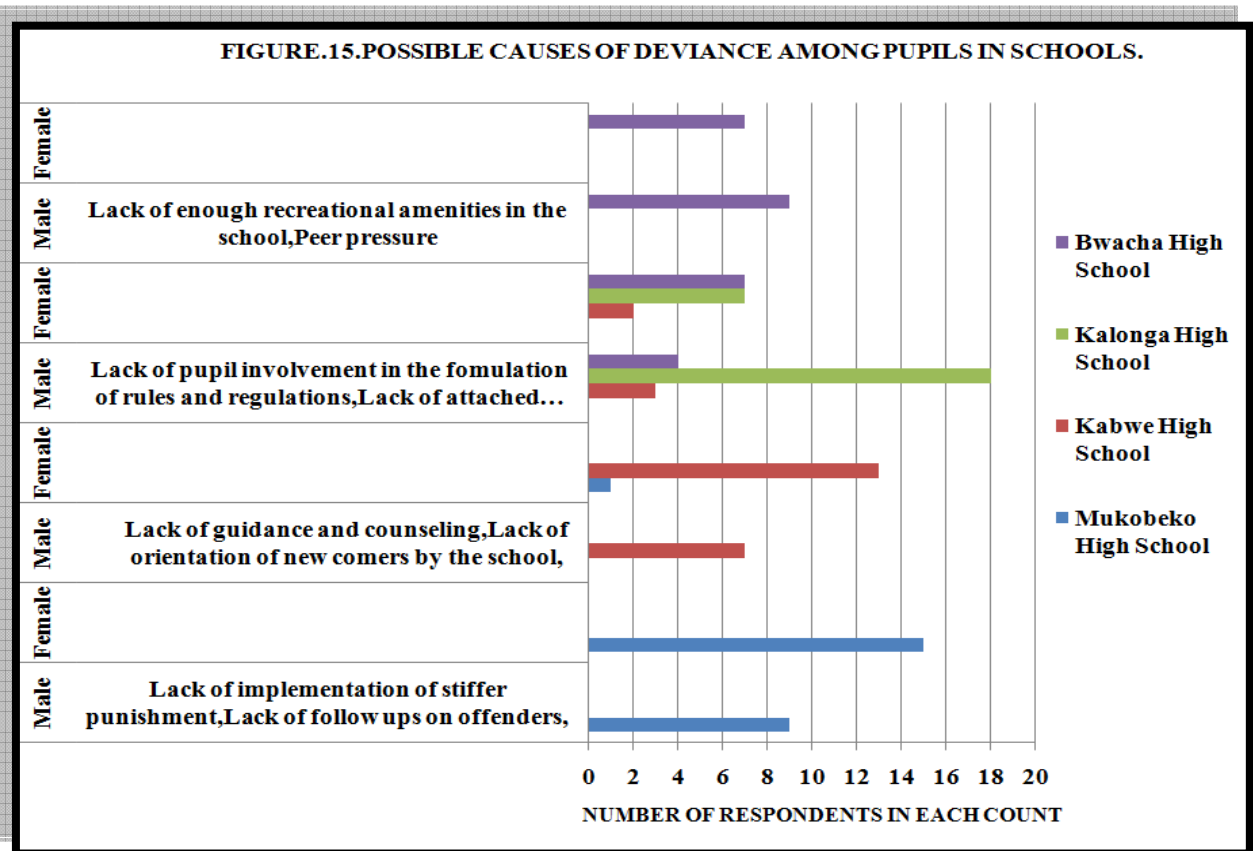


Figure 15 shows the impression of pupils on the possible causes of deviance among themselves in their schools. The study showed that Mukobeko cited Lack of implementation of stiffer punishment to offenders and lack of follow ups as the cause of deviance, Kabwe cited Lack of guidance and counseling and orientation as the cause. Kalonga cited lack of pupil involvement in the formulation of rules and regulations and non attachment of penalties to be applied to each rule that was infracted and Bwacha cited Lack of enough recreational facilities and peer pressure as the cause.

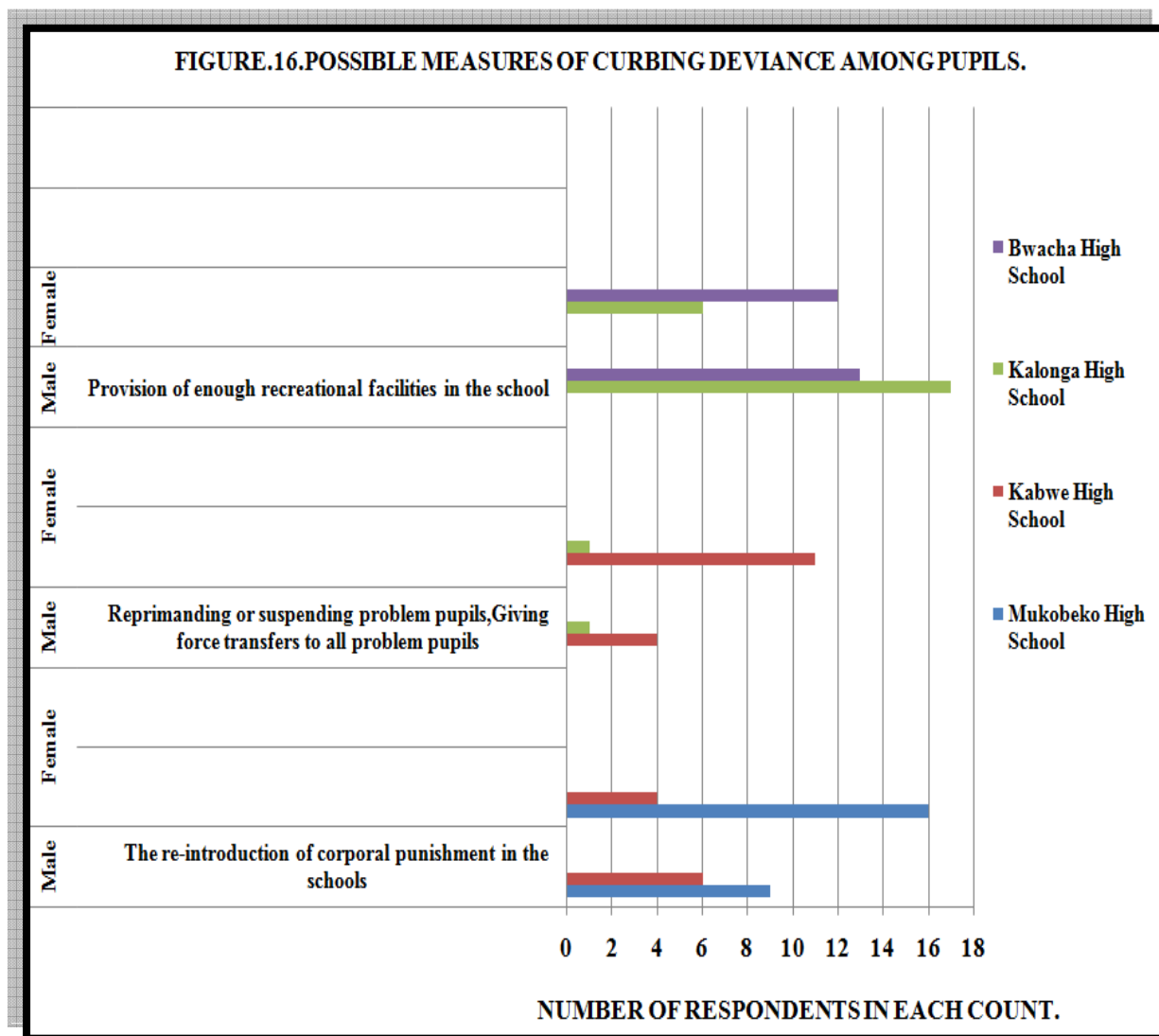
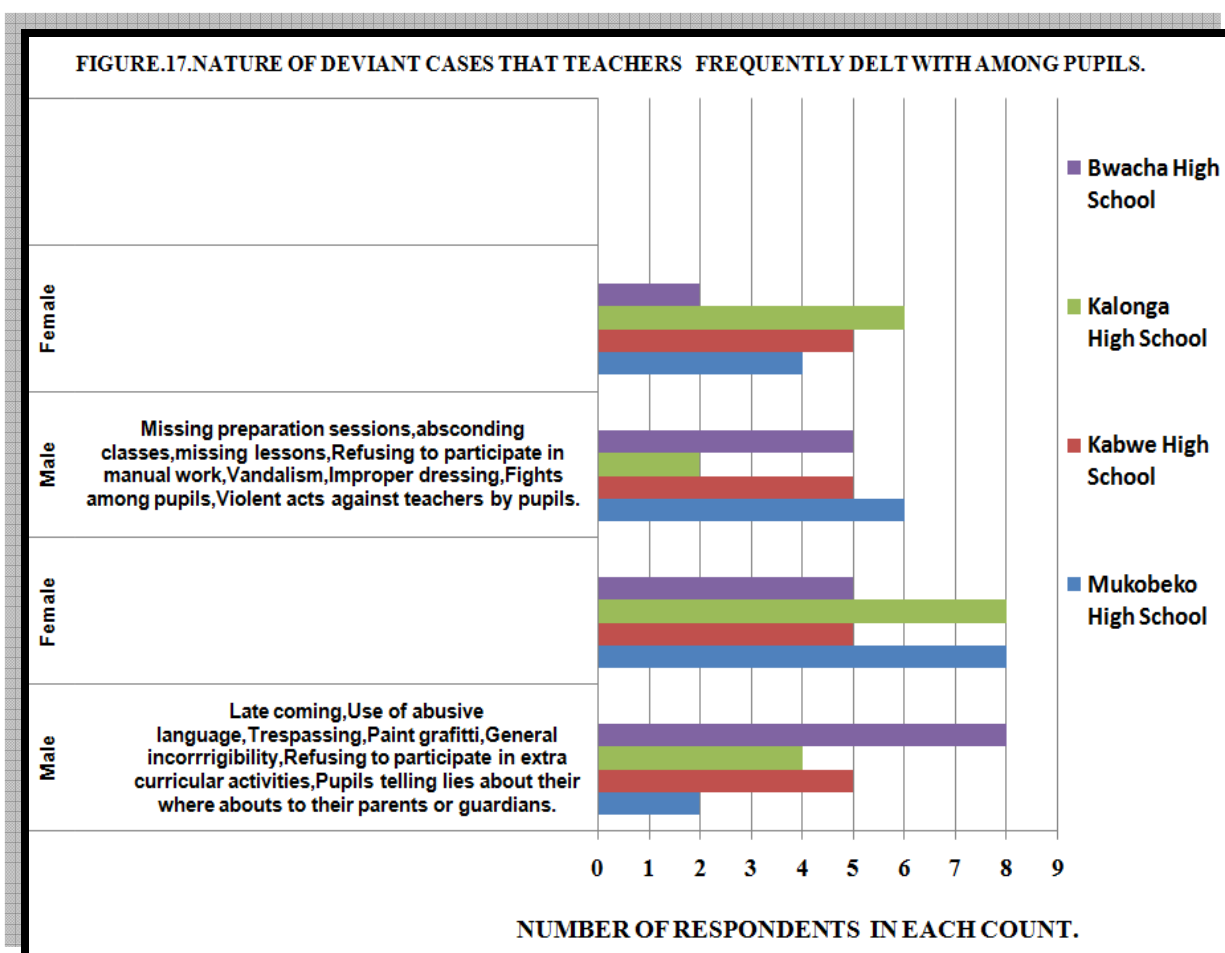


Figure 16 shows pupils suggestions of what they thought were the possible measures that could help curb deviance among pupils in schools. The study showed that 35 pupils suggested the re-introduction of corporal punishment in schools, 17 pupils suggested Reprimanding and suspension of problem pupils, banning problem pupils from writing ECZ set examinations, Giving force transfers to problem pupils or summoning the parents of problem pupils and 48 pupils cited provision of enough recreational facilities in the school, creation of an enabling school environment by the teachers and administrators and stocking of proper students disciplinary records.

Teachers' Perception of the Factors Leading to Deviant Behaviour in Selected High Schools of Kabwe District;

The following section presents the findings based on the teachers' responses to the questions regarding the factors that led to deviant behaviours among pupils in selected high schools of Kabwe District.

Figure.17 below gives an insight of the nature of deviant cases teachers deal with frequently in their every day encounter with pupils.45 cited category 1 with cases ranging from late coming to telling lies where as 35 pupils cited category 2 with cases ranging from missing preparation sessions to violent acts against teachers and prefects.



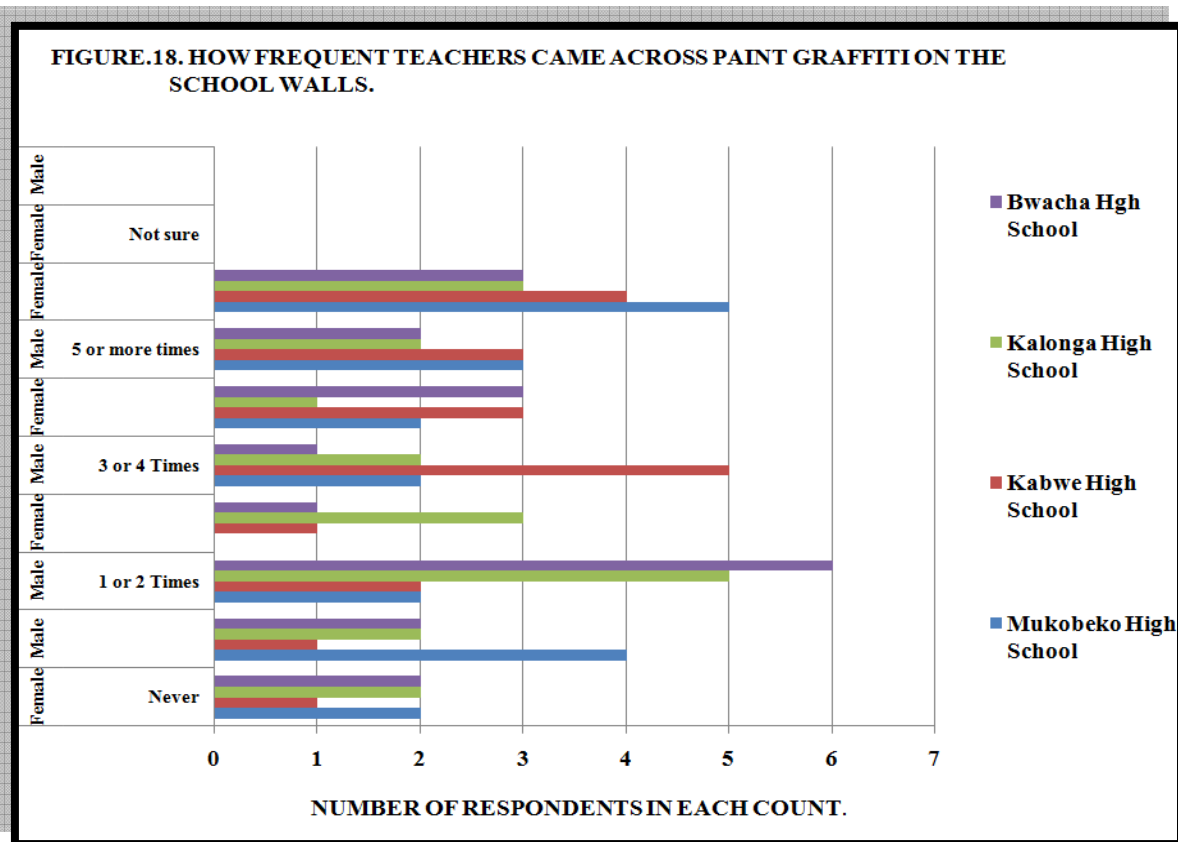


Figure 18 shows how often teachers came across paint graffiti in the school. The study showed that about 16 out of 80 teachers said they had never come across any paint graffiti on school walls. However, 64 teachers which was equivalent to 80%. This implies that sign writing and paint graffiti was quite a menace in schools. It was quite surprising to discover that pupils extended their writing in nearby public bars. This certainly meant that this was one of the means pupils expressed their ill feelings. Many teachers suggested that the provision of suggestion boxes would curtail these habits.

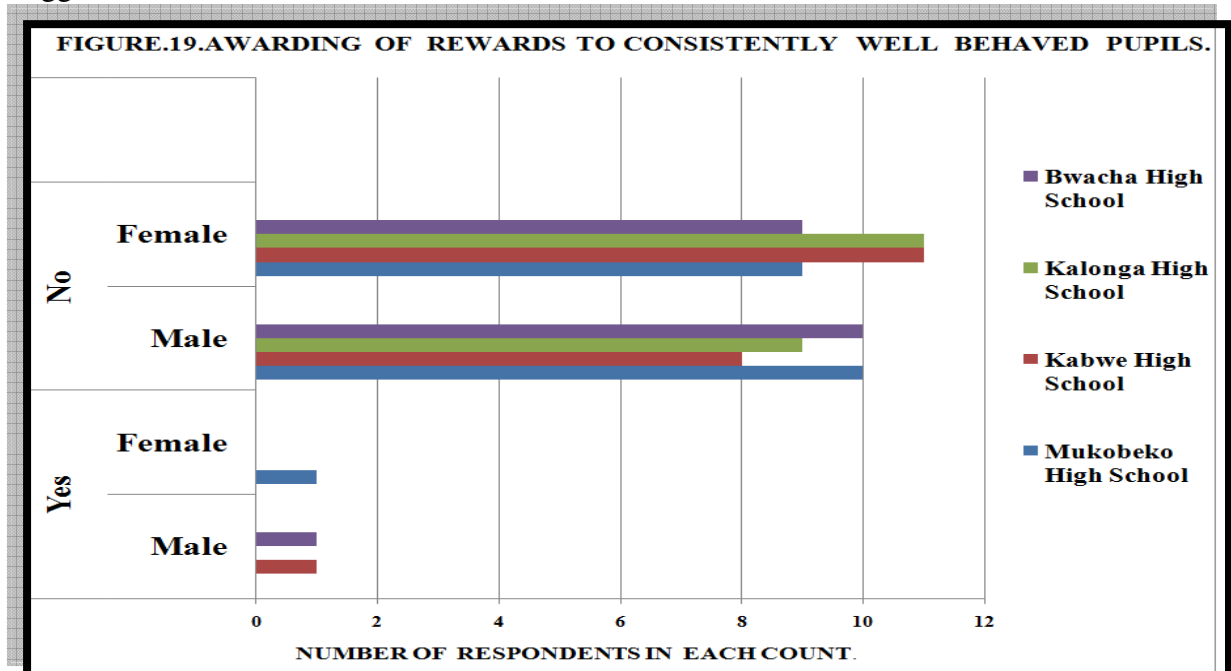


Figure 19 above shows that out 77 out of 80 teachers did not give any rewards to the consistently well behaved pupils. Most of them alluded to the fact that they ignored the gesture because they thought it was the role of school administration. The researcher asked them as to whether they followed up pupils' moral conduct the majority said they were pre-occupied with the preparation of schemes and weekly fore cast which administrators always demanded to signify quality teaching and that the very head teachers could accept the excuse one was engaged in following up pupils' moral conducts in the event of submitting schemes of work. The study revealed that most of the teachers ignored the value of reinforcing good behaviours through rewarding pupils who behaved well. Hence most the pupils joined the band wagon of deviants.

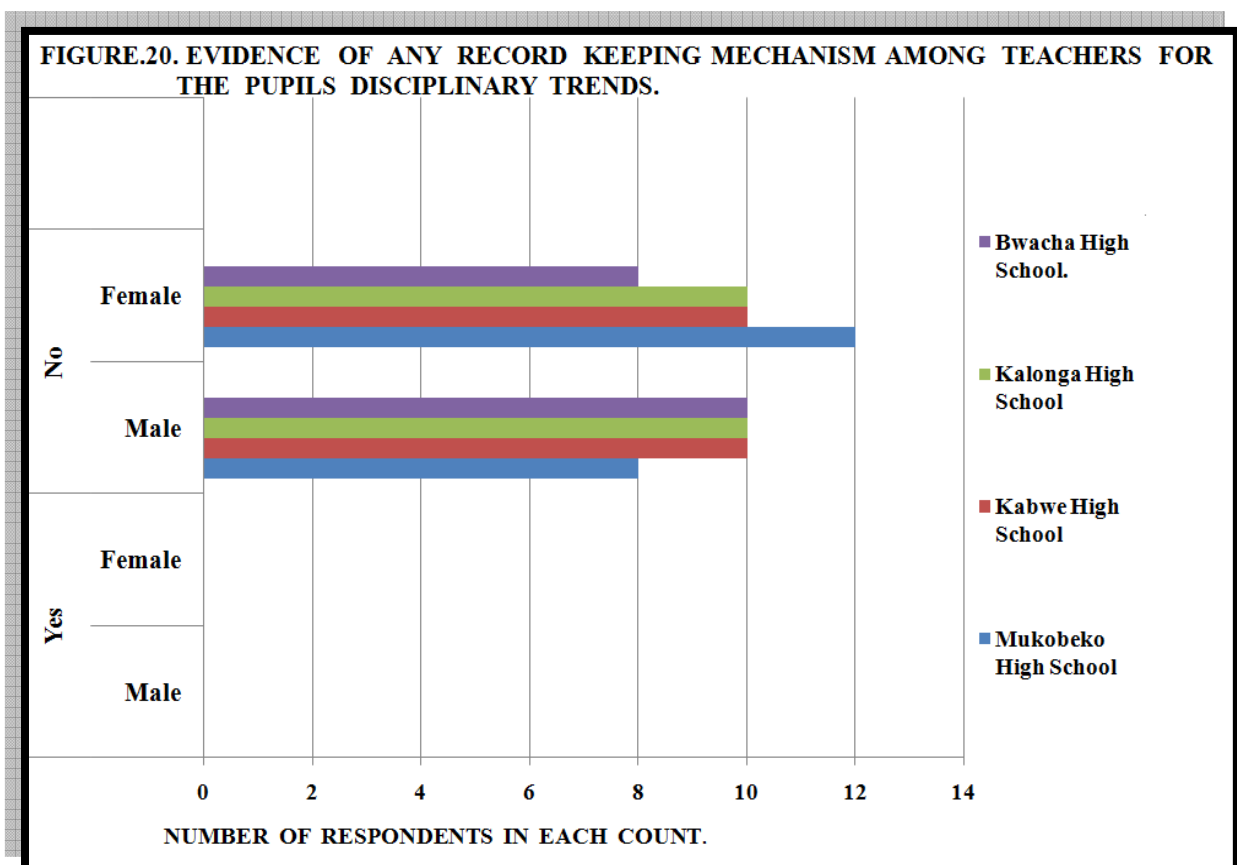


Figure 20 above shows the outcomes of whether there was any evidence of record keeping among teachers for the pupils' disciplinary trends. The study showed that of all the 80

respondents none of them had any sort of pupils' disciplinary records. The majority of the teachers did not keep any records of their pupils' disciplinary trends. Upon being asked as to whether they adhered to the demands of MOE about the need for the following items to be displayed in the class room that is, a chart showing the structure of the disciplinary organs in the school, Up-to-date minutes of the disciplinary committee meetings, case record book for disciplinary cases, evidence that the school maintains consistence disciplinary procedures, School report files, Record books/file of discipline cases, a set of clear school rules and regulations accompanied by the code of conduct, A class size of 40 pupils, Procedures on corporal punishment in line with the Education Act, The class room routine displayed in appropriate places, none of them assented to the fact that they had complied to this requirement.

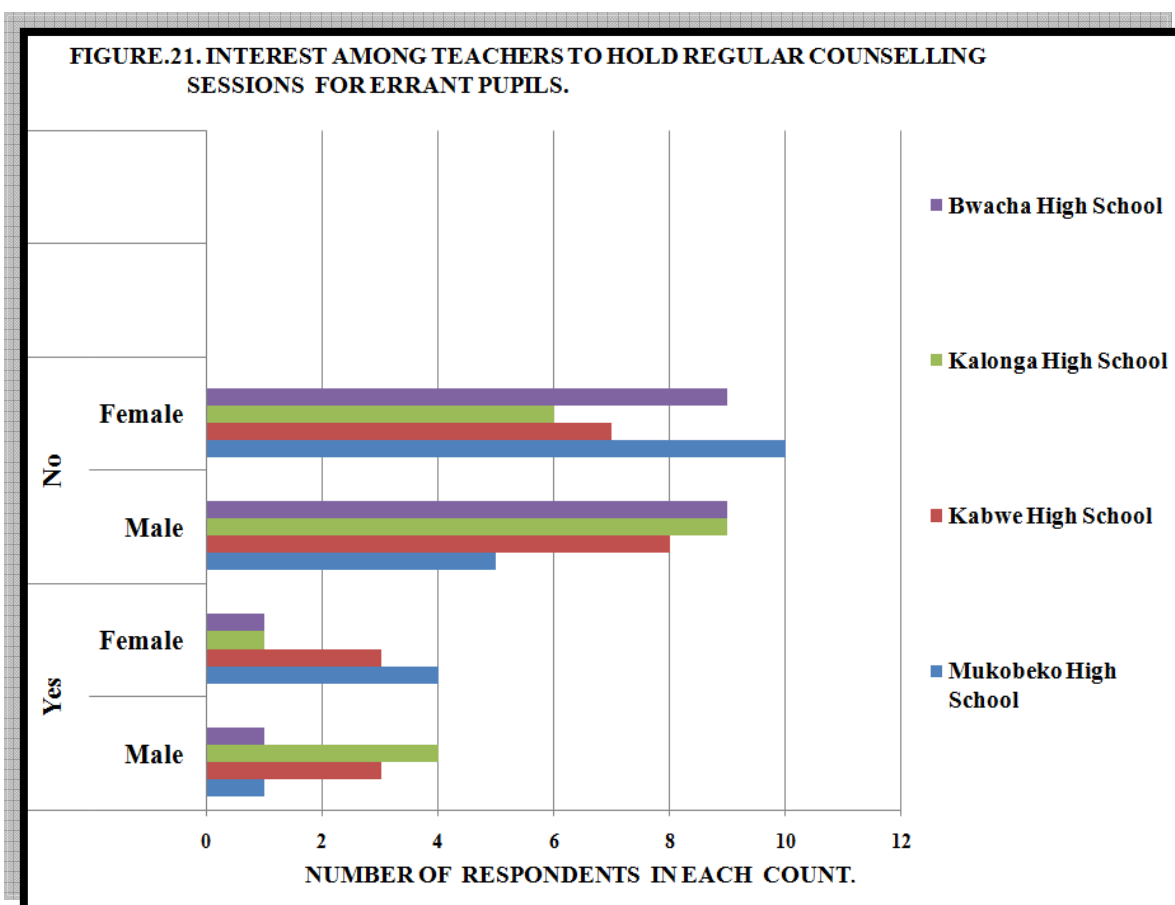


Figure 21 above shows teachers' responses as to whether they had any interest to hold regular counseling sessions for errant pupils. The study showed that 63 out of 80 teachers indicated that

they never held any counseling sessions for errant pupils. Only 17 out of 80 teachers indicated that they held regular counseling sessions among pupils.

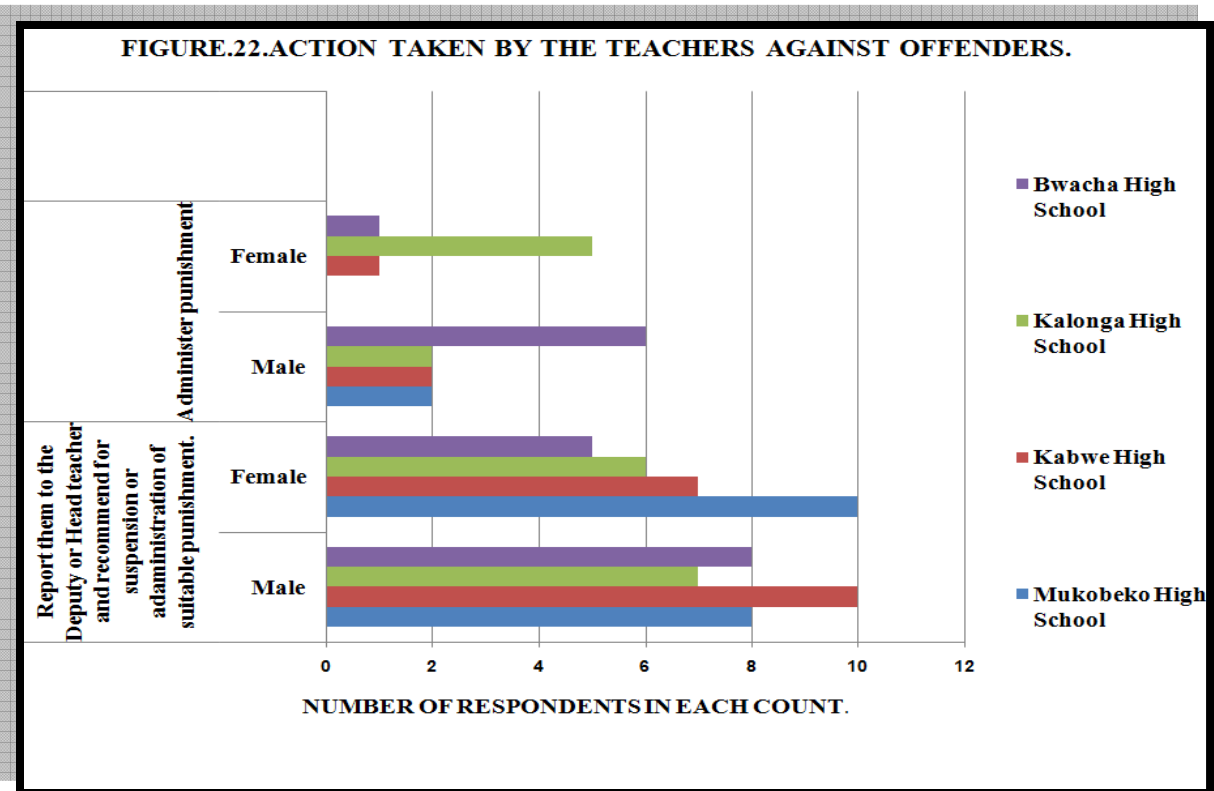


Figure 22 above shows the action that teachers took against the culprits who were brought to book. The study revealed that about 61 out of 80 teachers indicated that they reported all cases of culprits to the Deputy Head or Head teacher where as 19 out of 80 which was equivalent to 24% indicated that they did administer punishments in their own jurisdiction. This implies that the majority of the teachers did not know their boundaries in as far as the existing restraint of not inflicting pain on pupils and abolition of corporal punishment was concerned.

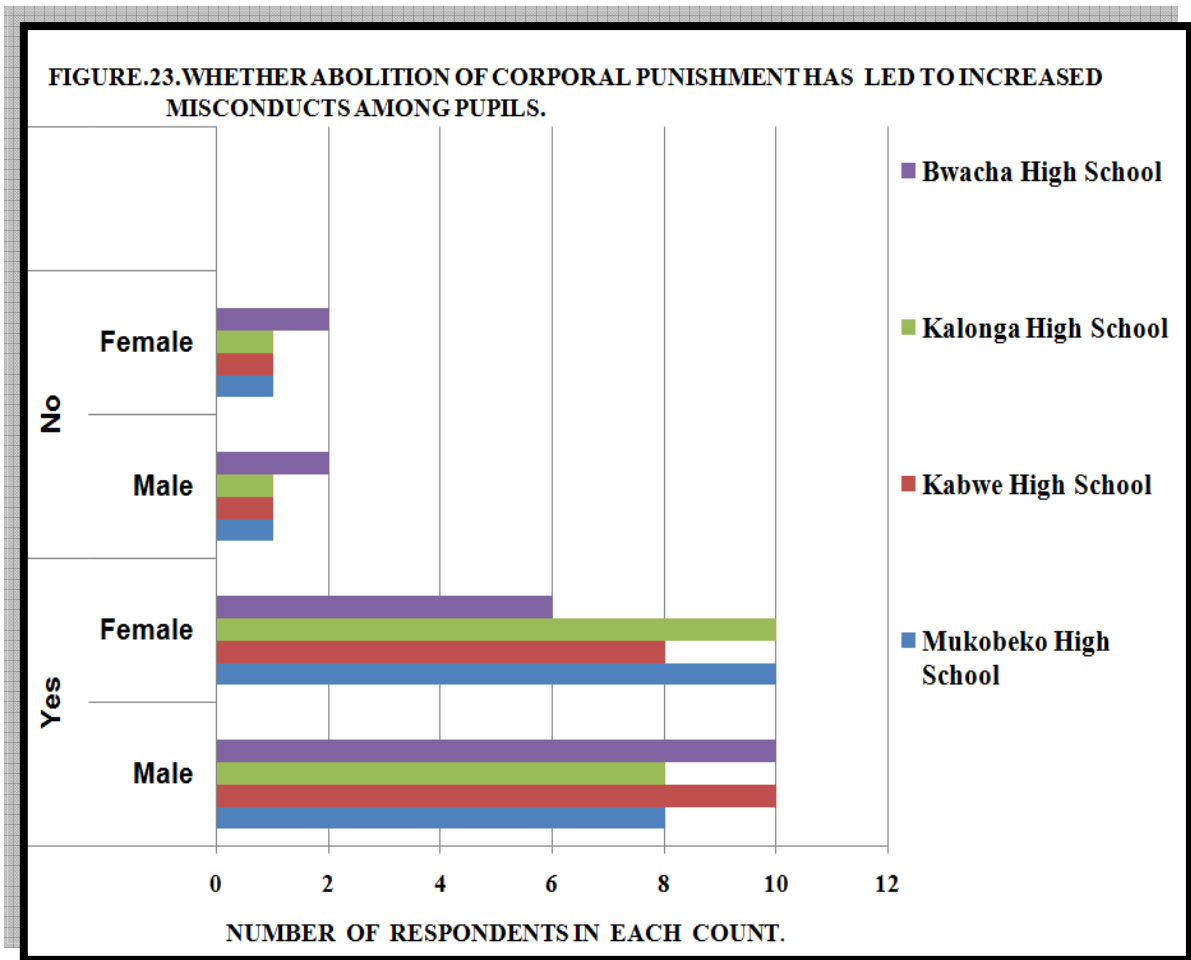


Figure 23 shows the teachers responses on whether the abolition of corporal punishment in schools had led to increased rate of misconducts among pupils. The study revealed that 70 out of 80 teachers indicated that the abolition of corporal punishment did increase the rate of misconducts among pupils where as 10 out 80 teachers said the abolition of corporal punishment in schools did not increase the rate of misconduct among pupils. The over all impression that can be deduced is that the abolition of corporal punishment had some never effects in as far as social control system were concerned in the schools.

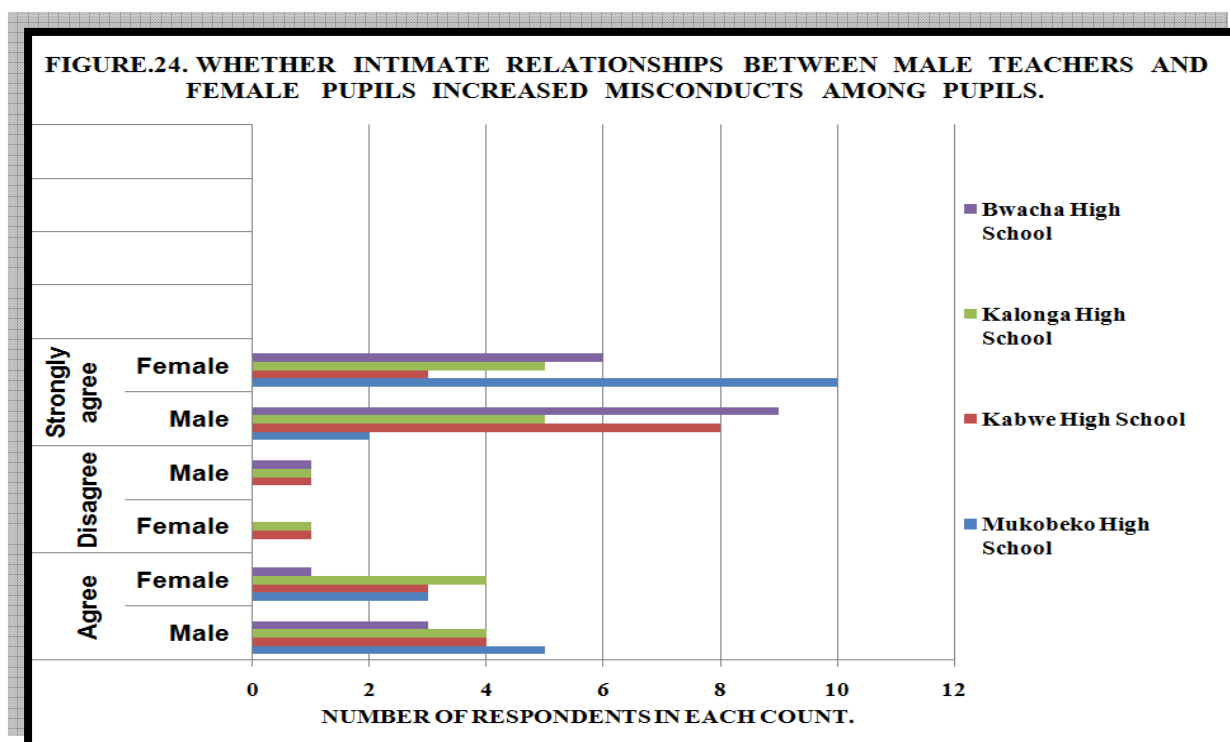


Figure 24 shows teachers' responses on whether intimate relationship between teachers and female pupils increased misconducts among pupils. The study indicated that 5 out of 80 teachers disagreed with the above intimation. However, 48 out of 80 teachers responded in the affirmative that they strongly agreed and 27 out of 80 teachers did agree to the above assertion. This implies that intimate relationships between female pupils and male teachers had some negative impact in as far as pupils conduct was concerned.

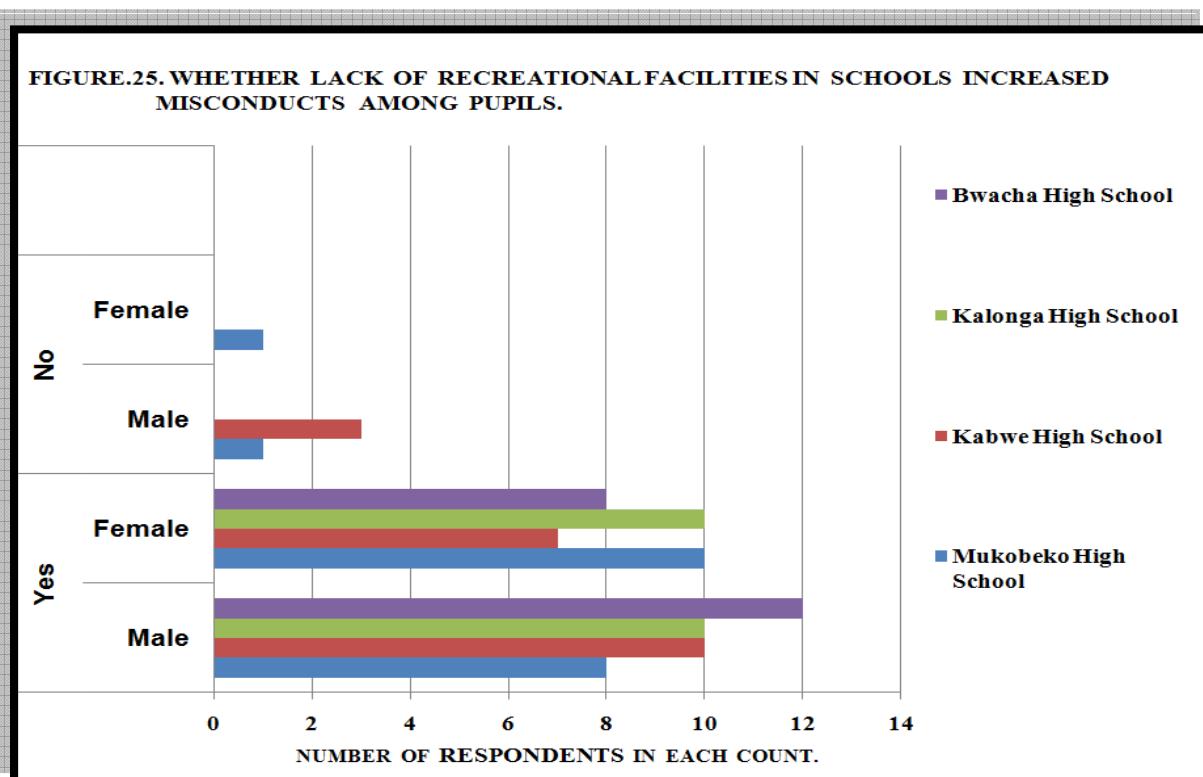


Figure 25 shows teachers responses on whether lack of enough recreational facilities in schools had influence in the increase of misconducts among pupils. The study showed that 75 out of 80 teachers indicated that lack of enough recreational facilities in the schools did increase misconducts among pupils and 5 out of 80 teachers said that lack of recreational facilities did not increase any misconduct among pupils. This implies that lack of recreational facilities did lead a lot of pupils to engage into deviant acts.

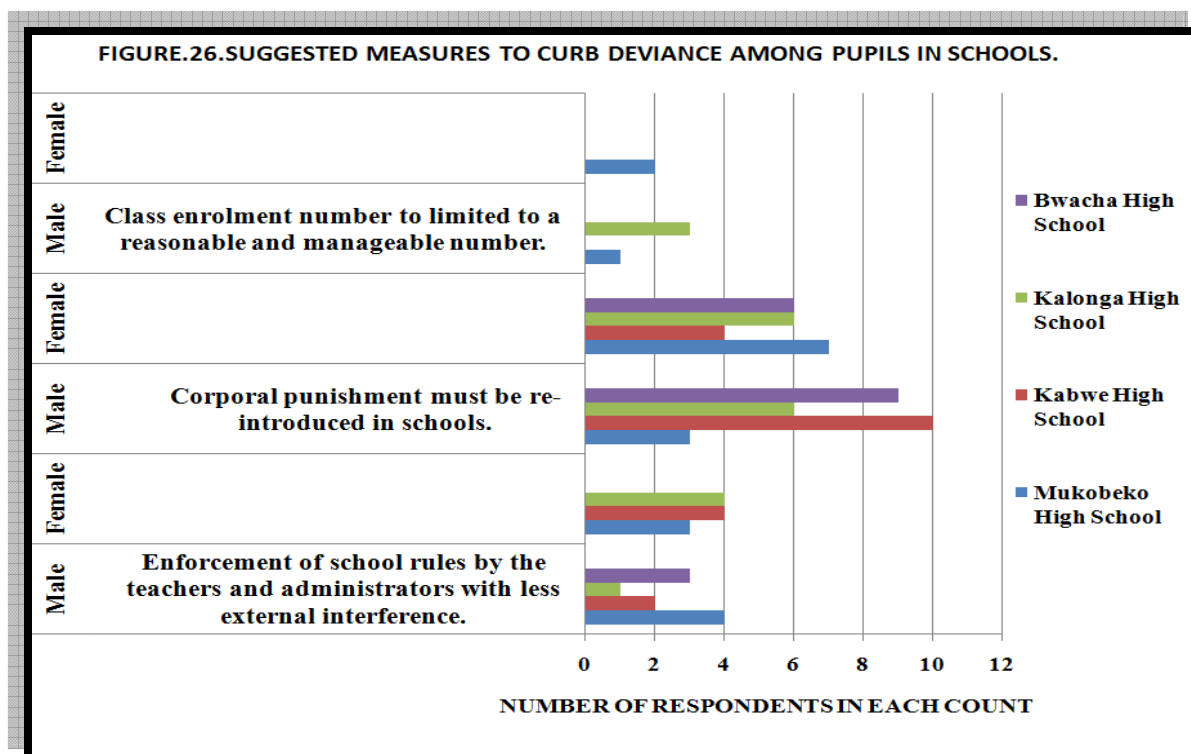


Figure 26 above gives teachers' impression on what they thought were the possible measures that would be put in place in order to curb deviance. The study revealed that 26 out of 80 teachers indicated that enforcement of school rules by the teachers and administration with less external interference would help curb the rate of deviance among pupils to some extent, whereas 49 out of 80 teachers indicated that the re-introduction of corporal punishment in schools would play a very remarkable change in as far as curbing deviance among pupils was concerned. And 8 out of 80 teachers said that limiting class enrolment numbers would help to curb deviance among pupils. From the above statistics it can be deduced that most teachers felt corporal punishment was a vital and effective tool in as far as pupils' school disciplinary control measures were concerned.

CHAPTER FIVE

DISCUSSION OF FINDINGS

The study revealed that there were quite numerous types of deviant behaviours prevalent among the pupils in the high schools under study. The following categories of deviant behaviours were confirmed as being prevalent. Category 1. *Smoking, beer-drinking, fighting, class boycotts, school riots, general theft, pupils patronizing bars.* Mukobeko rated 36%, Kabwe rated 20%, Kalonga rated 24% and Bwacha 76%. Bwacha had the highest percentage in this category. Category 2. Included, *Late coming, wearing wrong attires, absconding classes, girl- male teacher intimate relationship, girl-boy intimate relationships, trespassing,* and they were rated as follows, Mukobeko 4%, Kabwe 12%, Kalonga 68% and Bwacha 16%. Kalonga recorded the highest score. Category 3, included, *Use of additional materials during examinations, involvement in leakage of examination papers, pilfering of school books,* and these were rated as Mukobeko 44%, Kabwe 60%, and Kalonga 8%, and Bwacha 16% Kalonga recorded the highest score again in this category. Other types of deviant behaviours that were prevalent in the above schools at varying rates were, Paint graffiti at 51% for all schools, Dropping of subject 48%, Rudeness to prefect, Kissing between male and female pupils, Pupils jumping over wall fences, Shunning preventive maintenance, were all rated at 46%, Use of abusive language 53%, Not participating in compulsory school programmes, Breaking school properties, Missing lessons, Wearing wrong attires, Coming with cell phone to school, refusing to be supervised by class monitors and prefects, were all rated at 54%, Nick naming of pupils and teachers 72%, Gang activities among pupils 28%. Despite recording varying levels of deviance prevalence the study revealed the types of deviant behaviours that prevailed in the above mentioned schools common and wide spread.

Social construction theory states that it is societies that determine where the line between normal and abnormal behavior is drawn. Thus society members including physicians, parents, teachers, and others are the ones who determine which diagnostic criteria are applied and thus determine the number of people affected. This is exemplified in the fact that the DSM IV arrives at levels of ADHD three to four times higher than those obtained with use of the ICD 10. The American Academy of Child Adolescent Psychiatry (AACAP) highly linked Attention

Deficit Hyperactivity Disorder (ADHD) to many overt behaviours that children exhibited. Thomas Szasz, an extreme proponent of the social construction theory, has gone so far as to state that ADHD was "invented and not discovered.

And so many the nature of deviance that were revealed in this study have multiple causes. The teachers ought to delve deeper in their psychology theories if they wish to control these behaviours without any tensions or frustrations.

Factors that led to Deviant Behaviours among pupils.

Social Background,

Habits are said to be all easy to be formed but so difficult to be eradicated. Parental influence in the early stage of child development played a very important role in the development of the child's character. Bandura and Walters (1963 p.28) referring to (Anastasi and Foley, 1949) states that, 'Studies of identical twins who have been reared apart, lead to the conclusion that even when genetically determined attributes remain relatively constant, social-learning variables may produce marked differences in patterns of social behaviour.'

Bandura and Walters demonstrated the fact that a single set of social-learning principles could account for the development of both prosocial and deviant behaviour and for modifications of behaviour toward greater conformity or greater deviation. Houteff (1955) stated that, There three schools namely Home school, Church school and Public school of the three, the Home school was the most important. This implies that parents had a bigger role of moulding the character of children so that it was established on the firm foundation. Macbeth (1989.p.3) defined education as school learning plus home learning plus community learning. However, a great deal of learning-especially with regard to attitudes and motivation-happens outside school, much of it in the home, particularly in the early years. To the influences of family, peer-group and neighbourhood we may add the increasing pervasiveness and sophistication television and other media. Of course, it is not reasonable to expect a school to counteract these influences when they are not harmful, and non-school learning only becomes disadvantageous when teachers recognize its existence and its ill effect.

Of course, not all non-school education happens in the home. But families, especially parents, have substantial influence the nature of the community learning which a child experiences. Parents generally determine the neighbourhood in which the child grows up, what books, newspapers, television or entertainment he encounters, what sports or cultural activities he is encouraged to pursue and even to some extent, what friendships he will develop. Further, the huge majority of parents had a genuine, deep concern for the welfare of their children, have powerful emotional bonds with them, provide reference models which they copy, influence their attitudes, and usually know more about their child than anyone else.

The deviant behaviours that were prevalent in schools mentioned above were a true reflection of what prevailed in those schools. The pupils had varying social backgrounds and so a broad spectrum of deviant behaviours was expected of them. The majority of the pupils lived in self-rented quarters for they came from far-flung farm areas and villages away from their parents. However, the study also revealed that most of the behavioural acts were influenced by the nature of the environment that the pupils lived in. For example, Bwacha High school and Mukobeko are about 7km away from the town center and the revealed statistics showed that Smoking, beer-drinking, Fighting, class boy-cotts, school riots, general theft and pupils patronizing bars were highly prevalent. This could be attributed to the catchment areas where these pupils were drawn. Pupils at the said schools were drawn from a cross-section of all larger shanty compounds. Hence, by virtue of being in the outskirts, the school fees were slightly lower and affordable for pupils from low-class families (who tend to dominate the area) hence it attracted many pupils of this class. This resulted in high enrolment levels. This again was an elite issue as far as class management was concerned. The majority of the pupils were imported from the basic schools that were in Chief Chamuka and Kapiri Mposhi rural. These pupils came with a variety of deviant behaviours and since most of them were heading to their own households, they had no parental control. It was these very pupils who were fond of engaging hired parents whenever they had a case to answer at school or whenever administration sought for parents during school open days. However, on the average, the study showed that beer drinking was prevalent in all the four schools.

Nature of the School Environment.

Another essential realm of life, where the socialization of children takes place, is the school. The present study indicates that the child, who comes to school with problems conditioned by the family, will have problems at school too. These school children are, primarily, making little progress at school, breaking discipline and absence from school. The school is supposed to provide an enabling learning environment for all classes of pupils. The emphasis on law and order is meant to create somewhat uniform and acceptable behavioural trends among the pupils. During the interview in the study of Estonian girls, the fact was ascertained that the child's adaptation difficulties, or risk of adaptation difficulties, certainly become obvious at school. It means that if a child has some kind of problems, then those will be clearly expressed at school. Here the need arises to work out at school such programmes and forms of work as can help pupils to solve their adaptation problems. It is remarkable that the behaviour of this

contingent depends so strongly, firstly, on the mood of the moment, secondly, on particular people and thirdly upon circumstances.

Rules and regulations are meant to direct pupils' behaviour to the generally acceptable norms of the school. Alas the situation tends to differ due to the volatile environment that tends to emerge in the school. The school environment is greatly marred by the creation of rules and regulations that are negatively stated and created without the full participation of the pupils or any of their representatives.

Dollar (1972:43) states that,

Elementary student has two main areas in which he must learn to function: the school and the home...The teacher as an agent of reinforcement and punishment can glue together these two areas for many children. The teacher's ability to influence parental attitudes toward the school and the child's level of academic achievement have direct consequences for helping the student modify his behaviour in the class room and at home.

The above role of the teacher cannot be over emphasized. It is incumbent for teachers to create an enabling environment for the pupils. In a focused group discussion pupils narrated how some teachers set bad precedence. At Kalonga high school one pupil narrated an incident where two male pupils (a prefect and a non-prefect) were caught up in the same syndicate of kissing and romancing with their mates. The non-prefect was given severe punishment while the prefect was let scotch free. This showed an element of segregation and disfavour to the non-prefect pupil who in the due course might question the validity of the school rules. Matza (1969:93,157) gives us the most vivid and graphic account of the process of adopting a deviant role. He says, "The acts of authorities in outlawing a proscribed behavior can have two effects, keeping most out of the behavior, but also offering new opportunities for creating deviant identities."

Dollar (1972) elucidates further that, a negatively stated rule, like punishment, fails to communicate appropriate behaviour. Negative statements specify behaviour that is wrong but fail to provide clues to correct behaviour. Even if rules are liable to be bent this was not supposed to be done at the conspicuous expense and disadvantage of those not in power. Some teachers also set very bad precedence by not adhering to the tenets of their ethics in as far as social behaviours was concerned. MOE(1997.p.51) states in part that, "Indiscipline among teachers constituted, Teachers' involvement in immoral activities with school pupils..." Asked on whether intimate relationships between male teachers and female pupils had any impact on the increase of misconducts among pupils, 94% of the teachers responded in the affirmative indicating that this trend was very prominent. Pupils at Kalonga cited an incident where two teachers collided to one girl. The girl later reported to the administrators that she was impregnated and the two teachers have since been discharged from the Ministry of Education. Such matters were serious in that they contributed to bringing down the already degraded status of the teachers in Zambia. Also pupils at Kabwe high school cited an incidence where two male teachers took two girls for a drink up and the girls came back to join their friends in the school hall where the school held a variety party. It did not take long before their colleagues discovered that the two girls were drunk. They were thus brought to book by the

administrators along side with the teachers. This study in an interview with the Head teachers revealed that most schools do not prescribe the nature of punishment to be meted for each rule that pupils abrogated. Most of the existing rules had not been revised for a long time and so they tended to be inappropriate. Sociologist

The study also revealed that in schools there were these seemingly conflicting rules and regulations. Pupils in the focused group discussions explained that at their school they have no tack shop and the vendors who sell food stuffs are usually outside the school fence and yet the pupils are restricted from going outside the school fence. Girls also contended that they are not allowed to plait their hair on Mondays but on other days they are allowed to do so and so they questioned this gesture. There were also told not to fold their stockings because they attracted male teachers. The boys also on the same matter argued that why should they restrict them from wearing any other colours of stockings when they wear long trousers that make what they are wearing inconspicuous. The same goes with what pupils called inappropriate policies by ministry of education for example the re-entry policy has not been implemented as it is supposed to be. Hence it said to be producing mothers instead of pupils. The necessary follow-ups that are supposed to be done by most school administrators are not being done.

The study further revealed that teachers created different milieu in the classrooms that prompted many pupil to engage into deviant acts. Figure 13 showed that 72 out of 100 pupils which is about 36% admitted that they had been nick named before by their teachers. It is obvious that the opposite also occurred where pupils nick named teachers in retrospect. The focused group discussions conducted in the four schools under study revealed that Teachers were labeled according to their deportment. While a good sense of humour is one of the attributes of a good teacher its outcomes generates a lot of labels depending on how it was done. Emanating from the same, some teachers were given such names as *Gomet* origin because of eating too much, *Subwoofer* origin because of Talking too loudly. *Fat Albert* origin fatness, *Super Mario* origin looks like one, *Rough kid* origin short stature, *chintelelwe* origin he talks like *chintelelwe* a Zambian comedian, spindle (fastening bolt) origin the metal work teacher always mentioned the same when teaching, *Proconsul* origin he walks bending like proconsul, *cockroach* origin she likes calling pupils cockroach, *all smiles* origin she likes smiling. Labels for pupils included pastor origin pupils preaching the word of God, *Ba Mbushi* origin chewing bubble gums in class, *Jah man* origin a pupil who likes sagging, *Mr. Bishop* Origin proclaims himself as Bishop, *Mr. Pendulum* origin he likes concentrating on pendulum when teaching, *Mr. Writer* origin a pupil who likes writing on the board, *Old pair* origin the oldest pupil in the class. Asked as to whether all these teachers know their nick names the pupils said others do know and they take no offence and others are ignorant. Well for a teacher who is nick named after a teaching and learning apparatus for example a mathematics teacher who emphasizes on the abacus pupils will turn call him the name of the very apparatus.

Teachers were good agents of change if they developed good attitude of change that pupils could appreciate. For example, the study revealed that 96% teachers did give any rewards do deserving consistently well behaved pupils. If such incentives were applied they could set a good tone for a valuable and conducive school environment.

The study also revealed that there was a great undue pressure exerted by non-governmental organizations and faith based organizations on the school environment that had in recent years grossly infutriated many schools and agitated for the formation of human rights clubs and other organs in the school. In the focused group discussions teachers responded in the affirmative that non-governmental organizations were insinuating a lot of changes in the schools all directed to promoting the rights of the pupils. Freeman (1983, p.4), in Macbeth (1989, p.4), discussing the rights of children, expresses the generally-accepted principle that, 'interference with a child's liberty is an inescapable consequence of the biological and physiological dependence of children.' Given that children are necessarily dependent on adults, the question becomes one of who should have responsibility for their upbringing, including education. Naturally, one would say it is the family especially parents, yet in theory the state could take over these functions. The most obvious way that teachers did this on behalf of the state was by reporting instances of truancy, to parents if they opted to use schools to fulfill their legal duty of educating their child. Another way teachers acted on behalf of the state was by providing educational expertise (knowledge, skills, and understanding) which many parents will not have. The best interests of the child shall be the guiding principle of those responsible for his education and guidance.

. Home background as a cause of Deviant behaviours among pupils.

Most of the pupils engaged into deviant acts due to poor home background. According to their pedagogical skills, teachers are required to know their pupils individually. They are supposed to know each pupil's home background so as to establish each pupil's point of strength and weakness. A teacher is said to be a psychologist by nature with or without training. Teachers are expected to study various traits of their pupils and detect whether there were some abnormalities. Pupils who present themselves with such defects were supposed to be referred to the hospital with the help of a teacher. Most of the pupils transfer their home experiences to the school environment. These pupils may be lacking proper care at home and if they were not cared for at school they tended to become secondary deviants. They thus fulfill the self-fulfilling prophecy of the labeling theory.

These factors were also confirmed in the studies done by Simate (1993) he cited parental occupation, family size among others as factors that contributed to indiscipline in schools. Whereas Banja (1999) brought forward psychological factors such as cognitive levels and personality traits as factors that contributed to indiscipline in schools. Nwana (1971) mentioned disorganization of the family and the disregard of social mores by society in general and pupils in particular. Yoon (2002) in his study on, Affecting Factors of Deviant Behaviors of Korean

High School Students discovered that Impulsivity and Social Support account for Deviant Behaviors of High School Students. Therefore it is necessary to develop nursing intervention to reduce the level of Impulsivity, to increase the Social Support in order to decrease the Deviant Behaviors.

Macbeth (1989:7) states that, 'Not only do parents largely create the nature of a child's out-of-school education, they also seem to influence (some would say determine) the extent to which their child benefits from in-school education.'

Home background differences often coincided with social class differences. The attitudes of parents have been advanced by many researchers as the key element in pupil attainment. Macbeth mentions some elusive elements such as expressed opinions which may or may not reflect real attitudes, which in turn needed to be assessed in regard to the circumstances in which they were expressed, their strength and their persistence. Since most of these elements were invisible, the best steps that could be undertaken was to measure behaviour and to make assumptions about the attitudes which may trigger certain observed behaviours.

Besides broad correlations between home background and in-school attainment, research has suggested that attitudes such as parental interest in children's education and aspirations would help in achieving children's all round development. The government through MOE had introduced the Home Work policy which required parents to check on the pupils' school progress work and endorse their signature daily. It was absurd to note many parents never paid any attention to this requirement and so did not care about their children welfare. Pupils who came from such backgrounds did not care about their deportment at school because they knew that their parents were not in touch with their teachers. The escalated rates of deviance were as a result of the above mentioned situation. Many of the pupils were living in child headed families due to the demise of both parents and so, far the majority had behavioural problems because even their teachers never cared to follow up their home-background. The study revealed that, about 79% of the teachers never held any counseling sessions for the errant pupils. This makes teachers fail on their roles as *loco- parentis*. Teachers never took any interest to visit the pupils' homes, a virtue which would have helped supply them with enough facts about their pupils' backgrounds which would enable understand and manage their behaviours.

Delinquency as a leading Factor to Deviant Behaviour among pupils.

Going by a very well known adage, 'All work without play makes John a Dull boy', many pupils fall victims of misbehavior due to limited play facilities. Pupils spend their greatest time in school for instance they report at 06:45 hours in the school premises and are confined inside till after 15:30 hours. This accounts for about 8 hours of the day. These hours cannot be spent in idleness. Since there are no play facilities in the school, most pupils resort to absconding, hence they patronize places like bars where they go to play pool table and consequentially they engage into beer drinking and other offences as shown in Figures 1 and 7. Figures 38 and 24

showed that 30% of the teachers and 39% of the pupils responded affirmatively that lack of recreational facilities in schools highly contributed to the increase of deviance among pupils in schools.

Yoon (2002, argued that”,

The uncommitted adolescent is a candidate for gang socialization." acknowledging "gang socialization" as part of the causal, motivational, dynamic leading to delinquency...He also believed that all could be tempted into delinquency, but most refused because they considered that they had too much to lose. But the young who had few stakes or investments in conformity were more likely to be drawn into gang activity.

Biological factors as causes of deviance among pupils.

Biological Factors: These include genetic factors such as psychopath(inherited anti-social behaviour), brain damage, bizarre behaviour, Developmental factors, Attention –Deficit Hyperactivity Disorder and Psychosocial aspects. **Attention Deficit Hyperactivity Disorder (ADHD or AD/HD or ADD)** is a *neurobehavioural developmental disorder* It is primarily characterized by "the co-existence of attentional problems and *hyperactivity*, with each behavior occurring infrequently alone" and symptoms starting before seven years of age.

ADHD is the most commonly studied and diagnosed *psychiatric disorder* in children, affecting about 3 to 5 percent of children globally and diagnosed in about 2 to 16 percent of school aged children. It is a *chronic* disorder with 30 to 50 percent of those individuals diagnosed in childhood continuing to have symptoms into adulthood. Adolescents and adults with ADHD tend to develop *coping mechanisms* to compensate for some or all of their impairments. It is estimated that 4.7 percent of American adults live with ADHD.

ADHD is diagnosed two to four times as frequently in boys as in girls, though studies suggest this discrepancy may be partially due to subjective bias of referring teachers. *ADHD management* usually involves some combination of medications, behavior modifications, lifestyle changes, and counseling. Its symptoms can be difficult to differentiate from other disorders, increasing the likelihood that the diagnosis of ADHD will be missed. Additionally,

most clinicians have not received formal training in the assessment and treatment of ADHD, particularly in adult patients.

ADHD and its diagnosis and treatment have been *considered controversial* since the 1970s. The controversies have involved clinicians, teachers, policymakers, parents and the media. Topics include the actuality of the disorder, its causes, and the use of stimulant medications in its treatment. Most healthcare providers accept that ADHD is a genuine disorder with debate in the scientific community centering mainly around how it is diagnosed and treated. The *American Medical Association* concluded in 1998 that the diagnostic criteria for ADHD are based on extensive research and, if applied appropriately, lead to the diagnosis with high *reliability*.

Predominantly inattentive type symptoms may include:

- Be easily distracted, miss details, forget things, and frequently switch from one activity to another
- Have difficulty maintaining focus on one task
- Become bored with a task after only a few minutes, unless doing something enjoyable
- Have difficulty focusing attention on organizing and completing a task or learning something new or trouble completing or turning in homework assignments, often losing things (e.g., pencils, toys, assignments) needed to complete tasks or activities
- Not seem to listen when spoken to
- Daydream, become easily confused, and move slowly
- Have difficulty processing information as quickly and accurately as others
- Struggle to follow instructions.

Predominantly hyperactive-impulsive type symptoms may include:

- Fidget and squirm in their seats
- Talk nonstop
- Dash around, touching or playing with anything and everything in sight
- Have trouble sitting still during dinner, school, and story time
- Be constantly in motion

- Have difficulty doing quiet tasks or activities.

and also these manifestations primarily of impulsivity:

- Be very impatient
- Blurt out inappropriate comments, show their emotions without restraint, and act without regard for consequences
- Have difficulty waiting for things they want or waiting their turns in games

Most people exhibit some of these behaviors, but not to the degree where such behaviors significantly interfere with a person's work, relationships, or studies. The core impairments are consistent even in different cultural contexts.

Symptoms may persist into adulthood for up to half of children diagnosed with ADHD. Estimating this is difficult as there are no official diagnostic criteria for ADHD in adults. ADHD in adults remains a clinical diagnosis. The signs and symptoms may differ from those during childhood and adolescence due to the adaptive processes and avoidance mechanisms learned during the process of socialisation.

Biological Theories of Deviance.

The positivist school of the second half of the 19th century argues that deviant behaviour was dictated by forces beyond the control, or even the awareness, of individuals. Positivists argued that biological abnormalities provided valid explanations for deviance. In essence, genetic predispositions create inborn tendencies to commit deviant acts.

According to the positivist philosophers, only through scientific inquiry could one understand the forces that drive society.

Lombroso (1836-1909), a well-known positivist, argued that, 'physical abnormalities that afflict people cause them to pursue deviant (or criminal) activity. Lombroso argued that criminals were throwbacks to some sort of pre-human. Lombroso (in Kendall, 1998:191) called these criminal types Atavists. He claimed that prisoners had "low foreheads and smaller than

normal human cranial capacities" (1998:191). Lombroso thought that he could predict deviant behaviour based on skull and body types

.According to the report in the Journal of Adolescence Volume 12, Issue 3, September 1989, Pages 239-251 Praveen claimed genetic reasons to be largely responsible for social deviance. The Italian school of criminology contends that biological factors may contribute to crime and deviance. Cesare Lombroso was among the first to research and develop the Theory of Biological Deviance which states that some people are genetically predisposed to criminal behavior. He believed that criminals were a product of earlier genetic forms. The main influence of his research was Charles Darwin and his Theory of Evolution. Lombroso theorized that people were born criminals or in other words, less evolved humans who were biologically more related to our more primitive and animalistic urges.

A teacher needs to have an in-depth insight of his/her pupils' inborn traits if they were to be managed and harnessed properly. Genetic factors as explained by Praveen were largely responsible for social deviance. Maladaptive behaviour was the opposite of what could be the resultant effect of socialization. Bandura and Walters(1963.p.8)state that, "learned patterns of response tend to generalize situations other than those in which they were learned, the extent of the generalization being a function of the degree of similarity between the original learning situation and the novel sets of cues. Indeed social behaviour would be very inefficient if a new set of responses had to be acquired in every social situation. If that were the case socialization would involve an interminable series of trial-and-error processes, since owing to the constant variability of the patterning of social cues, previously learned complex responses would rarely be elicited in novel situations. Teachers ought to keep accurate records of their pupils' welfare. Figure 20 on p.46 showed that teachers never had any mechanism in their class of keeping an accurate record of the pupils' disciplinary profile. They never kept any of their pupils' disciplinary records or any separate report file for pupils with medical problems. As a result they could not tell the motivating factor of the various traits of character that the pupils displayed. Christopher J. Patrick in his Handbook of Psychopathy, states Psychopathy was, until 1980, the term used for a personality disorder characterized by an abnormal lack of empathy combined with strongly amoral conduct but masked by an ability to appear outwardly normal. The publication of the Diagnostic and Statistical Manual of Mental Disorders third

edition (DSM-III) changed the name of this mental disorder to Antisocial Personality Disorder. Hence it is vital for the teachers to learn to distinguish the various deviant behaviours among pupils so as to come up with appropriate therapies for each anti social behaviour.

Social control systems present in schools

Perry Nelson in the news letter entitled Addressing Barriers to Learning stated that in their effort to deal with deviant and devious behaviours and create safe environments, schools increasingly have adopted social control practices. These include some discipline and classroom management practices that analysts see as “blaming the victim” and modeling behaviour that fosters rather than that counters development of negative values. Perry further explains that, too many school personnel see punishment as the only recourse in dealing with a student’s behaviour. As revealed in the study this had been the trend in schools that were surveyed. An overview insight that was obtained from teachers as to whether administering of stiffer punishment or corporal punishment to deviant pupils would help curb these behaviours showed 88% of the teachers were of the view the abolition of corporal had impacted negatively in that it had increased the rate of misconducts among pupils. See figure 23 on p.48. The social control systems that were applied in schools left much to be desired. For instance most the forms of punishment that were administered in schools were either less reformatory or not reformatory at all. In the focused group discussion most pupils indicated that the punishments that they were usually given were not reformatory.

Teachers use the most potent negative consequences available to them in a desperate effort to control an individual and to make it clear that acting in such a fashion is not tolerated. Essentially, short of suspending the individual from school, such punishment took the form of a decision to do something to the student that he or she does not want done. In addition, a demand for future compliance usually is made along with threats of harsher punishment if compliance was not forthcoming.

Bandura and Walters (1963.p.194) states that,

the effects of physical punishment are probably complex and highly dependent upon the intensity of the punishment and the manner in which it is administered. A parent who attempts to modify his child’s behaviour by inflicting severe physical punishments is providing an aggressive model from

whom the child may learn aggressive means of responding in interpersonal situations. Although because of fear of retaliation, the child may not counter aggress in his parents' presence, he may never the less model his behaviour after that of his parents when he himself wishes to cope with or control the behavior of others.

Researchers discovered that mothers who forced compliance with their demands through the use of power-assertive disciplinary techniques, which included verbal and physical aggression, had children who exhibited aggressive power-assertiveness in controlling the behaviour of peers and resisted the influence attempts of both teachers and peers. In contrast, one aspect of the use of reasoning as a disciplinary technique may be that the parent provides an example of how to respond nonaggressive in frustrating social interactions.

Suspensions were another measure that most Head teachers had used to control deviance among pupils. Here is the depiction of some measures undertaken as reported by Mugala, S.(2008)Disciplinary cases prevent 14 pupils from writing Grade 12 exams, says report, Post Newspaper Education Supplement 08th November,p.2. the article stated that;

Provincial Education Officer, Selishio Chanda said the list comprised 13 pupils from Mpika Boys and one from Kasama Boys. We resolved that the 14 pupils will not sit for our exams (Examinations Council of Zambia) because they are facing disciplinary cases. He said although, it was a difficult decision to make, it is the only possible way of discouraging riotous behavior in schools. We need to curb the increasing number of riotous behavior by pupils in schools so that there is stability in schools and pupils concentrate on learning.Regarding the 21 Grade 11 Mungwi Technical High pupils who were suspended for allegedly assaulting Grade 10 pupils at the school, the PEO said the pupils had been given forced transfers and will be made to repeat grade 11 where ever they go.

Perry notes further that as students get order, suspension increasingly come into play. He says suspension remains one of the most common disciplinary responses for the transgressions of secondary students. As with many emergency procedures the benefits of using punishment may be offset by much negative consequence. These include negative attitudes toward school and

school personnel which often lead to behaviour problems, anti-social acts, and various mental problems.

Knoff (1987) offers three definitions of discipline as applied in schools: “ (a)...Punitive intervention (b)...a means of suppressing or eliminating inappropriate behaviour, of teaching or reinforcing appropriate behaviour and of redirecting potentially inappropriate behaviours towards acceptable ends, and (c)...a process of self-control whereby the (potentially) misbehaving student applies techniques that interrupt inappropriate behaviour and that replace it with acceptable behaviour.

Intervention Focus in Dealing with misbehavior.

Preventing Misbehaviour.

A. Expand Social Programmes.

Increase economic opportunity for low income groups, by doing some fundraising projects for the class in form of agriculture i.e. Gardening. Surplus income may be shared amongst the members of the class.

Extend quality day care and early education. For example the children can be kept much longer in school when the school provides computer and internet services.

B. Improve schooling. Personalise classroom instruction (e.g. accommodate a wide range of motivational and developmental differences) Provide status opportunity for non-popular students (e.g. special roles as assistants and tutors)

Follow up all occurrences of misbehavior.

During Misbehaviour.

Try to base responses on understanding of underlying motivation (If uncertain start with assumption the misbehavior is unintentional)

Re-establish a calm and safe atmosphere.

Use the understanding of the student's underlying motivation for misbehaving to clarify what occurred (if feasible involve participants in the discussion of the event.)

Validate each participant's perspective and feelings.

Indicate how the matter will be resolved emphasizing the use of previously agreed upon logical consequences that have been personalized in keeping with the understanding of underlying motivation.

If the misbehavior continues, revert to a firm but non authoritarian statement indicating it must stop or else the student will have to be suspended.

After Misbehaviour.

Implement discipline using logical sequences and punishment.

Objectives in using consequences.

(a) Deprive the student of something she/he wants.

(b) Make the student experience something she/he does not want.

Forms of consequences. (a) Removal (deprivation (loss of privileges, removal from activity)

(b) Reprimands (public censure)

(c) Reparations (e.g. of damaged or stolen properties.)

(d) Recantation e.g. apologies, plan for avoiding future problems.

(e) Discuss the problem with parents. Explain how they can avoid exacerbating. (f) Work toward prevention of further occurrence.

(g) Schools must teach self discipline to students.

Teachers must learn to use disciplinary practices effectively if they are to deal with misbehaviours among pupils efficiently.

Another Social control mechanism that MOE had put in place to aide vulnerable children from poor families who failed to access education due to untimely pregnancies was the re-entry policy. Despite its good projection the re-entry policy has not achieved its best results. On the contrary many pupils were turning out to be more deviant. Girls are induced with the assurance that falling pregnant is no longer considered to be an offence and so many of them do this willfully for they enjoy the solace they find in the policy. However, the study discovered that most of the school authorities are not implementing this policy according to the existing guidelines. For instance, Appendix B (i) of the re-entry policy (which is a *Letter of Maternity leave and Re-admission of Pregnant Girl to School*) Serves as an official notification to the parents of the expectant girl that the school has been granted her maternity leave according to the specified period and that she will be required to report on a specified date at 07:30hrs. It further states that, *(Please note that disciplinary action will be taken against the pupil if she fails to report on the stated date.)* Suffice to mention that this demand ends up being a mere rhetoric if not just an empty threat.

It was observed that most administrators do not follow this to the letter. This came to view for instance when the researcher compared the number of pupils that were granted maternity leave and the number of pupils that the teachers and classmates know that they had stopped school due to pregnancy, the figures failed to tally. This is a clear indicator that most pregnancy cases are not known by the school administration. We have a lot of girls in the compounds that have gone in oblivion and had never been followed up by the administrators. One of the possible cause is that schools have no sessions where they give debriefs to girls in the school on the details of the re-entry policy. Some pregnant girls tend to shy out and shun school contrary to the expectation of the policy. Such impressions may render the people and society at large to view the re-entry policy as inappropriate and that it impacts negatively to society social mores when in the actual sense the policy makers were actually well meaning since it was initially meant to protect the interest and welfare of the vulnerable girl child.

The other set back that the same policy has suffered is that Appendix C of the re-entry policy requires a signed consent and commitment by the male involved in pregnancy (in the case of a school boy) that such a one commits himself to support the baby and mother both financially

and materially until the child is 21 years of age. The pupils that were interviewed also mentioned that despite such a school boy admitting and signing a consent form he is further put on one year leave. They lamented that this is quite unfair because the boy would want to work harder in academics to prepare a better future for his baby and mother. Consenting on the part of a boy child may help curb misbehavior because the parents of the boy child at the time of commitment may sternly warn the boy and threaten never to help him support the embattled girl and baby if he repeats or commits another similar offence. On the contrary if the boy is a non school going pupil most girls opt to stay away. The other form that is completely forsaken by most administrators is Appendix F (Data Collection Sheet on Early Pregnancies). This has a lot of specification that most of the administrators do not complete in full. For example it has such vital bio-statistics as shown in appendix

If all the shown details were filled in complete there would not be any misunderstanding and misapplication on the re-entry policy by pupils, teachers and administrators at large.

Corporal punishment in schools was abolished in 1998 and later ratified by the enactment of parliament which was passed in 2002. Corporal punishment as a form of disciplining children has been under attack from numerous stake holders not ruling out the media.

Mbozi in Yoon (2009) asserted that;

with the abolishment of corporal following the enactment of parliament, of the new education bill of 2002 which says, that corporal punishment has been abolished, it is quite absurd to note that the legislation that provides for the abolition of corporal punishment does not offer alternatives to punishment. This has largely been left to the teachers and school administrators to decide.

The study revealed that most teachers confide in taking the pupils to the administrators for disciplinary action. It is sad to note that teachers fail to exercise their authority even in obvious petty and simple cases. They instead opt to bother the administrators and congest their offices which are usually laden with parents' cases. Teachers ought to find better ways of dealing with various offences.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Conclusion

The study revealed there was quite a broad spectrum of deviant behaviours among pupils. The leading factors to the same included, social background, home background, the nature of the school environment, delinquency and biological factors. The school system in deed displayed a lot of gaps in as far as the modeling of pupils' behaviours was concerned. The non stocking of detailed profile of individual pupils' personal bio-data indeed made teachers and administrators look to be aliens in the sight of the pupils that had been entrusted to them for safe custody as loco-parentis on behalf of the government. Teachers were often caught off guard as regards the emerging trends of their pupils' behaviours. Most teachers neither had sufficient background information on their pupils that could help provide corrective measures (in times of need) to errant pupils nor do they have models to which they could direct their pupils to emulate good behavioural trends. Their vital role as confidants has over time lost its savour in that most them had fallen victims of immoral activities with the pupils they were supposed to guide.

The study further revealed that acts of vandalism were not very much pronounced except in situations where pupils rioted or ran amok. Beer drinking was however, very prevalent. Both girls and boys had habits of going in hide out places where they freely imbibed the common small sachets beers called *Tujirijiri* in the local language as they played pool tables. These hide outs have certain special names such as *Bafana bafana* or *Muchibwendo* (in the ditch). Bar owners despite displaying the rule stating that, 'no one under 18 years should be allowed in the bar,' never did anything to prohibit these pupils from patronising their premises. Most of the time these pupils were in fact clad in their school uniform as if it was an emblem to show that society and elders no longer had enough teeth to bite. The social mores even in the larger society had been lowered in that society itself seem to have run out of proper models to which younger ones could look. Younger girls were engaging into indiscriminating immoral activities with older men from both higher and lower statuses in their bid to fulfill their life pleasures. The pieces of advice from adults could no longer be heeded by the younger ones. Disrespect and great incorrigibility characterised most communities and this in turn spilled into the school

being a sub set of the larger community. The levels at which most of these deviant acts escalated were not beyond teachers' and administrators control. They were within manageable limits only if prompt and appropriate measures were to be implemented to the letter. All stakeholders in the school needed to be versed with the predisposing factors to anti-social behaviours. Parents needed to play their ardent role in helping modeling their children characters.

The study further observed that most of the deviant acts are perpetrated by the weak social control systems. For example most the schools have no properly enshrined school rules and regulations that have even the code of conduct and the penalties to each prescribed offence attached. Most pupils took this fragmentation and inconsistency in the administering of punishments as a loop hole and a stepping stone to even commit more acts. There was greater need for schools to regularly review the school rules and regulations to avoid causing conflicting acts among pupils that turn into deviance. For example most pupils wondered as to why schools discouraged pupils from buying the same make of the uniform attire from second hand clothing shops but rather made it mandatory for every pupil to purchase such from school. The pupils argued that most *salaula* materials were durable and fancy unlike what they were offered to buy in the school. Perhaps the looming plan of having schools fall under Local government and authorities would help to curb the growing trend of pupils patronizing bars. The council and state police demonstrated this when they went on an exercise caught up many pupils in the bars. This phenomenon is not new. In the recent past the late third republican President Dr. Levy Patrick Mwanawasa imposed a ban on what outgoing school leavers called end of school bash. This was a haven of a lot of immoral activities. Once such an incidence in the copper belt ended up into a stampede and which resulted into several pupils losing their lives. Surprising enough some of them were not even in examination classes others were grade nines, so they just went there to have fun. There is need for the MOE to restock school with enough recreational amenities if such trends are to be arrested. Examination council of Zambia must devise serious and strong measures to seal the examinations leakages that leak like a sieve as portrayed by Kalaki the Post News Paper columnist. (*That examinations had lost their credibility was eminent, all one needed was to have rich parents and would sail to Unza with six ones.*)

WHO report (2000) commenting on sexual violence stated,

Action in schools is vital for reducing sexual and other forms of violence. In many countries a sexual relation between a teacher and a pupil is not a serious disciplinary offence and policies on sexual harassment in schools either do not exist or are not implemented. In recent years, though, some countries have introduced laws prohibiting sexual relations between teachers and pupils. Such measures are important in helping eradicate sexual harassment in schools. At the same time, a wider range of actions is also needed, including changes to teacher training and recruitment and reforms of curricula, so as to transform gender relations in schools.

Recommendations.

Based on the findings this study, the following recommendations were made;

1. There is greater need for school authorities to increase the rapport between parents, teachers and other organizations interested in the welfare of pupils. They need to work in unity.
2. There is greater need for school authorities to call regular parent-teacher conferences, unlike the common singular P.T.A general meeting held once per year and whose agenda is mainly un ushering and ushering in of new members of executives. The said conferences should ensure that specific plans of action concerning disciplinary matters are formulated and executed for the good of the school as agreed upon by all parties. The coalition organizations for the abolishment of corporal punishment must be cordially invited to come and lay their agendas instead of championing pupils cause by a single agenda at the expense of the holistic approach of modeling the development of children.
3. School authorities should ensure that, pupils that portray greater deviance should be banned from writing Examinations Council of Zambia set examinations for two years.

4. School authorities should introduce some kind of reward system every term to the pupils that portray exemplary behavior. Such pupils should be rewarded heftily to reinforce their behaviour. A deliberate category for instance called the most recent improved pupil should be introduced specifically for the deviant and most troublesome pupils.
5. School authorities should ensure that trouble shooters are given a lot of responsibilities in the school. They should be appointed as prefects or monitors to reinforce their positive behaviour.
6. As for school child rights clubs, school patrons should invite law enforcement officers and Law makers to come and explain issues pertaining child rights. Pupils should know that the rights enjoyed though being inalienable go with responsibility and that they had limitations..
7. School authorities should avoid discrimination as they discharge their duties. They must ensure that fair play is extended to all pupils in their bid of implementing the code of conduct. There should not be situations where those in power are not amenable or rather wear immune to the school rule and regulations while the commoners suffer greater consequences.
8. The study suggests that to enhance good behavioural trends among pupils, administrators should allow a full participation of the pupils that are in the school councils to participate fully in the formulation of school rules and regulations which are advocated by the ZCEA. However, the prefecture body which is deemed to be a pro administration body by the majority of the pupils should be encouraged to work harmoniously with school councils.
9. There is need for the MOE to restock school with enough recreational facilities if deviance among pupils was to be arrested.
10. There is need for MOE to create a lot of reformatory boarding schools for the correction of delinquents, where the children from asocial families can be protected from family violence and still can get the necessary upbringing. It will be effective, if

at the same time there is also family correction. For the results of these schools to be effective, integration with functioning laws must be ensured. This integration should embrace social work within the environment of children with behavioural deviations: family- and school social work and social work at the place of residence to guarantee reintegration. And pastoral care units must be formed in schools to work alongside with the guidance and counseling department who in most cases were loaded with a lot of work.

11. School Administrators must ensure that the guidance and counseling department is very proactive in attending to the pupils' psychosocial welfare if pupils were to have confidence in their services at the school as this would enhance behavioural management strategies.

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APPENDICES

APPENDIX 1

INTERVIEW GUIDE FOR HEAD TEACHERS

Dear Respondent,

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Sociology of Education. I am carrying out a research on the '*Factors leading to Deviant Behaviour in Selected High Schools of Kabwe District*'. I kindly request you to fill in the necessary information on the questions raised in this questionnaire. Be assured that all the information you give me will be treated confidentially and will be used for academic purposes only.

GENDER... Tick {√} **MALE** ☐ **FEMALE** ☐

AGE GROUP... Tick {√} **[20-30]** ☐ **[31-40]** ☐ **[41-50]** ☐ **[51-60]** ☐

POSITION/TITLE.....

SCHOOL.....

Kindly list down the nature of deviant behaviors Prevalent in your school and some causative factors to the same

DEVIANT ACT	CAUSAL FACTOR.

2. In your own opinion what do you think is cause of misbehaviors among pupils in schools?

Tick (√) whatever is appropriate.

3. Kindly give an average figure of the pregnancy cases among the girls that have been recorded since the inception of the re-entry policy by the ministry of education and indicate how many girls wait for the grant of maternity leave.

YEAR	NO.OF PREGNANCES.	MATERNITY LEAVES GRANTED	ANY OTHER COMMENTS ON FOLLOW-UPS MADE.

3. Kindly give reasons as regards the re-entry policy is impact among the girls?

4. Is it in all circumstances that the girls who re-enter have to be sent to a different school?

5. What is the rationale behind the issuance of forced transfer to notorious pupils?

.....

6. In the last seven years how many pupils have been issued with out of school suspension letters?

.....

7. In the last seven years how many pupils have been issued with letters of expulsion?.....

8. How are the pupils who come on grounds of forced transfer harnessed in their new schools?
9. It is asserted that the non provision of an office block to all teachers as a way of enhancing their multiple works other that include their role of counseling pupils makes teachers neglect their work what is your view?
10. What is your rating of the average annual estimate of prevalence of violent victimization for teachers by the pupils?
11. Which category of teachers is most prone to victimization by the pupils?
- [a.] Female teachers ☐
- [b.] Male teachers. ☐
- Give reasons for the above.....
12. Kindly give the nature of violence/crimes involving pupils that you have been encountering in your school?
14. Do you have any deliberate program in place to orient and re-orient both old and new teachers on the functional use of the punishment book?
15. If yes, kindly give the space of time at which you carry out the same program.....
16. Kindly outline the nature of cases that teachers are supposed to record in the punishment book.
-
-
17. How often do the teachers utilize the punishment book?
18. What is your view on the campaign by some of the non-governmental organizational (e.g. The Zambia Civic Education Association) as regards to the abolishment of corporal punishment in schools?
19. What your view on the current lack of powers by Head teachers as regards to matters of expelling /suspending pupils?

20. In your own view is the ministry of education advocacy of shifting the powers of enforcing discipline from head teachers to school boards workable?

21. Could the same shift of power be attributed to the increase of indiscipline among teachers and in turn spill over to pupils as they copy the behaviour of the teachers who are their direct models?

22. MOE (1997) document entitled standards and evaluation guidelines requires that there must be a written program showing pupil activities such as the ones listed below how much of the same do you follow to the letter? Tick (✓) whatever is appropriate.

- a. Physical education. ☐
- b. Inter-class competitions. ☐
- c. Inter-house competitions. ☐
- d. Manual work. ☐
- e. Church related activities. ☐

23. How much of the listed activities does your school implement fully as demanded by MOE?

- (a) Physical education. ☐
- (b) Artistic activities. ☐
- (c) Musical activities. ☐
- (d) Crafts activities. ☐
- (e) Clubs and hobbies. ☐

24. Which of the following listed item are available at your school as regards to pupil discipline record?

- (i) A chart showing the structure of the disciplinary organs in the school. ☐
- (ii) Up-to-date minutes of disciplinary committee meetings. ☐
- (iii) A case record book for all disciplinary cases. ☐
- (iv) A class size of 40 pupils. ☐
- (v) A set of clear school rules and regulations. ☐
- (vi) Procedures on corporal punishment in line with the education act. ☐
- (vii) Evidence that the school maintains consistent disciplinary procedures. ☐

- (viii) The classroom routine displayed in appropriate places. ☐
- (ix) School report files. ☐
- (x) Record books /file of discipline cases. ☐

25. Which of the following categories of programs does the school counseling and guidance department follow to the letter? ☐

- (i) Follow ups on erratic school attendance among pupils. ☐
- (ii) Deviant behaviour such as drug abuse, bullying, fighting, immoral conduct. ☐
- (iii) Problems originating from the homes. ☐
- (iv) Pupil teacher problems. ☐
- (v) Follow ups on pupils affected by the trauma caused by the death of a parent or parents due to AIDS related diseases. ☐
- (vi) Those individual cases of pupil counseling should be treated confidential. ☐
- (vii) Availability of qualified teacher counselor. ☐
- (viii) Stock of pupils' cards with photographs of pupils. ☐
- (ix) Stock of the files containing the academic performance of each accurately entered on the card. ☐
- (x) Availability of a record of individual or group counseling. ☐
- (xi) Accurately recoded, dated and signed records of special behavioral Observations. ☐
- (xii) Evidence of a record of guidance and counseling services offered in term. ☐

.....

26. How often do you review the school rules?

.....

27. How often do you orient and re-orient pupils to school rules and regulations?

.....

28. Do you have a separate code of conduct which gives the details of offences and the penalty against each school rule?.....

29. What action is taken to teachers who engage in immoral activities with school pupils?

.....

30. What mechanism is in place to ease the board members duty of monitoring teachers conduct?.....

.....

31. Kindly give some of the impending factors as far as the smooth running of the school is concerned?

.....

32. Which of the following forms of punishment do you recommend or disrecommend for teachers in your school to use indicate the expected out come as regards to the pupil's behaviour?

Tick (✓) your choices

a. Corporal Punishment ☐.....

b. Detention ☐.....

c. Letters to summon parents or guardians of pupils ☐.....

d. Send to Head teacher. ☐.....

e. Loss of privileges or give extra home work ☐.....

f Criticism ☐.....

g. Manual work. ☐.....

- h. Ignoring or withholding recognition ☐
- i. A look of disapproval. ☐
- j. A frown (facial expression) ☐

- k Sarcasm ☐

33. Suggest the most effective ways of curbing deviant behaviour among pupils in high school.

.....

.....

.....

**THANK YOU VERY MUCH FOR YOUR PATIENCE AND THE INFORMATION
YOU HAVE PROVIDED.**

APPENDIX 2

QUESTIONNAIRE FOR HOD, CLASS TEACHERS AND COUNSELLING AND GUIDANCE TEACHERS.

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Sociology of Education. I am carrying out a research on the '*Factors leading to Deviant Behaviour in Selected High Schools of Kabwe District*'. I kindly request you to fill in the necessary information on the questions raised in this questionnaire. Be assured that all the information you give me will be treated confidentially and will be used for academic purposes only.

GENDER... Tick {√} MALE ☐ FEMALE ☐

AGE GROUP... Tick {√} [20-30] ☐ [31-40] ☐ [41-50] ☐ [51-60] ☐

POSITION/TITLE.....

SCHOOL.....

NATURE OF DEVIANT BEHAVIOURS PREVALENT AMONG PUPILS IN SCHOOLS.

1. List down the nature of deviant behaviors Prevalent in your school and some causavative factors to the same

DEVIANT ACT	CAUSAL FACTOR.

2. In your administrative/teaching period how often have you come across pupils paint graffiti or writing of signs carrying unbecoming remarks on the school property or walls?

- [a] Never ☐
- [b] 1 or 2 Times. ☐
- [c] 3 or 4 Times. ☐
- [d] 5 or More Times ☐
- [e] Not sure. ☐

3. In a year how many disciplinary cases or rather incidences of misconduct come to your attention?

- [a] None ☐
- [b] 1 to5 Cases. ☐
- [c] 6 to10 Cases. ☐
- [d] 15 or more cases ☐

4. Kindly tick the areas in which most of these cases border on?

- ☐ Girl-Boy child intimate relationships
- ☐ Girl- Male Teacher intimate relationship.
- ☐ Girl- Male Head Teacher intimate relationship.
- ☐ Pilfering of school books and other school properties.
- ☐ Habitual late coming.
- ☐ Pupils absconding classes.
- ☐ Pupils riots/class boycott and other protests.
- ☐ Pupils dropping subjects due to alleged subject teacher incompetence.
- ☐ Pupils dropping subjects due to poor teacher to pupil interaction.
- ☐ Teachers labeling pupils.
- ☐ Pupils labeling teachers.
- ☐

Pupils shunning afternoon preparation study sessions.

- ☐ Disrespect for prefects.
- ☐ Disrespect for teachers.
- ☐ Shunning preventive maintenance programmes.
- ☐ Disregarding parts of school rules.
- ☐ Fights among pupils.
- ☐ Abuse of alcohol among pupils.
- ☐ Pupils patronizing bars.
- ☐ Smoking of cigarettes among pupils.
- ☐ Pupils telling lies to their guardians or parents about where they had been and whom they were with.
- ☐ Pupils assaulting teachers.
- ☐ Use of abusive language.
- ☐ Trespassing
- ☐ Improper dressing
- ☐ Refusing to participate in extra curricula activities.
- ☐ Lack of preparation of home-work.
- ☐ Use of additional material during examinations.
- ☐ Involvement in leakage of examination papers.

Kindly specify any other cases not mentioned above.....

.....
.....
.....
.....
.....

CAUSES OF MISBEHAVIOURS AMONG PUPILS

5 Do you have any mechanism in your class for keeping record of individual pupils discipline status?

Yes ☐

No ☐

5. Is there any positive reward given to pupils who show consistent adherence to school rules?

Yes ☐

No ☐

6. Is there any warn and caution that is given to errant pupils who are first offenders.

Yes ☐

No ☐

7. If yes describe the steps taken for the same procedure.

.....
.....
.....

8. If there is nothing in place give the reasons for the same.

.....
.....
.....
.....

9. Do you take any interest to counsel the errant pupils?

Yes ☐

No ☐

10. Do you take any interest to visit parents of problem pupils to discuss the best ways of assisting the same?

Yes ☐

No ☐

11. Does the class period register help to curb truancy and general misconduct?

Yes ☐

No ☐

12. If yes explain how the register achieves this?

.....
.....
.....

13. What action do you take against the pupils who absent themselves for a longer
Period of time without leave?

.....
.....
.....

14. Has the introduction of re-entry policy by the Ministry of Education increased misconducts
among girls?

Yes ☐

No ☐

15. Give reasons for whatever response you have given on question 14.

.....
.....
.....
.....

16. Could most of the pupils' truant behaviours be attributed to lack of enough recreational
amenities in terms of play facilities within the school?

Yes ☐

No ☐

17. Is the advocacy by some non-governmental organizations (e.g. Zambia Civic Education
Association) to abolish corporal punishment in schools a recipe for increased misconducts
among pupils?

Yes ☐

No ☐

18. Has the awareness among pupils that Head teachers have limited powers as regards to the
expulsion of the incorrigible pupils and that the pupils have a right to appeal to higher
authorities, led to students' further acts of indiscipline?

Yes ☐

No ☐

19. In your opinion what do you think about the assertion by some scholars that far too many
decisions concerning discipline and day to day running of secondary schools are being made

by people in the ministry who are not familiar with the practical problems of a secondary school hence the increase in misconducts by pupils?

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

20. Some pupils engage into deviant behaviours because of their failure to cope with academic pressure?

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

21. Most pupils fall prey to the breaking of school rules because they feel they are not involved in the formulation of the school rules?

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

22. Most of the school rules are not regularly reviewed hence the existence of rules deemed inappropriate and difficult to follow by the pupils.

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

23. Have you ever recorded any pupil indiscipline case in a punishment book?

Yes ☐

No ☐

24. If yes, what sorts of cases are recorded in the punishment book?

.....
.....
.....

25. In your own opinion do class teachers take time to know their pupils social background?

☐

Yes

No ☐

26. If no, give reasons as to why teachers fail to do the same.

.....
.....
.....

27. The introduction of civic education as a subject in high schools will render most of the school values and norms valueless as most pupils will be refusing to take up punishments or other rulings by teachers each time they commit an offence due child's rights awareness?

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

28. Most of the checks and balances that the community exerts on the school authority have negative effects on pupils' behaviour.

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

29. Pupils who come from basic schools are used to being in leadership as they were on the highest grade level then, hence in high schools they find it difficult to be supervised by prefects.

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

30. The trend among male pupils to rush for new crop of grade 10 female pupils to seek for friendship creates cold rivalry among pupils which results into a number of deviant acts among pupils.

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

31. The trend among male teachers to go for beer drinking with pupils makes pupils develop less fear for their teachers hence increasing misconducts among pupils.

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

32 The freedom that pupils enjoy outside school environment such as patronizing prohibited places has further increased indiscipline among pupils.

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

EFFECTIVENESS OF SOCIAL CONTROL MEASURES IN SCHOOLS

33. The non mention of the specific punishments to be meted out to pupils who break particular school rules results into pupils committing offences willfully?

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

34. Has the mission of promoting and advocating for children's rights through civic education led to the further weakening of the schools' disciplinary social control systems?

Yes ☐

No ☐

35. Could the meting out of stiffer punishment to problematic pupils act as an effective deterrent measure to most misbehaviour displayed by the pupils?

Yes ☐

No ☐

36. Limiting of the extent to which a girl child should interact with the male teachers can drastically reduce the abuse of the government trophies (the girl child.) by the teachers?

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

37. The provision of increased equipment for pupils' social amenities in schools help to curb pupils' misbehaviours

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

38. Increased misconducts among pupils are partly attributed to the guidance and counseling teachers' failure to play their designated roles?

[a] Agree ☐

[b] Disagree ☐

[c] Strongly agree ☐

39. Summoning the Parents of the incorrigible pupils could be one of the most effective means of curbing most misbehavior among pupils?

Yes ☐

No ☐

40. Kindly give suggestions on the most probable effective measures that can help to Curb most deviant behaviours prevalent among pupils in schools?

.....

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.....

THANK YOU VERY MUCH FOR YOUR RESPONSES AND YOUR PATIENCE.

APPENDIX 3
QUESTIONNAIRE FOR PUPILS

Dear Pupil,

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Sociology of Education. I am carrying out a research on the '*Factors leading to Deviant Behaviour in Selected High Schools of Kabwe District*'. You have been randomly selected to participate in the research to help me gather necessary information for my masters' degree research dissertation. I kindly request you to fill in the necessary information on the questions raised in this questionnaire. Be assured that all the information you give me will be treated confidentially and will be used for academic purposes only.

SEX Tick {√} **MALE** ☐ **FEMALE** ☐

GRADE.....

AGE.....

SCHOOL.....

NATURE OF DEVIANT BEHAVIOURS PREVALENT AMONG PUPILS IN SCHOOLS

1. List down the nature of deviant behaviors Prevalent in your school and some causal factors to the same

DEVIANT ACT	CAUSAL FACTOR.

2. In the past three years or more, how often did you paint graffiti or signs on the school property or in the public place?

- 0. Never ☐
- 1. 1or 2 Times ☐
- 2. 3 or 4 Times ☐
- 3.5 Or more times ☐
- 4. Not sure. ☐

3. In the past three or more years how often did you deliberately damage property that did not belong to you?

- 0. Never ☐
- 1. 1or 2 Times ☐
- 2. 3 or 4 Times ☐
- 3.5 Or more times. ☐
- 4. Not sure. ☐

4. In the past three years how often did you lie to your parents or guardians about where you had been and whom you were with?

- 0. Never ☐
- 1. 1or 2 Times ☐
- 2. 3 or 4 Times ☐
- 3.5 or more times. ☐
- 4. Not sure. ☐

5. How often did you get involved in a school riot or class boycott?

- 0. Never ☐
- 1. 1or 2 Times ☐
- 2. 3 or 4 Times ☐
- 3.5 Or more times ☐
- 4. Not sure. ☐

6. How often did you find yourself in serious physical fight after being provoked by fellow pupils(s)

- 0. Never ☐
- 1. 1or 2 Times ☐
- 2. 3 or 4 Times ☐
- 3.5 or more times ☐
- 4. Not sure. ☐

7. Have you ever hurt some badly enough to need bandages or cure from a doctor or nurse?

Yes ☐

No ☐

8. How often did you drop a subject because of bad treatment from teachers(s)?

- 0. Never ☐
- 1. 1or 2 Times ☐
- 2. 3 or 4 Times ☐
- 3.5 Or more times. ☐
- 4. Not sure. ☐

9. Have you ever been reprimanded by the school authority for breaking part of the school rules?

Yes ☐

No ☐

10. If yes describe the nature of the offence that you committed and the punishment that you received? Give a comment as to whether the punishment was reformatory enough?

.....
.....
.....

11. Have you ever been given some nick names(s)by teachers or fellow pupils as a result of your popularity or simply involvement in some activities in the school?

Yes ☐

No ☐

12. Have ever used or threatened to use abusive language to someone in the school?

Yes ☐

No ☐

13. Have you ever taken alcohol or any other drug before?

Yes ☐

No ☐

14. Have seen pupils' drunken or taking alcohol any where?

Yes ☐

No ☐

15. Have you ever seen pupils smoking any where?

Yes ☐

No ☐

16. Have ever been suspended from school due to some offence?

Yes ☐

No ☐

17. Have ever seen a clique or a gang formed among pupils in school? Briefly list the activities which the clique or gang conducted in school?

.....
.....
.....

18. How often did you abscond from school?

0. Never ☐

1. 1or 2 Times ☐

2. 3 or 4 Times ☐

3.5 Or more times ☐

4. Not sure. ☐

19. List down the most prevalent incidences of indiscipline or misconduct by pupils either against the school authority or fellow pupils that are I your school?

.....
.....

20. How often have you been a victim of bullying or mockery in the school?

- 0. Never ☐
- 1. 1 or 2 Times ☐
- 2. 3 or 4 Times ☐
- 3. 5 Or more times. ☐
- 4. Not sure. ☐

21. How often have you participated in bullying or mockery in the school?

- 1. 1 or 2 Times ☐
- 2. 3 or 4 Times ☐
- 3. 5 Or more times. ☐
- 4. Not sure. ☐

22. In your own opinion has the introduction of re-entry policy (The allowing of pregnant girls back into the school) by the ministry of Education increased misconduct among girls? Give reasons for your response?

.....
.....

23. In your own opinion what do you think are the causes of deviance among pupils in schools?

.....
.....

24. In your own point of view suggest the best corrective measures that could be used by the school authority to curb or arrest deviance among pupils in schools?

.....
.....

THANK YOU VERY MUCH FOR YOUR RESPONSES.

APPENDIX 4

LETTER OF MATERNITY LEAVE AND RE-ADMISSION OF Pregnant GIRL TO SCHOOL- APPENDIX B (i)

Either appendix B(i) or B(ii) should be selected and used by schools.

Ref/Serial Number.....

LETTER OF MATERNITY LEAVE. AND RE-ADMISSION

Dear

This serves to inform you that the school has granted you maternity leave from.....
to

You will be required to report for classes on.....
at 07:30 hrs.

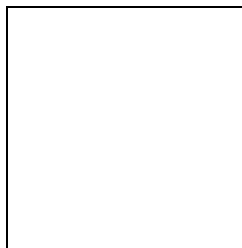
Please note that disciplinary action will be taken against you if you fail to report on the stated date.

Yours sincerely,

.....
Name of Head of School.

.....
Signature

Date Stamp



APPENDIX 5
FORM FOR MATERNITY LEAVE AND RE-ADMISSION –APPENDIX B(ii)
Either APPENDIX B (i) or B (ii) should be selected and used by all schools.

Name of Pupil_____

Grade _____

School _____

Section A; MATERNITY LEAVE.

The school has granted you maternity leave for the following period:

From..... To

Section B: RE-ADMISSION TO SCHOOL.

You will be required to report for classes after delivery as follows:

Date

Time

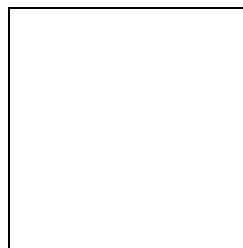
Grade

Re-admitting School

Please note that disciplinary action will be taken against girls who fail to report on the stated date.

Name of Head of School Signature.....

Date Stamp



APPENDIX 6

18

COMMITMENT BY MALE INVOLVED IN PREGNANCY-APPENDIX C.

Commitment by Male involved in pregnancy

I /we (“we”) in the case of school boy and parents/guardians
..... do hereby promise to support the baby and the
mother(name of girl)both financially and materially until the child is 21 years of age. I We
also promise to assist the girl’s parents in ensuring that she returns to school after delivery and
by ha date stated in the letter of re)admission.

Name of school boy/ male responsible for the pregnancy.

.....

Address.....

Date of Birth

Grade (if in school).....

Occupation

Signature.....

Date.....

Name of Parents /Guardians (where applicable in case of school boys/minors)

Father/Guardian.....

Mother/Guardian.....Date.....

Four copies:

1 copy to pupils’ parents /guardians,

1 copy to pupil,

1 copy to school file,

1 copy to School Guidance and Counseling file.

APPENDIX 7

19

Commitment by Parents /Guardians-APPENDIX D

Commitment by parents/Guardians of the Pregnant Girl

I/We, the Parents /guardians of
do hereby promise to ensure that she returns to school after delivery and by the date stated in
the letter of re-admission.

Name of Parents/Guardians:

Mother/Guardian.....

Address.....

Occupation.....

Signature.....

Date.....

Father/Guardian.....

Address.....

Occupation.....

Signature.....Date.....

Four copies:

1 copy to pupil's parents/guardians,

1 copy to pupil,

1 copy to school file,

1 copy to school Guidance and Counseling file.

APPENDIX 8

20

Detailed School Record-APPENDIX

A. Details of school

Name of school.....

District.....

Province.....

Address of School:.....

Tel/Fax/ Email.....

Type of School: GRZ/Community School/Private/Grant Aided.....

B. Bio-data

Part (i) Details of female pupil

Name of pupil.....Grade.....

Date of Birth.....

Name of Parents/Guardians.....

Residential Address during Leave.....

Permanent Address.....

Status: Orphans (Single/Double) Not Orphan (underline where applicable)

Part (ii) Details for Tracking Teen Mother.

Expected Date of DELIVERY:

Date Leave Granted.....

Expected Date of Readmission.....

Date of actual Re-entry..... (First/second)

Date of Transfer:.....

Name of school to which transferred

Reason for Transfer.....

Part (iii)-Details of Male Involved in Pregnancy

Name of Man or Boy.....

Status (a) Teacher/School personnel.....

(b)School boy/Student:.....

(c)Male

Relative.....

(d)Outsider.....

Date of Birth.....

Residential.....

Postal Address.....Tel. No.....

NRC No.....

Occupation.....

Place of Work.....

Part (iv)

Number of counseling sessions attended for female pupil.....
.....

Number of counseling sessions attended for male pupil.....
.....

Number of counseling sessions attended for Parents/Guardians.....

Any other: information.....
.....

Part (v)

I / Wedo hereby promise that my/our
daughter.....returns to school after delivery and by
the date stated in the letter of re-admission.

Signed

Date

1 copy to pupil

1copy to school file

1 copy to School Guidance and Counseling file

1copy to DEBS

APPENDIX 9

21

Data Collection Sheet on Early Pregnancies-APPENDIX F

Name of School.....

District.....

Province.....

Agency: GRZ/Community School/Private/Grant aided (Underline what is appropriate)

Type of School: (i) Day/Boarding (Underline what is appropriate)

(ii)Co-education/Single sex (Underline what is appropriate)

Date.....

1. School of girls' pregnancy Rates

Date:	Gr. 1-7	Gr. 8	Gr. 9	Gr. 10	Gr.11	Gr. 12	Total
-------	---------	-------	-------	--------	-------	--------	-------

Girls' enrolment

No of girls pregnant

2. No of girls reclaiming their places

After delivery

Other reasons

3. No of girls dropping out due to pregnancy

Failure to return	Gr. 1-7	Gr.8	Gr. 9	Gr.10	Gr.11	Gr.12
Total						

Failure to fit back

Other reasons

4. No of girls made pregnant by teachers or school personnel

5. No of girls made pregnant by school boys/students.

6. No of girls made pregnant by male relatives.

7 No of girls made pregnant by men/boys outside school

Head Teacher's Observations on:

Factors affecting effective implementation of pregnancy policy.....

- Possible reasons.....
- Solutions.....
.....
.....