

**THE ROLE OF SCHOOL MANAGEMENT IN EFFECTING
LEARNER DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN CHINGOLA
DISTRICT, COPPERBELT PROVINCE OF ZAMBIA.**

BY

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LUSAKA

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I Tamary Mizinga do hereby declare that this dissertation is my own work and that it has not been previously submitted for any degree at the University of Zambia and the Zimbabwe Open University or any other University.

Signature.....

Date.....

Dedication

This Dissertation is dedicated to my heavenly father for his Grace to see me through to this level of academics because with my own strength I could not have managed. I also dedicate it to my husband Mweemba Miyoooba and our children Buupailo, Luyando and Bulemu for their unwavering love, support and encouragement during the academic journey. God has used these members of my family to be a source of strength and support throughout my studies. I also dedicate it to my dear father who has always wanted me to excel in academics.

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Certificate of Approval

This Dissertation by Tamary Mizinga is approved as the fulfillment of the requirement for the award of a Degree of Master of Education in Educational Administration by the University of Zambia in conjunction with the Zimbabwe Open University.

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LIST OF ACRONYMS

UNESCO	United Nations Education and Scientific Organization
EFA	Education for All
MOGE	Ministry of General Education
CBPR	Community Based Participatory Research
CBR	community based research

Abstract

The study explored the role of school management in effecting learner discipline in selected public secondary schools in Chingola district of the Copperbelt province in Zambia. It examined the prevailing disciplinary management practices to ascertain their suitability in the modern educational dispensation.

The study used a Mixed Design Approach which involved a **convergent or concurrent design** where both quantitative and qualitative data were simultaneously collected; both datasets were analyzed, and then integrated in order to cross-validate or compare the findings (Creswell, 2015). It partially incorporated Community-based participatory research (CBPR)—also commonly referred to as community-based research (CBR), participatory action research (PAR), community-based participatory action research (CBPAR), social action research, among other terms. The data were collected by the means of semi structured interviews; focus group discussions which included social mapping exercises with participants drawn from selected public secondary schools who include learners, teachers and head teachers. The respondents were chosen purposively and the study had 100 participants.

The key findings of the study were that pupil discipline was vital for the shaping of learners to achieve their educational objectives and grow into useful and responsible citizens; however, the reality was the existence of growing learner indiscipline in schools. Indiscipline was evidenced by the underlying issues affecting pupil discipline which were: sex-related offences, offences related to pupil indulgence in psychoactive substances, offences related to hostility and violence within the school community, and those offences which affect the cognitive health of the learner.

The second theme dealt with the role of school management in effective pupil discipline: here the roles were mainly facilitative: setting up contemporary discipline structures which espouse inclusive and participatory values; capacity building of those involved in school disciplinary management.

Thirdly the findings were on the views of the head teachers, teachers and pupils on handling learner disciplinary matters. What came out here was that schools did not have adequate capacity to incorporate and manage cross-cutting issues such as human and child rights, and gender issues in the schools' code of conduct; the structures were not participatory and inclusive; there were

inadequate monitoring mechanisms for schools' disciplinary practices; that values of social justice were lacking in the schools' disciplinary practices.

The recommendations were that: school administrations should put in place guidance and counseling services which are comprehensive and incorporate advisory services on child and human rights; that school administrations facilitate the capacity building of those involved with school disciplinary management; that school management put in place participatory and inclusive discipline management structures. That the schools establish and adopt a more comprehensive code of conduct that espouses human, child rights and gender. And that schools develop a culture of research on emerging issues and how they relate with schools' disciplinary management.

INTRODUCTION

1.0 Overview

Chapter one introduces the topic of study. The Chapter highlights the background of the study. It also includes the statement of the problem, the purpose of the study significance, research questions, objectives and limitations. It also gives the conceptual framework and the operational definitions.

1.1 The Background of the Study

The World Declaration of Education for All of 1990 acknowledged that education is a fundamental right especially for the child; subsequently efforts towards achieving the various needs of education have been made. According to Hergaty 1998, schools are expected to accommodate all children regardless of their physical, intellectual, social, linguistic and other conditions. The United Nations Declaration of Human Rights.

School discipline forms an essential part of the educational system, for through it learners are shaped in to responsible citizens in their respective learning institutions and society. It is generally agreed that in the past there were high levels of discipline. Learners had high regard for their teachers and members of their communities. The moral standards in learning institutions reflected those of the immediate community because community leaders, parents and school authorities worked in collaboration to ensure that the image of the school and that of society were upheld by learners whether in school or outside school. It is Tshabalala (2014)'s view that the education system is the transmitter of the social milieu of knowledge and cultural heritage to individuals through formal institutions, agencies and organizations of nations such as schools. This entails that, discipline is as cardinal as knowledge; it is for this reason that the cultural heritage of a nation is incorporated in the subjects of the curriculum of a given nation.

Discipline in the modern society has been cumbered by the changing nature of society; today's world is highly complex in every sphere of life; there are changes in the family, traditions, customs, beliefs, values and attitudes, and access to information (Vishala, (2012:8). Today's learner's attitudes and behavior are informed and influenced by the changing nature of the modern social environment; values held in the "old society" no longer hold in the world of today's learner.

Thondlana et al (2013) notes that the cultural heritage of a nation should be incorporated in the subjects of the curriculum of that particular nation, thus educational planners should also ensure that the nature of the education system is holistic through the incorporation of social issues which should cover the acceptable cultural values in schools, norms, beliefs and cultural expectations of diverse populace in a nation; in the same vein take into account the need for planners also take into account the legal context of educational provisions in order to obviate social conflicts in education.

Though not yet affirmed, the Zambian Bill of Rights as enshrined in the First Draft Constitution of the Republic of Zambia (2012), provided for democracy and constitutionalism of the country and its institutions in terms of social, political, economic and cultural policies. The Bill of rights stipulates that a person has the right to administrative action that is expeditious, lawful, just, reasonable and procedurally fair; it further provides that a person whose rights have been adversely affected by administrative action has right to be given written reasons for the action. The Bill of Rights also stipulates that children should not be subjected to corporal punishment, or any other form of violence or cruel and inhuman treatment in the home, school and any institution responsible for the care of children; that the child should be accorded a standard of living adequate for his/her physical, mental, spiritual, moral and social development; and above all the right to access quality and relevant education and training for personal development. The provisions in the Bill of Rights therefore pose a challenge to educational institutions to develop management systems and procedures that adequately promote the healthy and transformative development of the learner without necessarily losing the efficacy of its authority.

Zambia's National Policy on Education recognizes the Government as the custodian of human rights, which include the right to education. It concerns itself with how well national educational practices promote equality, equity, efficiency, transparency, partnership, pluralism, and accountability and democracy (MOE, 2008:2); these are tenets which pose challenges to current disciplinary management practices.

The National Policy on Education sees Purposeful disciplinary managed as key to the provision of quality education. Bernard,1999 as quoted by the UNESCO working paper (2000) defines quality education as learning which strengthens the capacity of all children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes which creates for themselves and others places of safety, security and healthy interaction. It is

believed that achieving Education for ALL (EFA) is a fundamental issue for the purpose of ensuring that children acquire the knowledge they need for better living and for their contribution in the community (UNESCO 2004). Education among other things is recognized for its positive contribution to economic, social and physical outcomes. These therefore include the cognitive development and character which are primary objectives of education; and the Education ability to promote creative and emotional development, peace, citizenship, and security Aguti (2015:7). The rationale for this study was to provide a critical examination of the nature of disciplinary management in selected public secondary schools of Chingola District; and how it is important in enhancing quality education for all learners through behavioral change in learners through transformed disciplinary management practices.

1.2 Statement of the Problem

In 2011 the Government of Zambia enacted The Educational Act 2011 in which was enshrined section 26(2), which outlines the establishment of a code of conduct for learning institutions whose purpose is to establish a disciplined and purposeful school or college environment and improve and maintain the quality of the learning and training process. This code of conduct was to be designed by the school management boards in consultation with the learners, teachers and parents at the educational institutions. Learners are expected to abide by that code.

Zambia's National Policy on Education recognizes Government as the custodian of human rights, which include the right to education. It concerns itself with how well national educational practices promote fairness, equality, equity, efficiency, transparency, partnership, pluralism, and accountability and democracy (MOE, 2008:2).

In putting up these policy and legal frameworks for school managements, the Ministry of Education could have probably assumed that perhaps school disciplinary management approaches were inadequate in addressing those tenets for the benefit of the learner. An ineffective disciplinary management system cannot provide due process that safeguards the interests of a learner or any other party involved in any disciplinary proceeding.

What is the role of school management in effecting learner discipline in selected public secondary schools in Chingola district of the Copperbelt province in Zambia?

1.3 The Purpose of the Study

This study was conducted in order to determine the role of management in effecting learner discipline in public secondary schools of chingola district of the Copperbelt province in Zambia.

1.4 Objectives of the Study

- To identify the underlying disciplinary issues affecting pupils in the selected public secondary schools in Chingola District.
- To establish the role of management in effecting learner discipline
- To assess the head teachers, teachers and pupils' views on handling learners' disciplinary matters.

1.5 Research Questions

- What are the underlying disciplinary issues affecting the pupils in selected public secondary schools of chingola district?
- What is the role of management in effecting learner discipline?
- What are the head teachers, teachers and pupils' views on the handling of disciplinary issues at your school?

1.6 Significance of the study

This study is of significance to the schools, the policy makers and the board of knowledge as it clarifies between license for the child to do as he/she wishes and liberty to act responsibly and earn the respect of their school authorities, associates and indeed society.

1.7 Limitations of the Study

The research was limited to one district hence was prone to generalization. Beside this, the researcher has tripartite roles, namely a student, a worker and family person and thus had to apportion adequate time for fieldwork whilst ensuring that the needs of other roles did not suffer. Issues concerning discipline in schools are sensitive and hence respondents were not initially sure of the purpose of the study until after sensitization

1.8 Delimitations of the Study

The study was confined to the schools at secondary school level namely Chingola District namely Chikola, Chingola, Kabundi, Sekela and Maiteneke Secondary Schools; it did not take into account the disciplinary concerns at primary school level. The respondents were mainly those within the school namely the pupils, teachers and head teachers; it did not extend to the views of the parents or the parent teachers association and members of the community or other interest groups like civil society organizations.

1.9 The Theoretical Framework

Ajzen and Fishbein (1980) developed a model of the relationship between attitudes and behavior designed to overcome behavioral difficulties. This model was called the *theory of reasoned action*. It assumed that actions are best predicted by intentions, and that intentions are in turn determined by a person's attitude and his or her perception of social pressure. The theory of reasoned action was then adapted by Ajzen and Madden (1986), and its name was changed to the *theory of planned*

behavior. It now includes the concept perceived behavioral control. This reflects the extent to which the person believes that he or she can perform the necessary behaviors in any given situation. It can affect both intention and the extent to which intention translates into actual behavior. Therefore, if a person is found in an environment that has a tamed behaviour, even the attitude and the intensions towards things may be positive hence this can be a model to be used by educators to change pupil behaviour.

1.10 The Conceptual Framework

This study examined the role of school managements in effecting learner discipline in public secondary schools. The schools' disciplinary system represents the moral fabric of the institutions, which shape the character of the learners. The conceptual framework thus derived its values from the Education Act No. 23 of 2011, which stipulates that, 'A code of conduct shall establish a disciplined and purposeful school or college environment and improve and maintain the quality of the learning and training process.' Displayed is the conceptual framework below;

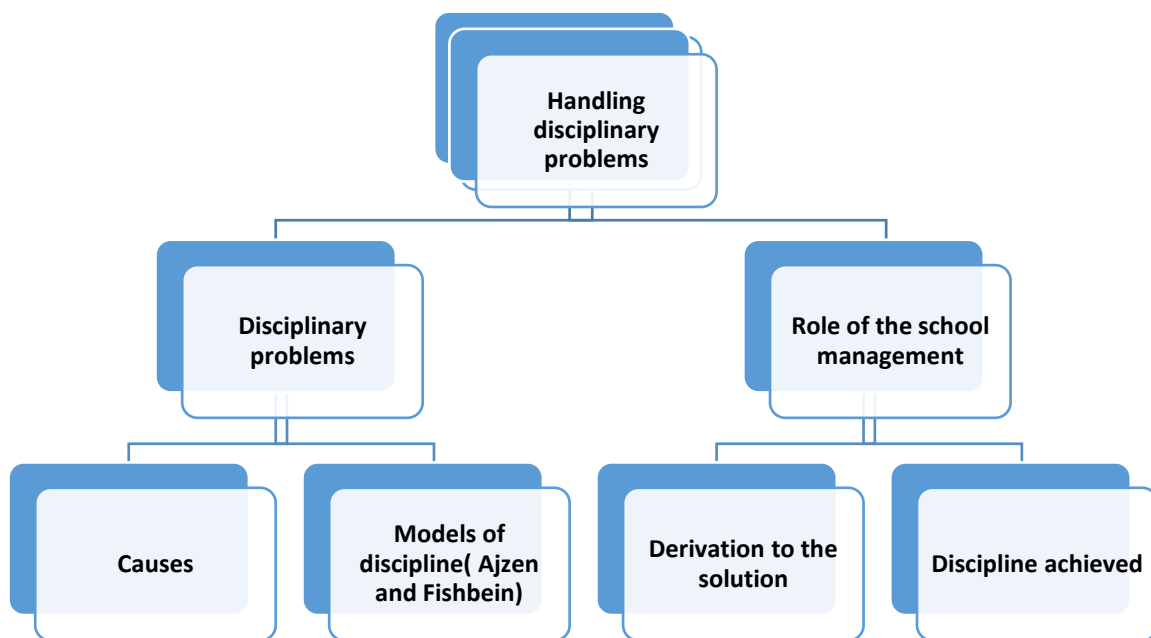


Figure 1. The conceptual framework

As displayed above, in handling disciplinary problems, there is need to establish the underlying learner disciplinary problems as managers of public secondary schools so that the causes of disciplinary problems may be established. Beside this, there is need to derive models of discipline through an application of the Ajzen and Fishbein model as it is dealing with intentions and attitudes

of learners in behaviour. In so doing, derivation of solution may be established depending on the reaction of the learners, stakeholders and the policies governing learner discipline and the needs of society as well because educators run schools on behalf of society. After all this, discipline may then be achieved.

1.11 Operational Definitions

Overview

This section defines the key terms used in this study. These terms have been used to help orient and clarify the importance of disciplinary management in the schools. They have been defined according to the context of the research.

Key Terms

Code of conduct: means a culture and behaviour regulating the conduct of learners, developed in accordance with the Educational Act (2011).

Discipline: According to the Macmillan English Dictionary (2007) means the practice of training people to obey rules or a code of behavior; behavior resulting from such training; train (someone) to obey rules or a code of behavior by punishment or rebuke. punish or rebuke formally for an offence. Showing a controlled form of behavior.

Disciplinary Management: The act of administering disciplinary processes and procedures at a school (Bernard, 2003).

Education: According to the Education Act (2011) means the full development of an individual's judgment, personality, talents, mental and physical ability. Generally, it is the process of teaching, training and learning, especially in school.

Managers: These are people that plan, organize, lead and control efforts of the members of the Organization (Zvobgo,2013).

Secondary School: means a school offering secondary education at Grades 8 to 12 levels (Education Act 2011).

Summary

This chapter provided the background to the study on issues pertaining to learners in respect of discipline management in the learning institutions from the global perspective and indeed the Zambian perspective. It highlighted the statement of the problem, the purpose of the study; the

research objectives and research questions; the significance of the study; the theoretical and conceptual frameworks. Finally, it gave the operational definitions used in the study.

CHAPTER 2

Review of Related Literature

2.0 Overview

The chapter reviews related literature on the role of school management in effecting learner discipline in public secondary schools of Chingola district of the Copperbelt province. The chapter is organized under the following subthemes; The underlying disciplinary issues affecting pupils in the selected secondary schools in Chingola, The role of management in effecting learner discipline and Head teachers, teachers and pupils' views on handling learner disciplinary matters. According to Creswell (2014) The purpose of reviewing studies in an introduction is to justify the importance of this study and to create distinctions between possible past studies and this one, thus according to "setting the research problem within the ongoing dialogue in the literature; furthermore, as a new study, add to the literature or to extend or retest what others have investigated. Relevant literature on discipline manage was reviewed in order to integrate, be critical, and build bridges across the key themes and issues arising from objectives of this study.

The underlying disciplinary issues affecting pupils in the selected secondary schools in Chingola

Discipline is cardinal in the education system as without it the holistic learning may not be achieved. Temitayo et.al (2013) in the research on the management of disciplinary problems in secondary schools, points out that the environment is a cause of disciplinary problems as it determines the behaviour of an individual in all aspects. Mumthas (2014) adds on in the study of student and teacher perception of disciplinary practices, types, reasons, consequences and alternatives, pointing out that, the destroying of school property, misbehavior at the times of activities such as interschool activities are some of the underlying disciplinary issues in class though it does not specify the level of students with such behaviours as such are generalized.

Ifeoma (2012) in her study on the indiscipline in Nigerian secondary schools displays that parental overprotection was a cause of indiscipline in society so as poor value system and injustice which no longer honor hard work was among the causes of indiscipline. Beside this, teacher lateness, absenteeism is a contributor to the indiscipline in the learners. Ifeoma adds on that poor leadership

by administrators and the unfavorable environment causes indiscipline in schools. Though the study focused on the Nigerian schools it can be a referral for Zambian schools as well.

Lyamba (2013) in the study on the relationship between home and environment and indiscipline among pupils displayed that, the common forms of indiscipline included fighting, disrespect to teachers, lateness for class, truancy and noise making. Promiscuity, vandalism, stealing, alcohol/drug abuse, insulting and misuse of cell phones were less common as this study was based on primary schools. Lyamba adds on that, home related factors were major causes of indiscipline, peer pressure, community influence, lack of positive role models, government policies such as the re-entry policy and human rights activism, drug abuse, ignorance of school rules and classroom management by the school managers, teachers and pupils.

Tarman (2016) in the study on discipline or classroom management, points out that, demographic changes such as double parent employment which deters learners contacts with their parents as parents relegate responsibility to teachers. Such is a cause of indiscipline in schools due to less home guidance in pupils from the parents

Other indiscipline cases include sleeping in class, failure to do assignments, failure to do duties like mopping the dormitories and sweeping of classrooms and dressing wrongly while in school. Beside this, pregnancy among girls is also a major form of indiscipline as much as defiance of authority. This is according to karuri (2012) in the study on students' perfect success guide.

Aamodt (2010) explains that employees who are unhappy with their jobs miss work, are late to work, and quit their jobs at higher rates than employees who are satisfied with their jobs and are committed to the organization. Dissatisfied employees, especially those who are unable to change jobs, also engage in a variety of other counterproductive behaviors in organizations. These counterproductive behaviors can be separated into two types of behaviors: those aimed at individuals and those aimed at the organization. Behaviors aimed at individuals include gossip, playing negative politics, harassment, incivility, workplace violence, harassment, and bullying. Behaviors aimed at the organization include theft and sabotage. Though such behaviors are not limited to unhappy employees, they provide ways for employees to "get back" at the organization or the coworkers they believe are responsible for their lack of happiness. These counterproductive behaviors are synonymous with those of pupils in learning institutions.

Rogelberg (2007) clarifies the concept of absenteeism and presence: Absenteeism (alternatively, absence) is an individual's lack of physical presence at a given location and time when there is a social expectation for that person to be there. An absence is a behavioral outcome or state... actions can make up absence. Moreover, attendance and absence should not be thought of as straightforward opposites. An individual can be absent from many settings simultaneously if groups or individuals from each of those settings have contradicting expectations. In the same way, a person can be in attendance at one location (such as work) while being absent from another (such as home), as long as different referents generate role conflict about attendance. However, an individual can attend only one setting because attendance is merely physical presence there. The concept of absenteeism and presence should also be appreciated in school settings, especially when absenteeism is regarded as a punishable offence.

Vishala (2012) discusses some problems and behavioral disorders of pupils at adolescent and post-adolescent stages. She identifies problems like anti-social activities, excessive drinking, smoking, social antagonism and rebellion, curiosity and experimentation with sex and premarital sex, drugs abuse, aggression and violence to mention but a few. She explains that teenagers involve themselves in activities like teenage sex, drinking, use of drug, smoking as symbols of maturity and sophistication; they look at them as a proclamation of adulthood because in their understanding such activities seem to be reserved for adults. She further explains that other behavioral problems emanate from peer pressure where the urge towards being accepted in peer social groups is big. She points out that whatever be the nature of the problems guidance and counselling from parents/guardians and the school remains cardinal.

Landy and Conte (2013) highlight the problem of workplace violence: In the past, the workplace was seen as a protected environment, one in which workers could feel safe. That is no longer the case. Violence is becoming more common in the workplace and therefore more important than ever. Work-related violence falls into two different categories. The first deals with violent actions carried out by a nonemployee against an employee. Similarly, workers in certain occupations, such as corrections and police officers, deal with violence as an essential function of their jobs. The category of violence is perpetrated by employees and directed toward fellow employees. It is the second form of violence that we will consider. Several excellent reviews cover both types of

violence. There have been many hypotheses about why we have seen the workplace become more violent since the early 1990s including the following:

- There is a greater tendency for workers to abuse drugs and alcohol, thus lowering inhibitions that prevent violent behavior.
- In attempts to become leaner, organizations have eliminated layers of management, resulting in reduced opportunities for communication with employees about frustrating situations.
- Stress is often associated with violent actions by individuals. To the extent that work is stressful, then, it should not come as a total shock to see violent behavior at work, such as the incident at the aircraft parts plant described above. Although to date there has been little careful and systematic research on workplace violence.

This scenario is also evident as regards violence in school premises.

The role of management in effecting learner discipline

Discipline in the school is the function of the administrators hence the general school discipline is dependent upon the head teachers administrative and leadership skills. Temitayo et.al (2013) points out that, teamwork among educators will improve discipline so as more commitment on the part of educators. Suspension or temporary exclusion will improve the tone of discipline management if it is utilized by the educators such as the school management. Moral punishment, rewards, praise and blame will improve discipline in schools if school management can utilize it in effecting learner discipline as stated by Temitayo.

Dingase (2016) points out that, educators use dialogue, suspension, counselling to instill discipline in pupils these alternative modes create a sense of responsibility in pupils, instill discipline and are lawful though time consuming even if ministry of general education has prescribed them as a guide to educators for the provision of knowledge and skills to them in the enhancement of the administration of discipline. Teamwork with parents and teachers by the insistence on the school rules following. This research has been done in a qualitative way by a descriptive survey. Though it displays challenges and not views. According to Henry and Florence (2012) in their study discipline as a tool for effective management, they point out that punishment can be used as a corrective measure to suppress undesirable behaviour in school and society. Nkululeko (2009)

adds on that educators have to ensure that they exercise managerial control on learners behaviour as it has to be rule governed.

Joshua (2013) concludes that the head teachers work experience had enormous influence on students' discipline and are able to identify the undisciplined ones by learning their minds and help in changing their behaviours.

Lemmer (2003) writes about the importance of partnerships in education such as teacher and learner partnerships, teachers and their peers as partners, school managers and teachers as partners and the home-school partnerships. It explains that these partnerships are important in the management of various aspects of the school and even issues on discipline.

MOE (1996:159-161) provides the policy framework of the educational sector. One of the goals (Goal number viii) is to produce a learner who is capable of maintaining and observing discipline and hard work as the cornerstone of personal and national development. The policy indicates the modes of creating effective schools; amongst other things it points out that parents decisions to place their children in certain schools depends on the school's reputation for orderliness, sense of purpose and sensible discipline, emphasis of moral standards, and personal formation of pupils through the whole climate and value system of the school. It defines the characteristics of effective schools which include an orderly controlled atmosphere with a clear set of general rules. School discipline which is definite but not rigid, established on a predictable framework within which the essential teaching and learning tasks of the school can be carried on. It looks at the notion of the school culture which is consciously developed based on the school's vision and mission. The policy guides on values, aspirations of the school which provide a justification for everything it does as manifested through the aims it formulates, stories about its history and its pat pupils, its rules and regulations, and the way it is organized, the environment it creates for teaching and learning, its assemblies, routine rules... and other factors contribute to the corporate culture and identity of the school. The policy also directs the mission statement and plan of a school which is a more extended statement of features of school policy and practices. Deriving from the mission statement it should cover such elements as the school's aims and objectives... approaches to late coming, absenteeism and indiscipline' school reports and record cards and links with the parents and the community. A school plan is developed collaboratively by the school staff, under the leadership of the head, and where possibly the participation of the Parent-Teacher Association...

Planning in this way should also give the staff a deeper understanding of the meaning of democracy and decentralization and should promote their awareness of the extent to which the whole enterprise of education rests in their hands Daniels and Walker (1997) defined pluralism as the existence within any society of a variety of groups, with different, autonomous, and sometimes mutually conflicting interests and values. The author's contention was that organizations may have a common interest but a divergent world-view because in their day to day lives; their platforms are different from each other, and hence may sometimes hold conflicting perceptions, values, objectives, and even knowledge systems. However, through public participation and consultation may work towards improving the knowledge and values of members in a particular concern.

Landy and Conte (2013), highlights organizational justice from the perspectives of trust, fairness and the concept of justice. Organizational justice is the type of justice that is composed of organizational procedures, outcomes, and interpersonal interactions. They explain that trust is based on belief in how a person or an organization will act on some future occasion based upon previous interactions with that person or organization. They advance the following typologies of justice: Distributive justice which is the type of justice in which the allocation of outcomes or rewards organizational members is perceived as fair; procedural justice which entails the type of justice in which the process or procedure) by which ratings are assigned or rewards are distributed is perceived as fair; interactional justice type of justice concerned with the sensitivity with which employees are treated and linked to the extent that an employee feels respected by the employer; deontic justice. A form of organizational justice based on what is the correct moral course of action for a company or for an individual.

Head teachers, teachers and pupils' views on handling learner disciplinary matters

The head teachers and senior management as they plan ahead of the year in strategic planning, they also have to plan on how to discipline the learners to avoid being seen as ignorant. Mumthas (2014) in a study on the student and teacher perception of disciplinary practices, he points out that inadequate skills by administration in handling disciplinary cases hence the need to plan strategically. Henry and Florence (2012) also point out that educational institutions strive to manage learner discipline. This entails a fore planning by the school administrators.

The Education Act no. 23 of 2011 makes provision for an education board or board of management to be in consultation with learners, teachers and parents at the educational institution, adopt a code of conduct learning and training process; that the head of institution may, in consultation with the board of management at the educational institution, determine guidelines for consideration by the education board concerned in the adoption of a code of conduct; that Nothing contained in the Act exempts a learner from the obligation to comply with the code of conduct of the educational institution attended by the learner. furthermore, that the code of conduct shall contain provisions of due process to safeguard the interests of a learner or any other party involved in any disciplinary proceeding. Article 30 makes provision for counselling and career guidance which shall be an essential component of learner welfare at all levels of the education system and shall be part of the overall management and administration of educational institutions.

Friedman (1992) postulates the concept of Trans active Planning; he contends that this process should be based on mutual learning, patient listening and tolerance of contrary views. This process he says also involves social learning with frequent assessments of what has been accomplished, what has gone wrong, and a willingness to make appropriate adjustments in the course of the implementation process itself. Furthermore, trans active planning provides a way to join scientific and technical intelligence with personal knowledge at the critical points of social intervention. The process is client driven rather than the traditional expert driven process and places more value on the informal knowledge of the citizenry particularly at the problem definition stage. It aims at describing the current situation, analyzing that situation, devising an appropriate implementation strategy, and assessing feasibility.

Daniels and Walker (1997) defined pluralism as the existence within any society of a variety of groups, with different, autonomous, and sometimes mutually conflicting interests and values. The author's contention was that organizations may have a common interest but a divergent world-view because in their day to day lives; their platforms are different from each other, and hence may sometimes hold conflicting perceptions, values, objectives, and even knowledge systems. However, through public participation and consultation may work towards improving the for the learners. Article 26 stipulates that the code of conduct shall establish a disciplined and purposeful school or college environment and improve and maintain the quality of the knowledge and values of members in a particular concern,

Gilliland, Benson, and Schepers (1998) proposed that injustice has a much greater impact than justice on subsequent attitudes, emotions, and behavior. Once an injustice threshold has been exceeded, there is no way to counteract the feelings of injustice. Even when employers try to make up for an injustice with fairer subsequent treatment, they cannot undo the harm caused by the perceived injustice. Gilliland and Chan (2001) suggested that injustice, once experienced, leads to retaliation or reduced effort or motivation, whereas perceptions of justice lead to extra effort and feelings of inclusion and contribution. Currently, justice and injustice are considered two ends of a single continuum, with equal and opposite reactions. But many individuals experience justice quite differently from the way they experience injustice. The experience of injustice has a tendency to linger for a long time, sometimes over decades.

Summary

No studies have been made to determine the role of the educational managers in effecting learner discipline in Chingola districts public secondary schools. Therefore, the study intends to fill this knowledge gap as the justification of the study; It is evident that this study has cited extensively, literature on disciplinary practices in learning institutions and industry. Literature has been reviewed from the perspectives of current disciplinary practices in school management, the perspectives from industrial and organizational psychology; and the legal and policy framework of the educational sector. It was however clear that the current contemporary view of school disciplinary management is still struggling to modernize its procedural justice and culture to meet the democratic, and human rights based demands of modern disciplinary management systems.

Creswell (2014) notes that deficiencies can be found in literature because a particular topic may not have been explored with a particular group, sample, or population; the literature may thus be replicated or repeated to see if the same findings hold, given new samples of people or new sites for study; or the voices of underrepresented groups have not been heard in published literature.

This study therefore sought to integrate what those from the modern human resource approaches which are based on democratic, and human rights demands have said; what scholars on industrial and organizational psychology have said; along with the sample of voices of the affected groups

thus bridging the gap on information on the central issue on the role of school management in effecting learner discipline in public secondary schools. It also provides scope for the continuation of the debate on how school managements ought to manage their disciplinary practices.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter points out the philosophical framework of the study, discusses the methodology that was used in this study; it explains the design of the study, the study population, the sampling procedure and sample size; it further discusses the data collection instruments, the data collection procedures and how the data was analyzed. Finally, it gives the ethical issues that guided the research process.

Philosophical framework

The study uses a pragmatic paradigm as it advocates for the use of mixed methods as a way of understanding the human behaviour. It is more practical and pluralistic that it allows for a combination of methods in conjunction. It can shed more light on the actual behaviour of the participants, the beliefs that stand behind those behaviours and the consequences that are likely to follow from different behaviours. It has different ways of interpreting the world and undertaking research that no single point of view Can ever give the entire picture and that there may be multiple realities (Sunders M. et al., 2012). It is for this reason that this study is underpinned on this paradigm as it plurality supports it.

3.1 Design

The study applied Convergent Parallel Mixed Methods; this according to Creswell (2014:268), which applies both qualitative and quantitative paradigms. This method helped the researcher to converge or merge quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. This design assisted the researcher to collect both forms of data at roughly the same time, and then to integrate the information in the interpretation of the overall results. The key assumption of this approach is that both qualitative and quantitative data provide different types of information. Given the assumption that each type of data collection has both limitations and strengths, the mixing” or blending of data, is expected to provide a stronger understanding of the problem or question than either by itself. In a nutshell the intent of qualitative is to gain an in-depth appreciation of the phenomenon; whilst on the other hand quantitative data helps in generalizing data to a population; it was noted that each paradigm offered a complimentary scope to the other data set.

3.2 Population

The study housed all the head teachers, teachers and pupils of Chingola's public secondary schools.

Sample size

A sample in a research study is any group from which information is obtained for the purpose of generalization about a given population (Fraenkel and Wallen, 1983). In this view, the total number of respondents was 55 which comprised of 5 headteachers, 25 teachers and 25 pupils.

3.3 Sampling Procedure

Purposive sampling was used to select participants for this study. Rogelberg (2004) explains that purposive sampling is one of the nonprobability sampling methods; purposive sampling procedures were used to select the research participants for this study based on their characteristics and attributes that are important to the study, which included their knowledge and experience on the issues surrounding the phenomenon of school discipline as shown in table 2.

Table 1 Purposive Sample Size of Respondents from Selected Secondary Schools in Chingola District.

N=55

	Sec. Sch .A	Sec. Sch B.	Sec. Sch C	Sec. Sch D	Sec. Sch E.	Total Respondents	%
Pupil Male	3	2	2	3	2	12	21.8
Pupil Female	2	3	3	2	3	13	23.6
Teacher Male	2	3	2	3	3	13	23.6
Teacher Female	3	2	3	2	2	12	21.8
Head Teacher Male	--	-	01	-	-	01	1.9
Headteacher Female	01	0 1	-	01	01	04	7.3
Total	11	11	11	11	11	5 5	100%

These public secondary schools were purposefully selected because their profiles were representative of the secondary schools in Chingola District; for instance:

- Schools A, B, and E, are in the per-urban and have large pupil populations. Schools C and D are located in town and have lesser pupil populations. Schools C and E were formerly basic schools which have been upgraded to full secondary school status. The variations in the profiles provide a wider scope for understanding the nature of disciplinary management in these schools which can possibly be generalized to the schools in the district which are outside the sample.

- In all cases the pupils selected were Grade Twelves whose experiences and knowledge of disciplinary issues in secondary schools is better than the pupils in the lower grades because of the length of time they have spent at secondary school level. Some of the pupils have held the positions of authority over fellow pupils as either Class-monitors or School Prefects, during their time at secondary school.
- The teachers are the administrative front-liners of school administration; they are fully engaged in interactions with pupils during all school activities. Cases are often reported to them first as either class-teachers, masters on duty; they are all involved in the monitoring of pupil behavior; some sit on the school disciplinary committee
- The Head teachers were selected because of their positions of authority in school administration and their experiences gained as they were being promoted from teacher, departmental-head, deputy head and eventually to school heads. Because of their [position they frequently deal with various disciplinary concerns from pupils; and have had opportunity to decide on the kind of punishments to mete out.
-

3.4 Instruments for Data Collection

The researcher used the following instruments for data collection:

- Structured questionnaires
- Semi-structured questionnaires
- Interview guides
- Social mapping guide.

3.5 Data Collection Procedures

Social mapping falls within the ambits of Community-based participatory research (CBPR) also commonly referred to as community-based research (CBR), participatory action research (PAR), community-based participatory action research (CBPAR), social action research, among other terms. CBPR values collaboration, power sharing, and different kinds of knowledge (scientific, lay, experiential). CBPR develops projects from the ground up, with those whose lives are most impacted by the problem at hand, in an effort to create needed changed. Methodologically, these are problem-centered or problem-driven approaches to research that require flexibility. These approaches are generally used when the aim is to promote community change or action, and may

also be used simultaneously to explore, describe, evaluate, evoke and unsettle; or any combination thereof (Leavy, 2017:224)

Social mapping is a tool for mapping actors and their linkages to the issues to which they are expected to jointly act upon, and the roles they are expected to play. A social map thus enables stakeholders to visualize who the major actors are (in this case those expected to participate in school disciplinary management). The steps to be taken in social mapping by a research team are:

- Identification of key actors in school disciplinary management.
- Brainstorming of key issues affecting school disciplinary management.
- Verification of roles to be played by the actors.
- Develop a visual map which contextualizes the linkages of the actors to the issues of school disciplinary management.
- Look at the historical issues surrounding school disciplinary management.
- Suggest innovations to the school disciplinary management approach.

The Social mapping approach was originally developed by Engel (1995:37) as a method that sought to uncover inherent properties of knowledge systems with the purpose of improving network performance in agricultural communities. The tool is adaptable to the needs for innovation in other sectors (as in this case education).

3.6 Data Analysis

Data was subjected to Content Analysis Procedures which involved: Thematic Analysis where major themes included Administrative procedures, Nature of stakeholder participation in disciplinary procedures, and Purpose of Disciplinary Procedures. The Sub-themes included the Nature of Justice as regards procedure, interaction, information; and outcomes in terms of acceptability, education, reformation, and distribution. Triangulation of Quantitative Information with Descriptive Statistics Displayed in Tables, Graphs. The whole process helped to make sense out of the collected data.

3.7 Ethical Considerations

The researcher was aware of the importance of Ethics in conducting an effective and meaningful research. She reminded herself on the following points:

- The need to obtain Informed Consent: this according to Rogelberg (2004) is required by law for all research conducted at institutions. She thus obtained an introductory letter from the University of Zambia which she presented to the head teachers of the schools at which the research was undertaken. She provided Information about the study to the headteachers, teachers and the pupils who were selected for the study; this helped them on their decision to participate in the study.
- The researcher assured the participants that there would be no one victimized for participation and providing information to the study as the school authorities were aware of the importance of the study; to ensure this their identities would not be disclosed; their views would be kept confidential; their rights to withdraw from the study at any time would be respected and that no consequences would follow such withdrawal.
- The researcher informed the potential participants that their involvement was voluntary; that she would only meet expenses such as transport refunds and refreshments if they were kept longer than expected.
- The researcher was mindful of the fact that she had responsibilities towards the participants because those were people whose personal programs were interrupted in the time they spent on the study, in order to garner valuable information for her research project. She thus assured the participants from the schools that she would give them a debriefing session as a feedback to them on the study; and that she would also be glad to hear from them about how they felt about the study.
- Last but not the least the researcher undertook to acknowledge all information derived from the works of other people whether it be documented or that which was passed on to her on the basis of expert disposition.

The researcher consulted the ethical considerations outlined in FHI360 (2009) to guide her in the conduct of this research.

Summary

This Chapter covered the study design, study population, sampling procedures, instruments for data collection, data collection procedures, data analysis and ethical considerations.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0 Overview

This study addresses the role of school management in effecting learner discipline in public secondary schools. The purpose of this chapter was to bring out the views of the teachers, pupils and headteachers, which are qualitatively presented here in terms of narratives; the responses are further quantitatively expressed in terms of tables and graphs which reflect numbers and percentages of responses on key questions on the phenomenon. The findings were then assessed in terms of their generalizability across the sampled categories.

4.1 Teacher, responses on the underlying issues that affect pupil discipline in the selected secondary schools in Chingola District.

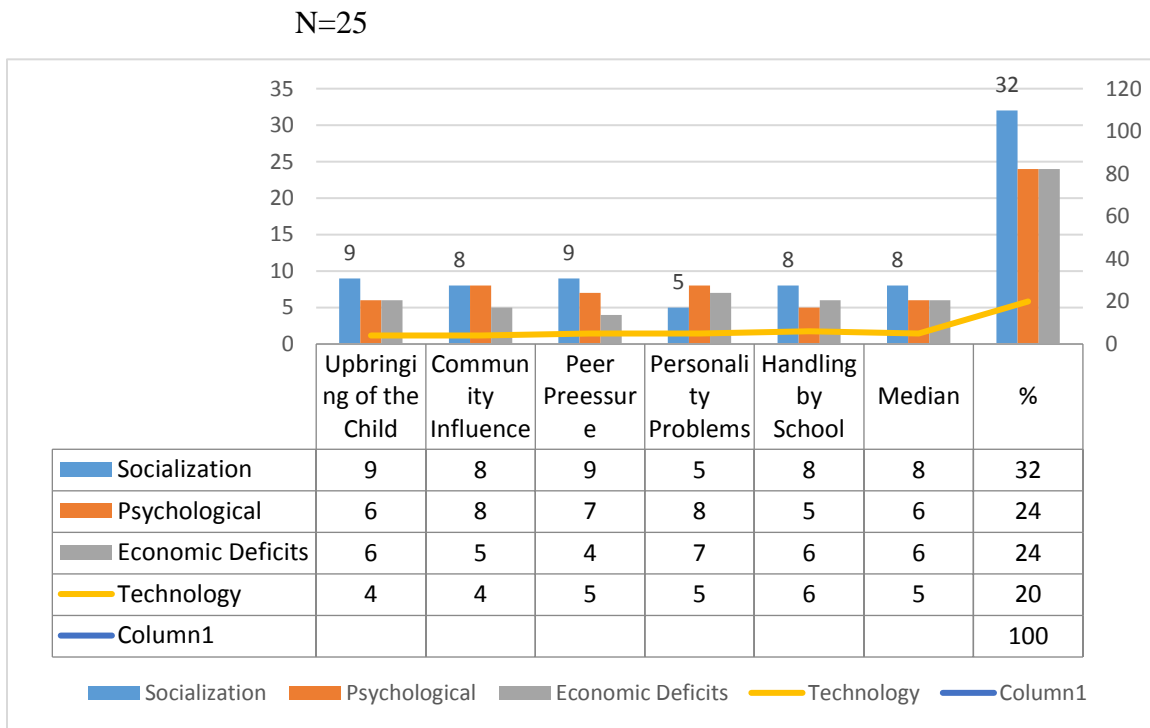


Figure 2. Teacher, responses on the underlying issues that affect pupil discipline among learners.

Figure shows that teacher views based on the median, indicate that socialization accounted for 8(32%); psychological factors had 6(24%), economic deficits had 6(24%) and technology

had 5(20%. The teachers married these categories of causes to the following factors: the upbringing of the child in the family; the influences the child received from their immediate community; the pressure exerted on them by their peers; the problems arising from their economic status; and abuse of technology.

- i. The issues under socialization which were upbringing, peer pressure, and personality problems. Teachers explained that some families especially the affluent ones tended to spoil the children by not controlling their behavior. One female teacher from School A said:

Some pupils from rich families expected to be treated the way they are treated at home. When the teachers tried to correct their behavior, such pupils tended to be sulky, withdrawn and sometimes insolent and rebellious. They even look-down on the teachers and have the guts to walk-out.

The teachers also observed that the location of the pupils' family homes also mattered. They explained that peer-pressure affected pupils from the peri-urban communities. Teachers from Schools C, D, and E noted that pupils from the peri-urbans mingled with out of school children whose behaviors left much to be desired; one male teacher had this to say:

It is hard to believe the behaviors of some of these pupils when you meet them in their compounds; you find them in the company of rough looking characters who indulge themselves in all sorts of questionable activities. When these pupils come to school they want to import the bad behavior they have acquired from their compounds.

The teachers also noted that some pupils have personality problems because of poor socialization, some pupils develop a personality complexes which when they try to deal with causes them to behave strangely by either fighting, dodging from school for fear of victimization or mockery; some also tend to be boastful and annoying to

other pupils which lead to quarrels and fighting hence getting themselves on the wrong end of the school rules. The teachers explained that personality problems arose when the child lost confidence in him/herself and tried to compensate it excessive defense mechanisms such as rationalization, projection, fantasizing, identification and displacement which if not properly handled often caused the learner to be at variance with school expectations. The teachers further stated that learner behavior was dependent on the manner in which the school managed the child, they explained that often schools created social antagonism and rebellion in the learner by failing to understand the nature of each individual learner and exerting undue pressure on them.

- ii. On the psychological factors: from the home front the teachers explained that the learner expected unconditional love and equal treatment; they noted that if the child felt deprived of the psychological needs then they hit back with a negative response. The teachers explained that if the community environment posed a threat to the child or presented to the child that only the fittest survived in that environment the child developed an aggressive behavior in order to fit. On the psychological aspects of peer pressure the teachers said that most learners had an identity crisis and that if this identity was derived from bad elements the learner's behavior was remodified in a negative way. The teachers observed that learner personality conflicts arose from exhibitionist behavior which gave the learner a bad tag in the school community. Problems that arose from the way a learner is handled by the school include poor teacher-pupil relationships, when schools make the learner feel that they can never achieve his/her personal educational goals; then the learner will do everything possible to hurt the institution they feel is wasting their time.
- iii. As regards economic deficits and the family background the teaches explained that when learners got the impression that the family was not capable of providing their needs some learners resorted to stealing and prostitution, some even absented themselves from school for fear of being laughed at; others felt harassed by the school for failure to meet school fees or reported late for classes for lack of transport and got punished for it.

The teachers explained that there was conflict between learners and school administrations on pupil bringing cellphones to school; some schools made this a punishable offense they said. The teachers further stated that most pupils abused technology by the way they used social media to insult the school authorities, some children became addicted to pornography with which they enticed their fellow learners towards the abuse of sex which put them in variance with the school authorities.

On Technology the teachers explained that some pupils used the social media to post materials that were derogatory to the school authorities; the teachers also said that the social media and electronic communication gadgets were being used as a means for examination malpractices; when caught such pupils faced severe sanctions from the school and indeed other authorities.

Punishable Offences Generally Committed by Pupils in Selected Public Secondary Schools

Figures 3 and 4 show that when pupils were asked to each indicate what they experienced as punishable offences at their school, 4(16%) mentioned sex related problems, 3(12%) indicated drug and alcohol abuse, 3(12%) said insolence towards teachers, 6(24%) mentioned truancy, 2(8%) indicated noise making, and 7(28%) mentioned late-coming.

N=25

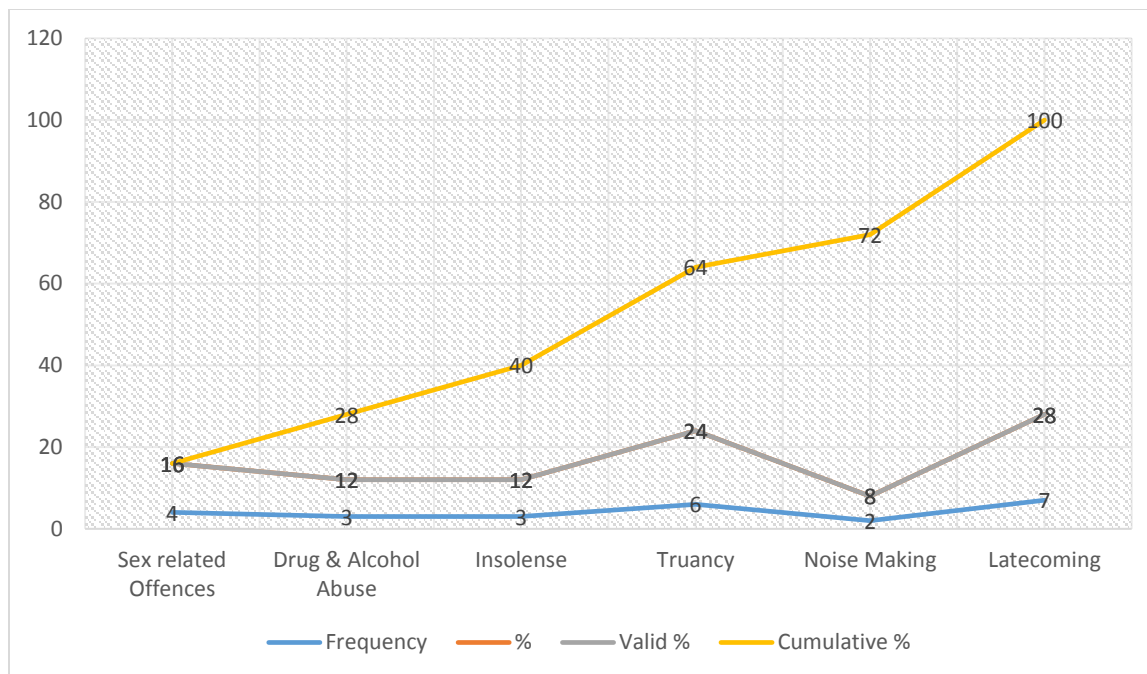


Figure 3. Pupil Views on Common Punishable Offences

N=25

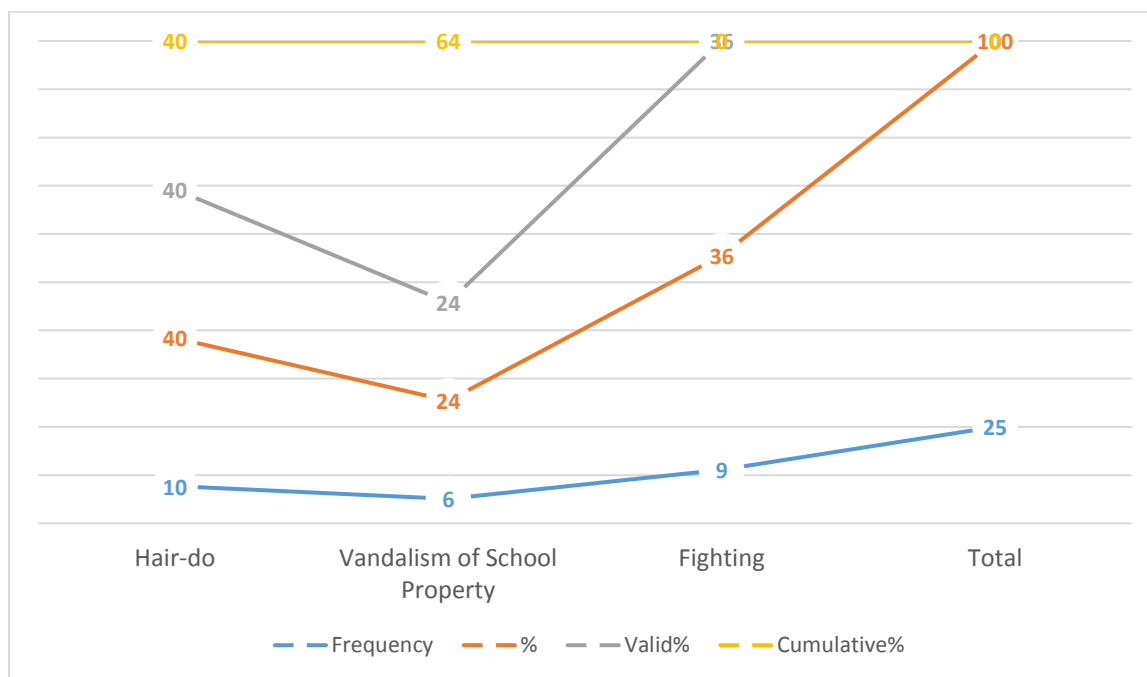


Figure 4 Other Punishable offences often committed by pupils.

Figure 4 indicates other Punishable offences identified collectively by the pupils, which included vandalism of school property, Violence in the form of fighting and bullying, hair-do. 10(40%) mentioned hairdo which was not acceptable at the school; 6(24%) explained that vandalism of school property caused some pupils to be punished; and 9(36%) mentioned that fighting was another problem for which pupils were often punished. Girls explained that they were the main culprits after keeping a hairdo that they had made during the weekend or holiday and often did not have time to undo it before the beginning of the school days. Some boys liked to appear in Rasta hair-styles which are prohibited in the school rules. Boys were said to be the main culprits as regards vandalism of school property, either as a reaction to what they thought was not good treatment by the school administration or just joining in the fun after getting drunk they walk into the school premises and break classroom or office windows; some go to the extent of shattering desks.

Fighting they said was common among boys and girls either over lovers or when feelings were hurt. Some of the fights were usually carry overs from weekend incidents.

Theme 1 explored Headteachers', teachers', and pupils' views on the types of punishable offences mostly committed by pupils. Table 12 shows the offences committed by pupils as indicated by the Headteachers, teachers, and pupils at each of the selected schools. In their explanations they categorized the offences as follows: Very serious for those offences they considered as threatening to the lives or welfare of the school; Serious for those offences they considered worrying enough and potentially risky; and Very Serious for those offences which they said caused actual harm to individuals or destruction to property.

Teachers and pupils rated the punishable offences according to the following categories: Sex Related Offences; Offences related to abuse of psychoactive substances; Offences related to Hostility and Violence; and Offences Against Norms of the school. Table... indicates how the respondents from the selected secondary schools in Chingola District rated each category of offences.

Table 2. Rating of Punishable Offences Mostly Committed by Pupils.

Type of Offense	Respondents	School A	School B.	School C	School D.	School E	Average Rating
Sex Related Offences	Head-Teachers	3	4	2	3	4	3
	Teachers	4	4	3	3	3	3
	Pupils	4	5	5	4	4	4
	Average Rating	3	4	3	3	4	3+
Offences related to abuse of psychoactive substances	Head-Teachers	4	4	5	5	4	4+
	Teachers	5	4	5	5	5	4+
	Pupils	5	5	4	4	4	4+
	Average Rating	4+	4+	4+	4+	4+	4+
Offences related to Hostility and Violence	Head-Teachers	4	3	4	3	4	4+
	Teachers	4	5	4	4	4	4+
	Pupils	4	5	4	4	4	4+
	Average Rating	4	4+	4	4	4	4+
Offences against routine	Head-Teachers	3	2	2	3	2	3-
	Teachers	4	3	3	3	3	3+
	Pupils	5	4	4	4	4	4+

school house-keeping Norms.	Average Rating	4	3+	3	3+	3	3+
5 Very Serious	4 Serious	3. Significant	2 Tolerable,	1 Negligible			

Table shows the way the 3 participants rated each offences according to their own perception.

- 1 – for offences they considered negligible
- 2 – for offences the considered tolerable
- 3 – for offences they considered Significant
- 4. Serious for those offences they considered as worrying and potentially risky.
- 5. Very Serious for those offences which were actually harmful and destructive.

Participants from all the selected secondary schools identified Sexual related offences as a very significant offence; they rated this category of offences 3+. The Offences in this category according to the participants included: unhealthy boy girl relationships which they said often led to early pregnancies which they noted disadvantaged girl-pupils' education. Teachers explained that they often found some boys and girls in sexually compromising situations; sometimes they found love letters in the pupils' books; many times caught pupils sexting in class using cellphones. The other significant problem observed by teachers was the growing trend in pornography amongst the pupils; they explained that many pupils spent their time browsing pornographic stuff on their cellphones. They said it was easy to detect that from the facial explanations of the pupils who they noticed as having lost concentration to class activities.

All the participants identified Offences related to indulgence in psychoactive substances as serious in all the schools; they rated this offence 4+. They explained that alcohol and drug taking was rife amongst the pupils. The teachers and pupils said that it was easy to detect pupils under the influences of psychoactive substances as they were scruffy, smelly, abusive in their language, often exhibited abnormal behavior like laughing without cause, disinterest in school work and aggressiveness.

All the respondents said hostility and violence were a category of offences which attracted punitive measures by the school authorities; a rating of 4+ was given to this category of offences. The participants said that the offences exhibited in this category included fighting, bullying, vandalism of school property, gender-based violence; insolence towards peers and school authorities, stealing of school property and other pupils' properties; truancy and pupil delinquency.

All the respondents from the selected secondary schools identified Offences Against Routine School Houser-keeping Norms as a significant category which they rated 3+. The actual offences here were unacceptable hairdo, use of cellphones during school, noise-making, late reporting for school, loitering during lessons, and failing to do homework and failing to participate in extra-curricular activities, absenteeism, and uncleanliness. The participants said that these offences had a bearing on the physical and mental hygiene of the pupils and that they caused detractions to the pupils during school work. Pupils noted that absenteeism contributed to the poor performance of the school which lowered the integrity of the school in the society.

4.2 The role of management in effecting learner discipline

Teachers were asked on how often learners gave them disciplinary issues beyond their control and what their role was in such situations.

Table 3 Teacher Responses on whether learners often gave them disciplinary problems that were beyond their capacity

N=25

Response	Frequency	%	Valid Percentage	Cumulative Percentage
Often	04	16	16	16
Not so often	15	60	60	76
Not at all	03	12	12	88
Not Sure	03	12	12	100
Total	25	100		

Table 3 shows that 4(16%) of the teacher respondents indicated that learners often gave them disciplinary issues beyond their control; 15(60%) however indicated that learners do not often give them disciplinary issues beyond their control; 3 (12%) revealed that learners never gave them disciplinary issues beyond their control at all; and the other 3(12%) were not sure.

The teachers who said that pupils did not often give them problems beyond their capacity said that as teachers they had learnt sociology and psychology during their training as teachers so they were able to read most of the pupils' antics and find ways to help them with their personal conflicts. Those who said they had encountered pupils who gave them problems beyond their capacity said that they had referred such cases to the senior teachers or deputy headteachers.

Figure 2 breaks down the responses according to how the teachers from the selected secondary schools in Chingola responded to the question whether learners often gave them disciplinary issues beyond their control

N=25

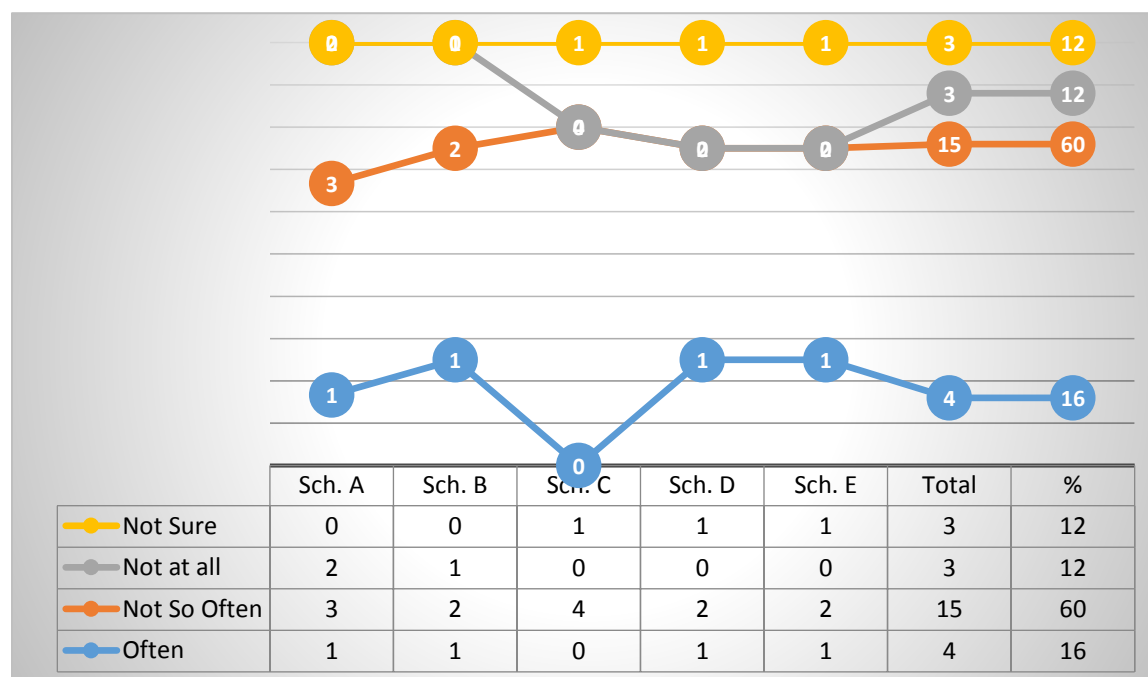


Figure 5. Teacher Responses on whether Pupils gave them Disciplinary Issues Beyond their Control.

Figure 5 indicates that 3(12%) of the teachers, mainly from Schools C, D and E, said that they were not sure; whilst 3(12%) of the teachers, mainly from Schools A and B, indicated that they did not encounter any cases that were beyond their capacity to handle. 15(60%) said that they did not often encounter such cases; whilst 4(16%) indicated that they often encountered such cases

- i. Those who were not sure and those who said that they had never experienced problems that were beyond their capacity, explained that coupled with their training they had considerable experience in class management; A teacher from School C said :

My training in guidance and counselling helps me to deal with difficult children. I even give counsel to my class as a group; I also carryout individual counselling for those pupils who fall into serious problems, I have somehow earned their respect.

- ii. Those who said they have often found difficult cases to handle amongst pupils said that children who were often found under the influence of marijuana and alcohol were usually difficult to manage as they were very insolent. A teacher from school E said:

Two boy pupils who were suspended by the school for drunkenness and being found smoking marijuana met me at the local shopping centre and attempted to assault me; when I tried to reason with them they took to heaping on me insults that one cannot repeat here, so what can a teacher do with such a child?

Teacher' views on whether they were satisfied with the current policies on handling learners' disciplinary matters.

Results in Figure 6 show that 8(32%) of the teacher respondents indicated that they were satisfied with the current policies on handling learners disciplinary matters at their school; 12(48%) objected and 5(20%) said they were not sure. One male teacher from those who agreed said:

Thinking about it, as a pupil I was punished by the teacher on duty just because my name was submitted to him or her; by the prefects. I was never given an opportunity to explain why for instance I had reported to

school late. In as far as the teacher was concerned I was an offender who deserved to be punished. Now I take it that I was like one found guilty and imprisoned without trial.

It can be deduced that when the responses are further broken down according to Gender, table 1 indicates that 5(38%) out of the 13 female respondents and 3(25%) out of the 12 male teachers accepted that they were comfortable with the current policies on handling learners discipline; 6(54%) out of the 13 female and 6(50%) of the male teachers said they were not comfortable; whilst 2(15%) out of the 13 female and 3(25%) of the male teachers indicated that they were not sure. Those who objected said that various forms of punishments were designed to ensure that pupils respected school rules; One female teacher said:

We were once pupils and were punished but we never died; what's so special about these 'broiler chickens' (pupils who were spoiled by tender handling)? These learners of nowadays are so indisciplined that they cannot even take their education seriously.

N=25

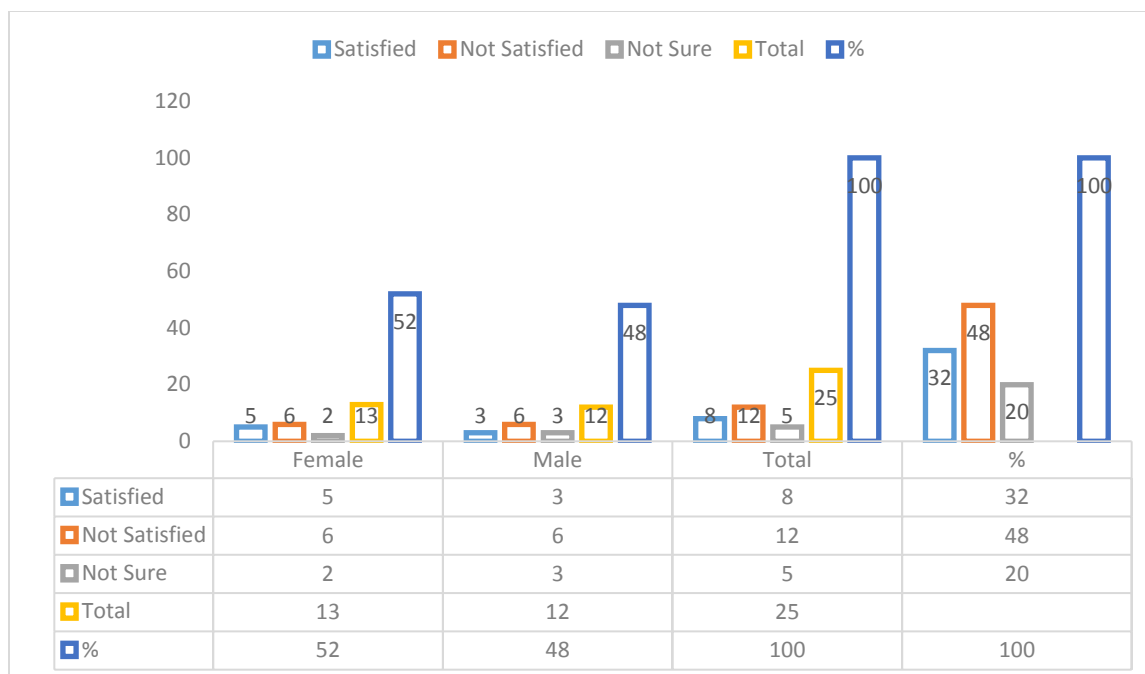


Figure 6. Teachers' Views on whether they were satisfied with Current Policies on handling learners' disciplinary matters

Headteachers Views on their satisfaction with Current Policies on handling learners' disciplinary matters

Table 4: Headteachers Views on their satisfaction with Current Policies on handling learners' disciplinary matters

N=5

Response	Frequency	%	Valid Percentage	Cumulative Percentage
Valid Yes	2	40	40	40
No	2	40	40	80
Not Sure	1	20	20	100
Total	5	100	100	

The results in Table 4 reveal that The Headteachers 2(40%) of the Headteachers were happy with the current policies on handling learners' disciplinary matters, and 2(40%) were not, whilst 1(20%) were not sure.

The Headteachers who agreed said that schools were the conscious of society; disciplinary procedures were long held traditions of the school on behalf of society in order to bring up upright and responsible citizens of each society; if schools failed in the area of discipline it was reflected in society. Disciplinary Procedures were part of the impartation of the school to the pupil on the importance of respecting authority. So the current methods have passed the test of time they commented.

Those who objected were of the view that policies needed to be reviewed from time to time to reflect the needs of each generation. Maintaining old disciplinary systems meant that the education system was lagging behind and becoming irrelevant to current society.

Teachers' responses on whether it would be right to say that the issue of human rights had a negative effect on the effectiveness of instilling disciplinary in learners

Table 5: Teacher Responses on Whether Human Rights had negative effects on School Disciplinary Management.

N=5

response	Frequency	%	Valid Percentage	Cumulative Percentage
Valid Yes	17	68	68	68
No	6	24	24	92
Not Sure	2	08	08	100
Total	25	100	100	

Table 5 indicates that 17 (68%) of the teachers were of the view that human rights had a negative effect on the effectiveness of instilling disciplinary in learners; 6 (24%) did not agree with the statement; whilst 2 (8%) indicated that they were not sure.

As regards to the gender perspective on the issue 6(50%) out of the 12 male teachers and 11(84%) out of the 13 female teachers agreed with the statement and 4(33%) of out of 12 male teachers and 2(15%) out of 13 female teachers did not agree; and 2(15%) of the female teachers said they were not sure.

Those who said that human rights had a negative effect on the effectiveness of instilling disciplinary in learners explained that the rights seem to place the pupil above the teacher; they said that many pupils were abusing those rights to the extent that the pupils had the audacity to take teachers to the police victim support units. The teachers said that it was not their fault that society was now feeling the pinch as most of these pupils were carrying their indiscipline to the homes where parental authority was also jeopardized.

Headteachers Perspective on whether it would be right to say that the issue of human rights had a negative effect on the effectiveness of instilling disciplinary in learners

Table 6 Headteachers Perspective on whether it would be right to say that the issue of human rights had a negative effect on the effectiveness of instilling disciplinary in learners

N=5

Response	Frequency	%	Valid Percentage	Cumulative Percentage
Valid Yes	3	60	60	60
No	2	40	40	100
Not Sure	0	0	0	
Total	5	100	100	

Table 6 shows that 3(60%) of the Headteachers said that human rights had a negative effect on the effectiveness of instilling disciplinary in learners; 2(40%) did not agree. One Head Teacher said:

It is like now schools are being run by those child rights lobbyists; They even tell our pupils that their organizations were capable of engaging lawyers to protect the learners against anyone who violated their rights. The problem with that is most of them do not explain to the pupils that rights go with responsibilities. It becomes difficult for the school authorities to handle children who misinterpret the rights issue and become “a thorn in the flesh”; we are often left with no other option but to request the parent to find another school for their child.

Those who disagreed observed that the world was a global village in terms of policies; they said that it was in fact the duty of the school administration to make an effort to understand the implications of child rights policies and properly explain them to the pupils.

4.3 Head teachers, Teachers and Pupils' views on the role of management in effecting learner discipline.

Teachers were asked the question on whether there was need for them to be trained on how to handle disciplinary issues in the midst of human rights advocacy and their role in effecting learner discipline amidst human rights advocacy.

Table 7. Teachers' responses on the question whether teachers needed training on handling disciplinary issues in the midst of human rights advocates.

N=25

Response	Frequency	%	Valid Percentage	Cumulative Percentage
Yes	24	96	96	96
No	0	0	0	96
Not Sure	1	4	4	100

The results from Table 7 show that 24(96%) of the teachers affirmed that teachers needed training on handling disciplinary issues in the midst of human rights advocacy; 1(4%) were not just sure whether it was necessary. None objected.

The teachers who agreed that they needed training on handling disciplinary issues in the midst of human rights advocacy observed that human rights advocacy was an emerging issue in the educational system and that as teachers could not sit outside the circle; they said these were issues which were not going to evaporate into thin air so teachers should not bury their heads in the sand and hope one day these issues will go away. They said knowledge in the management of child rights issues would infact give them an added advantage. Those who objected said that such training did not guarantee them un upgrade in status and salary, so why waste time on such training.

A teacher from School A observed that:

Issues of child human rights could be included in the Guidance and Counseling teachers' training curricula. Seminars on child rights could also be organized by each particular school and also by the Ministry of General Education for serving teachers and school administrators.

Figure 7 shows the gender perspectives of the respondents: that 13(52%) representing all male teacher respondents expressed the need for teachers to be trained in handling disciplinary issues in the midst of human rights advocacy; 11(44%) representing female teacher respondents were also in agreement; 1(4%) a female teacher was not sure whilst none objected.

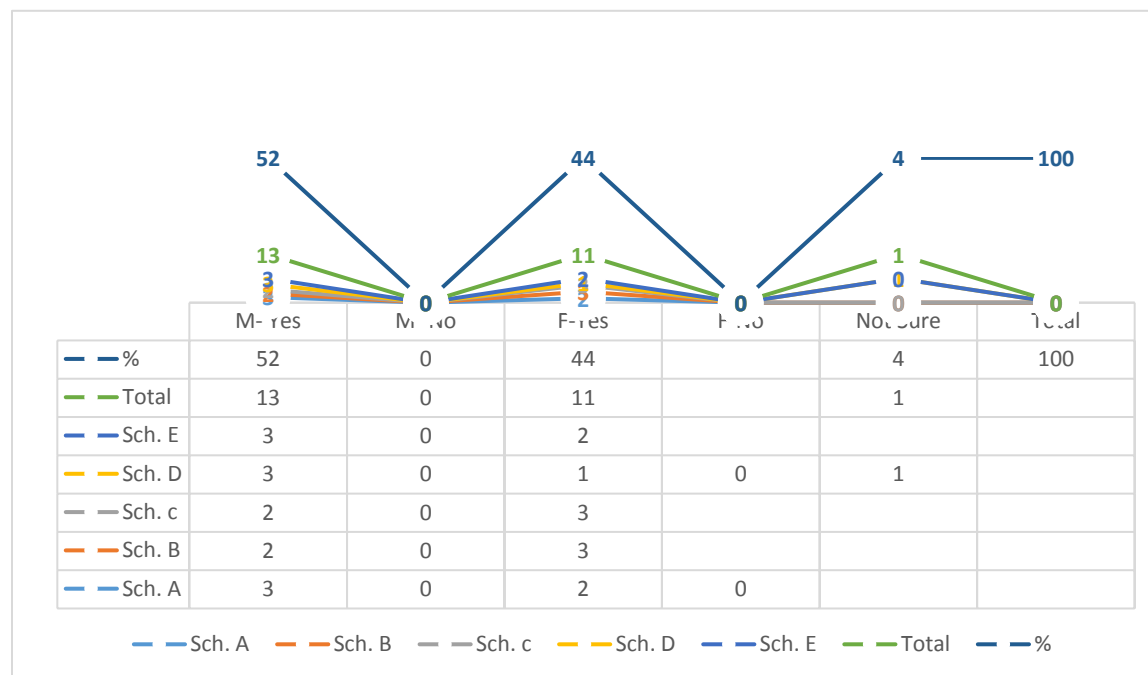


Figure 7. Gender Perspective on Teachers' responses on the question whether they needed training on handling disciplinary issues in the midst of human rights advocacy - Total and Percentage graph

Table 9. demonstrates that 18(72%) of the teacher respondents said that the Government needed to revise its policies in order to help teachers to instill pupil discipline; 2(8%) said it was not necessary, and 5(20%) said that they were not sure.

The Teachers who accepted the need for Government to revise its policies to help teacher instill discipline observed that advocates for human rights were pushing for policies on the education of children to be included in the Bill of Rights; they said that policy reviews within the educational sector are required in order to ensure safe- guard future policy conflicts in legal provisions. They explained that policy reviews would also remove any ambiguities in the understanding of teachers on the dos and don'ts when managing issues of pupil discipline.

Table 8. Teachers responses on whether government needed to revise its policies to help teacher instill discipline.

N=25

Response	Frequency	%	Valid Percentage	Cumulative Percentage
Yes	18	72	72	72
No	2	8	8	80
Not Sure	5	20	20	100

Headteachers Responses on whether the government needed to revise human right policies to help teacher instill Pupil Discipline in Schools.

Table 8 shows that 3(60%) of the Headteachers agreed that there was need to revise human right policies to help teacher instill Pupil Discipline in Schools. 1(20%) objected, and 1(20%) said that they were unsure.

Those who agreed said that educational policy reviews in the educational sector were important because all policies should help the sectors on how to best service their stakeholders. The headteachers mentioned that policy reviews were need inorder to develop new institutional structures that strengthen the operational functions that deal with various issues including in this case disciplinary functions in schools.

Table 9. Head-teachers Responses to whether the government needed to revise its policies to help teacher instill Pupil discipline in Schools

N=5

Response	Frequency	%	Valid Percentage	Cumulative Percentage
Yes	3	60	60	60
No	1	20	20	80
Not Sure	1	20	20	100

Pupil responses on whether the government needed to revise human right policies to help teacher instill pupil discipline.

Table 9 shows that 14(56%) of the pupils supported policy reviews that address the issues of human rights in school disciplinary procedures; 4(16%) objected and 7(28%) said that they were not sure.

Those who supported the policy reviews explained that current policies made the pupils feel like prisoners. One girl pupil retorted:

Imagine how prefects in school assembly or class would call out the names of the alleged offenders, and ask them to step out of the rest of the assembly and hand them to the Teacher who is the Discipline Master. The DT (Disciplinary teacher would shout out the tasks to be carried out by the offenders whilst other pupils derided them.

Pupils response on whether the government needed to revise human right policies to help teacher instill pupil discipline

Table 10 Pupils' response on whether the government needed to revise human right policies to help teacher instill discipline.

N=25

Response	Frequency	%	Valid Percentage	Cumulative Percentage
Yes	14	56	56	56
No	04	16	16	72
Not Sure	07	28	28	100

Table 10 shows that 14(56%) of the pupils agreed that government needed to revise human right policies to help teacher instill discipline. 4(16%) did not agree, whilst 7(28%) said that they were not sure.

The pupils who agreed said that as pupils they lived in two homes in every school-day; the family home and the school. They said at home they lived under the rules of the parents and at school they said that they. lived under the rules of their teachers. They explained that both played a parental role aimed at making them as good people. They however explained that teachers often failed to control some pupils because of fear of being reported to the Police Victim Support Unit. They revealed that some pupils even reported their parents to the police for merely trying to correct them. One pupil said:

I know of a pupil who gave a police call-out to her mother who in trying to correct her ended up locking her out of the house for reporting home late. The same pupil took her teacher to the police with the complaint that the teacher had asked her to sit outside because she was constantly making noise in class. I think these child-rights are being carried too far; surely parents need to protect their children and teachers also need to protect other children from those who are fond of disturbing the class.

Issues that affect the need for change in the schools' disciplinary management structures



Figure 8. Joint Teachers' and Grade 12 Pupils' Construction of the Social Map on the Current Disciplinary Management Profile.

10 pupils and 10 teachers were selected from the respondents to carry out a Social Mapping Exercise which helped to identify the issues which affected current disciplinary management practices at the Selected Public Secondary Schools in Chingola District as indicated in figure...

Table 11 Teacher and Pupil Views on the Status of the Schools Disciplinary Management Profile.

N=20

		Responses on the issue				
		Teachers		Pupils		
No.	Issue	Accepted	Objected	Accepted	Objected	Total
1	Undemocratic	6(30%)	4(20%)	8(40%)	2(10%)	20(100%)
2	Non-Participatory	8(40%)	2(10%)	9(45%)	1(5%)	20(100%)
3	Non-consultative	7(35%)	3(15%)	8 (40%)	2(10%)	20(100%)
4	Oppressive	6(30%)	4(20%)	7(35%)	3(15%)	20(100%)
5	Unfair/lacks humane	5(25%)	5(25%)	8(40%)	2(10%)	20(100%)
6	Incivility	4(20%)	6(30%)	7(35%)	3(15%)	20(100%)
7	Not Culturally Oriented	6(30%)	4(20%)	5(25%)	5(25%)	20(100%)
8	Not Flexible	7(35%)	3(15%)	9(45%)	1(5%)	20(100%)
9	Discriminatory	5(25%)	5(25%)	6(30%)	4(20%)	20(100%)
10	Uneducative	7(35%)	3(15%)	8(40%)	2(10%)	20(100%)

- i. Table 11 shows that a consolidated total of 14(70%) of the teachers and the pupils further identified that the disciplinary management processes in their respective schools were undemocratic, and 20% said it was democratic. Teachers said that the disciplinary process was top-down; the people involved in deciding on the case were the school head and the deputy, Heads of Department. The pupil in question had no representation; teachers, parents and the pupil were only informed of the decision which had already been made.
- ii. Table 12 shows that a consolidated total of 17(85%) of the teachers and pupils said the disciplinary procedures were not participatory, whilst 3(15%) said they were participatory.

The teachers and pupils noted that other independent stakeholders like religious leaders, community leaders and pupil representatives were not involved as discipline is generally believed to be solely the school administration's responsibility.

- iii. Table 12 shows that a consolidated total of 15(75%) were of the opinion that the disciplinary management procedures were non-consultative, whilst 5(25%) thought that they were consultative. The teachers and the pupils explained that the school administration did very little to check the background of the erring pupil and the possible causes of the problem at hand.
- iv. Table 12 reveals that a consolidated total of 13(65%) said that the disciplinary management procedures were oppressive whilst 7(35%) said they were not oppressive. The pupils said when disciplinary decisions were made, the school made no effort to help the pupil understand the reasons for punishment and explain to the pupil how he or she ought to take corrective measures and change in behavior. Those involved carried a very stern face which induced fear on the erring pupil.
- v. Table 12 reveals that a consolidated total of 13(65%) were of the opinion that the procedures were unfair and lacked humane whilst 7(35%) said they were fair and humane. The pupils said all decisions made were punitive, and that the erring pupil was a victim of rebuke, jest, and mockery by the prefects, teachers and even the school administration. They said it was like a tit-for-tat game in which the pupil was being punished for old difference between the pupil and the prefect, teacher; interestingly some of the differences could have been between the teacher and parents or even pupils parent-parent differences being brought to school, they said.
- vi. Table 12 shows that a consolidated total of 11(55%) observed incivility in the procedures whilst 9(45%) noted that there was no incivility in the procedures. One pupil said:
“Most pupils were victims of the personal insecurity in the prefects or teachers. Most of them are often irritated by small things and decide to be rude to the “commoner” (the pupil with no position amongst prefects and monitors). If the targeted pupil reacted they then justified their actions by punishing that victim.
- vii. Table 12 reveals that a consolidated total of 11(55%) observed that the procedures lacked cultural norms whilst 9(45%) were of the opinion that the procedures were within the

cultural precincts. The teachers said that most administrators lacked the understanding of the local traditional culture for them to appreciate behavioral patterns in the pupils. A teacher said:

Some pupils came from communities where they were expected not to speak when elders were addressing them; some teachers would take this as rudeness the teacher and failure to take serious what would be saying to that child. They explained that the opposite was also true; pupils who responded to teachers' comments were taken to be rude.

- viii. Table 12 reveals that a consolidated total of 16(80%) said that the processes were not flexible, whilst 4(20%) were of the opinion that they were flexible. Pupils said that they wondered why almost every disciplinary action ended in punishment; they further said that they wondered why pupils were not given a chance to explain simple things like for instance why they reported late for school. They said prefects and teachers on duty were overzealous because they just wanted to prove that they were tough and that nobody could get away from their authority.
- ix. Table 12 highlights consolidated that a total of 11(55%) said the processes were discriminatory, whilst 9(45%) said they were not discriminatory. Most pupils explained that some school authorities were very lenient on pupils whose parents held considerable influence in society; they cited for example children of prominent business owners where maybe teachers ran to, to borrow items before they were paid; children of fellow administrators, councilors or even members of parliament. They explained that the school authorities would find every possible excuse for not disciplining such children.
- x. Table 12 shows that 15(75%) were of the view that the processes were un-educative whilst 5(25%) said they were educative. Teachers and pupils explained that school disciplinary bodies did not take time to educate pupils on the dangers of their behaviors; for instance, what would a pupil who was suspended or expelled for drinking alcohol learn from his or her actions.

The diagram was a social construct of the existing Disciplinary Management Structure as perceived by the teacher and pupil study participants drawn from the Selected Secondary Schools in the Focus Group Discussion.

Figure 8 read along with Table 12 reveals that the Teachers and Grade 12 pupils opinions were that the current disciplinary management profiles of the selected secondary schools in Chingola were not inclusive; they only comprised the school management and the school prefects.

Chapter 4 has outlined the findings based on the views of teachers, pupils and headteachers as regards the four objectives of the study, namely: to identify the underlying disciplinary issues affecting pupils in the selected public schools in Chingola District; to examine stakeholder satisfaction with the current policies on handling learners' disciplinary matters. to determine the changes that needed to be made in order to improve discipline management arrangements in the selected public schools; and to assess the benefits of changing the current disciplinary management approach. In view of those objectives the chapter highlights the following issues: participants' views on whether the respondents were satisfied with the current policies on handling learners' disciplinary matters; participants opinions on whether it would be right to say that the issue of human rights had a negative effect on the effectiveness of instilling disciplinary in learners; participants responses on how often learners give them disciplinary issues beyond their control; teachers' responses on the question whether they needed training on handling disciplinary issues in the midst of human rights advocacy; participants responses on whether the government needed to revise its policies to help teacher instill discipline; participants responses on the major causes of indiscipline among learners; and participants' perspectives on the current Schools Discipline Management Structures and their suggestions on the alternative disciplinary management structure.

CHAPTER FIVE

Discussion on Findings

5.0 Overview

The previous chapters have looked at the background of the study, literature review, methodology, data analysis and interpretation of the findings. This chapter presents the discussion of the findings basing on the themes that emerged in relation to the sub research questions and later general perspective of the findings will be provided. The discussion will greatly refer to theories that are within the related literature and thus draw reflections from the whole study. This will have links with the role of school management in effecting learner discipline in public secondary schools.

5.1 The discussion on the underlying disciplinary issues affecting pupils in the selected secondary schools of Chingola District.

In this study it was important to delve into teachers' and pupils' views and perceptions on how they perceived the underlying disciplinary issues affecting pupils in the selected public secondary schools of Chingola District. Findings revealed that the underlying disciplinary issues fell under the following categories Sex Related Offences; Offences related to abuse of psychoactive substances; Offences related to Hostility and Violence; and Offences Against Norms of the school. Sex related offences were rated very seriously by headmasters, teachers and pupils; in this category were punishable offences such as unhealthy boy girl relationships which accounted for early pregnancies which they noted disadvantaged girl-pupils' education. Other associated sex-related problems included obsession with pornography, sexting in class using cellphones, exchange of love letters between boy and girl pupils. Vishala (2012:1260) states that adolescents are concerned with the sudden functioning of their glands and excretion of hormones; this coupled with unfavorable factors in the environment causes them to experiment with premarital sex which can cause problems and behavioral disorders; the author highlights some of the problems of adolescents such as excessive drinking, smoking and use of drugs. Melgosa (2008:39) adds sexual harassment to this list; the author notes that sexual impulses are stronger in the male than in the female, hence the relationship between aggression and sexuality on the part of the men-folk. Giddens (2009:963) supports this view; the author states that sexual harassment, sexual assault and rape are crimes in which males use their superior social or physical power against women. He also confirms that

there are more sexual crimes by men against women than otherwise. Since sexual offences are rated as crimes by society, it is right according to that schools also treat them as serious offences as the major aim of school discipline is attached to help the young person to become increasingly independent, whilst living in an orderly manner as regards the rights and privileges of others (Bernard, 2003: 174).

Offences related to abuse of psychoactive substances which were identified by the Headteachers, teachers and pupils included: taking of alcoholic beverages and drug taking (mainly the smoking of marijuana and cigarettes by some pupils. Melgosa (2008:130) explains that psychoactive substances have an effect on the brain, drugs also affect the nervous system; the author further states that prolonged use of these substances has the capacity to cause permanent damage to an individual. UNFPA (2003:23) observes that alcohol, cigarette smoking and drugs contributes to crime and underdevelopment on young people. Turner (1981:156) categorizes drug abuse and alcoholism as among some forms of deviant behaviors which cause individuals to violate acceptable norms and causes them to deviate from their normal activities. According to Rogelberg (2007:166) says there are a variety of statistics that connect alcohol and drug use with higher absenteeism, lower productivity, violence, health concerns and increased accidents and injuries; there is also evidence that the use of psychoactive substances causes individuals under such influences to be involved in theft, property damage, and security issues at institutions. All of these represent significant social and economic costs to organizations that can be reduced by preventing drug and alcohol abuse among employees. Schools are thus attach great concerned to offences that emanate from the use of psychoactive substances.

Teachers, pupils and Headteachers rated Offences relating to hostility and violence at 4+, meaning that they were regarded as very serious offences by the schools. These offences included fighting, bullying, vandalism of school property, gender-based violence; insolence towards peers and school authorities, stealing of school property and other pupils' properties; truancy and pupil delinquency. From the findings of this study violence perpetrated by the pupils in schools can be categorized into three main types; the one based on the perpetrator's relationship to the victim i.e. arising from jealousies because of boy-girl relationships; the type of violence targeted at weaker pupils; and the violence targeted at school authorities. Hostility and violence can also take the form of intimidation, stealing, damage to school property physical and psychological harming of other pupils, members of staff, sometimes spilling over to the local community. Lemmer (2003:89) notes

that violence in schools often mirrors the violence of the society which shapes the schools; Lemmer further observes that violence and hostility in schools impacts on the quality of children's education due to insecurity which may cause increased absenteeism because the learners may fear for their personal safety. Schools therefore look at such offences as very serious and therefore requiring strong arm methods of controlling them.

The Teachers, Pupils and Head-teachers also identified Offences Against Routine School Houser-keeping which they rated 3+. The offences here comprised unacceptable hairdo, use of cellphones during school, noise-making, late reporting for school, loitering during lessons, and failing to do homework and failing to participate in extra-curricular activities, absenteeism, and uncleanness. The participants said that these offences had a bearing on the physical and mental hygiene, and academic wellbeing of the learner. Turner (1981:203) refers to the formal organizational norms which are always clear and written down to enable members to know what is expected of them and how they are to get around their daily activities and tasks; these particular norms border on mental health, personal hygiene, personal discipline, commitment to the purpose (education).

Ndhlovu (2015:117) classified these problems according to Beck's cognitive theory which states that "cognitive theory is based on the notion that core beliefs are founded on thoughts, emotions and behavior and that these are interconnected". Ndhlovu (2015;71) explains that this classification enables this study to know the relationship between thoughts feelings and behavior which have been placed thus Behavioral problems being those associated with substance and alcohol abuse, insolence/insubordination to school authorities, vandalism, and untidiness. Affective problems being those that are emotive and are driven by feelings, arise from the upbringing of the child, personality problems, and those associated with relationships at home, in the community and at school; the cognitive problems being those offences that affect the learners' ability to effectively learn these include, truancy, noise-making, late coming; in this category can be included offences that relate to physical psychologic logical, mental and physical hygiene.

5.2 Discussion on Headteachers' Teachers' and Pupils' views on the role of management in effecting learner discipline

Headteachers and Teachers were asked on how often learners gave them disciplinary issues beyond their control. According to the findings of this study the majority of respondents were generally agreed that they have not had experiences where pupils presented disciplinary issues which were

beyond their capacity to deal with; very few were either not sure or said they in fact had challenges with disciplinary issues which were beyond their control. According to the literature reviewed learner disciplinary management can go beyond the capacity of the teacher to control when pupils are over protected by their parents; and when there is over emphasis on child rights at the expense of school learner control. When indiscipline is rife amongst learners there arises the blame game between stakeholders instead of finding a workable solution to the problem (Ifeoma 2012).

Further asked as to whether Human and Child Rights issues had negative effects on School Disciplinary Management.

Here the general consensus was that indeed Human and Child Rights were thorny issues as they had negative effects on School Disciplinary Management; it was also interesting to note that all the female teachers recognized child and human rights issues as posing problems to the disciplining of pupils; male teachers had a split decision on the matter.

The points that came through were that whilst teachers were well trained in the field of child psychology and had the capacity to manage child discipline, they were of the view that their hands were tied because pupils had the audacity to abuse such rights to the extent that many teachers in their quest to discipline pupils found themselves accused of child abuse at police stations. They further observed that society which was supposed to benefit from child and human rights was facing the pinch as the indiscipline of children was spilling over into the family homes and the community.

Those who said that human rights had a negative effect on the effectiveness of instilling disciplinary in learners explained that the rights seem to place the pupil above the teacher; they said that many pupils were abusing those rights to the extent that the pupils had the audacity to take teachers to the police victim support units. The teachers said that it was not their fault that society was now feeling the pinch as most of these pupils were carrying their indiscipline to the homes where parental authority was also jeopardized.

In view of literature reviewed, Lyamba (2013) observed that learner indiscipline in public schools was caused by an over emphasis on human rights by stake holders in the education system. Tarman (2016) outlined how public secondary schools have been handling discipline amidst emphasis on human rights. The author noted that school administrations do not have adequate skills in handling contemporary learner discipline.

MOE (2011:135) recognizes the stakeholders' basic right to participate in education, with due response to the United Nations Declaration on Human Rights which stipulates the protection of the parents right to choose the type of education their children will receive, and that it is the state's duty to encourage them in the exercise of this right. The Educational Act (2011, Subsections 26-27) proscribes the Code of Conduct for learners; that it shall be made in consultation with learners, teachers and parents at the educational institution; that the code of conduct shall contain provisions of due process to safe guard the interests of a learner and any other party involved in the disciplinary proceedings. The Educational Act (2011:26 sub-section 4) indicates that no learner is exempted from the obligation to comply with the code of conduct of the institution at which they attend.

The role of school management in effecting learner discipline is:

- i. To establish an inclusive board of management which should put in place a code of conduct in accordance with the Education Act 2011, Section 26. MOE (2008:133) noted the virtual monopoly exercised by government (through its agents) in the provision of education; it points out the negative consequences which include the failure by public educational institutions to tap into the experiences of the valuable human resources in the community, the non-governmental organizations and the private sector; how it fosters an oppressive culture which prevents the community from participating in tackling their own problems (including the behavior of their children at school). The Education Policy recognizes the role of the community in enhancing the school credibility in society by preparing pupils to live a rewarding and satisfying life.

Kekes, (1993:11) advanced the importance of school administrations taking a radical approach whose basic belief espouses pluralism which assumes that good lives require the realization of radically different types of values, both moral and non-moral; and that living a good life requires the achievement of a coherent ordering of plural and conflicting values. The radical approach expunges the current traditional disciplinary management approaches and adopts pluralism in its practice. This is the challenge on traditional school disciplinary management systems which have had enclosed authority which learners, parents and indeed the catchment community held in awe.

Aamodt (2005 :435) observed that though many people are very cynical about the value of meetings and committees, the fact is that their work tends to involve a lot of them. In work organizations (like schools) most major decisions and many lesser ones should be made by groups of people, not individuals... If handled in the right way, a decision made by a group can evoke greater commitment and satisfaction than one made by an individual. because more people feel a sense of involvement in it". He however admitted that group decisions usually consume more time and more money.

- ii. To orient members of staff and other partners involved in the disciplinary body on the provisions of the Educational Act, Educational Policy, and Human and Child Rights policies. According to Arnold et al (2005: 341) the orientation training can be developed using The job characteristics model which has five (5) Core Job Characteristics which include:

- a) *Skill variety* (SV): the extent to which the job requires a range of skills.

From the disciplinary management perspectives there will be a synergy and diversity of skills brought into the disciplinary management team, as members bring with them a variety of experiences which will be identified during the orientation process.

- b) *Task identity* (TI): the extent to which the job produces a whole, identifiable outcome. Here each member of the team identifies the task to which he/she is suited such as advisory, chairing, secretarial, counselling, education, change management and reformation, and handling of cross-cutting issues i.e. gender, human rights, legal matters within the context of disciplinary management.

- c) *Task significance* (TS): the extent to which the job has an impact on other people, either inside or outside the organization.

Here orientation or training looks at the ethical issues of disciplinary management such as fairness, equity, confidentiality to mention but a few.

Once capacity is built at the level of a, b, and c, the critical psychological state in the team will be evidenced by the experienced meaningful of the work i.e. changes in the perceptions of the role of disciplinary action; the outcome here being high intrinsic motivation in the disciplinary management team.

- d) *Autonomy* (Au): the extent to which the job allows the job holder to exercise

Once training inculcates the principle of autonomy, the critical psychological state in the individuals in the team are evidenced by experienced responsibility for work outcomes, in this case the disciplinary team be confident of their decisions, the outcome being that they will have high job satisfaction in terms of discipline management.

- e. *Feedback from job* (Fb): the extent to which the job itself (as opposed to other people) provides information on how well the job holder is performing.

Here the critical psychological state of the disciplinary team members is that they will have knowledge of the result of their work; the outcome being high work effectiveness.

Training and development activities in school disciplinary management have the potential to benefit individuals, the schools and society as a whole. As a consequence of training, teachers and partners can develop portfolios of skills, enhance their promotion opportunities, take part in more interesting work. Skilled individual disciplinary team members will perform their mandates faster (because “justice delayed is justice denied”) and more safely. They make fewer mistakes and produce higher-quality outcomes. Therefore, training can benefit schools in terms of improved behavior, safer school environments, improved teacher and pupil well-being, and lower levels of absenteeism and school push-outs and drop-outs. Investment in training and development is important for society as a whole, because the educational competitiveness of a nation is related to its skill-base (Arnold et al, 2005:133).

- iii. The role of school management in effective learner discipline is Monitoring and Evaluation of the Disciplinary Processes and Outcomes.

Evaluation of contemporary disciplinary management practices take the form of training evaluation which were developed by Kirkpatrick (1967); the framework involves four levels of data collection namely: reaction, learning, behavior, and results.

- **Reaction**

This involves collecting data directly from learners about their *reactions* to the new disciplinary management approach. It might focus on issues such as how user friendly they are; how effective they are in dealing with difficult cases; what services they provide to pupils with disciplinary problems; availability and accessibility of disciplinary management teams to pupils; How representative in terms of its composition.

- **Learning**

Data at this level are concerned with new knowledge acquired by learners on self-control and self-adjustments. Social skills for adjustive living; learning for self-reformation; and information on the code of conduct. Information is often collected with the aid of some test or assessment process. An actual assessment is needed — merely asking learners if they feel more knowledgeable or skillful is not sufficient.

- **Behavior**

A direct test of new skills, behavior change; new values acquired; and learner quality of life what is involved here — whether the learner can point to a standard of change they have noticed in themselves or others. Whether learners are satisfied and happy with the behavioral change in themselves and the school community.

- **Results**

This level of evaluation focuses on the extent to which disciplinary management results in the general character and the behavioral change in the school. The results here are both qualitative and quantitative.

- iv. The role of school management is to facilitate the provision of guidance and counselling services to learners, having noted the seriousness of the problems emanating from sex related problems, offences related to indulgence in psychoactive substance abuse, offences related to hostility and violence amongst the pupils, and those offences related to the general norms and values of the school, which pupils commit, as identified by the respondents. Ndhlovu (2015:59) defined counselling as counseling as a mutual helping relationship between a person in need (in this case a learner) and a trained counselor (in this case a trained teacher in guidance and counselling). Ndhlovu 2015:71-72) put the identified problems experienced by pupils in the following categories: Affective related problems, being those related to feelings like sex-related problems; Behavioral related

problems, like hostility and violence, and abuse of psychoactive substances. Vishala (2008:121-126) discusses the special behavioral features in adolescents especially those in secondary schools; the problems identified in this study are listed amongst the behavioral disorders of adolescents. She emphasizes that having looked at the adolescents' characteristics needs and expectations in as far as their problems are concerned there is need for a good guidance and counselling programme in order to help learners to make proper adjustment in life.

The role of School management is to constantly Monitoring and reviewing the outcomes of the discipline and disciplinary management processes that have been put in place at the school, This entails that school administration should:

- Monitor the disciplinary procedures and processes to see if they conform to the agreed code of conduct.
- Monitor whether the number of disciplinary cases is increasing or decreasing, and identify the causes.
- Monitor the type of offences being attended to by the disciplinary management team.
- Monitor the schedules of the disciplinary management team.
- Monitor the effectiveness of participatory discipline management in the school.

The role of management in effecting learner discipline can be rendered to Handy's Contingent Theory which has four key elements which influence the effectiveness of leadership; these being, the manager, the work-group, the task and the organizational context or environment, which is the culture and style of the organization in which the workgroup operates.

- Here managers are said to have the preference for a certain management style which is generally fixed.
- The task itself suggests certain management styles through which work groups contribute skills and knowledge which require a more participative style.
- The organizational context depends on its structure; some structures are hierarchical and rigid and have tendency to stifle innovation.

Discussion on changes that needed to be made in order to improve discipline management arrangements in the selected secondary schools in Chingola District.

According to the findings of this study the general consensus of the head teachers, teachers and pupils were that they were not satisfied with the current policies on handling learners' disciplinary matters.

The central part deals with change in the structure of the schools' disciplinary management body which is characterized by:

- The representation comprising pupils' representatives
- Community representatives
- Representation from Faith-based Organizations
- Representation from the parents
- School Management

These establish the code of conduct for the school as prescribed in the Education Act (2011).

Apart from the Changes in structure the teachers and pupils proposed changes in practice and procedure which included:

- Stakeholder participation and democratic tenets
- A fair, civil and humane justice system
- An educative, reformatory and culturally oriented system
- An advisory but firm system.

Dess et al (2010) there are five dilemmas that school administrations must wrestle with when pursuing innovation and these are adapted here to enable the school administrations to clear the various hurdles:

- The first one is identifying seeds amongst the weeds. In dealing with changes in the disciplinary management approaches according to figure 12, it is clear that teachers, pupils and headteachers have many innovative ideas which are most likely to bear fruit, those ideas are seeds which must be sown into the "disciplinary management garden". The weeds which must be weeded out are those outdated inhibitions that stand in the way of progress. The seeds should be evaluated to assess the level of investment that should be put in them.
- The second dilemma is to weigh experience against initiative; School administrators need to look at their human capital that may be experienced and credible but tends to be averse

to risk; there also can be some human resource which is enthusiastic about taking the initiative for change because they see the benefits of innovation and have the capacity to “think outside the box”; the school manager should not live anyone behind but rather facilitate capacity building in order to bring out the best out of all those that are going to be involved.

- The third dilemma is creating the right mix between internal staff and external personnel; as suggested by the inner core of figure 1. Internal staff and pupils may have greater knowledge about the disciplinary culture of the school but may experience difficulty in introducing changes for fear of the bureaucracy, those from outside the school administration may bring with them vital knowledge and experience; however, both may need to sit around the table and brainstorm the way forward under a neutral chairperson whose vice may be the deputy Headteacher.
- The fourth dilemma could be building capacity and collaboration; innovations require new sets of knowledge and skills; it may be incumbent upon the school head-teacher to identify experts in change and transformation from either the public or private sector; and scout for funding sources from organizations that have interest in institutional capacity building.
- The fifth dilemma is incremental or pre-emptive launching of the process. The school administration should manage the timing and scale of the new innovation in the disciplinary process. An incremental launch has less risks because it involves testing the process, documenting lessons-learnt and monitoring and evaluating the cost elements. It also opens the door for feedback and pre-empts those activities that may jeopardize the values of the process.

5.3 Discussions on the Views of head teachers, teachers and pupils on the role of management in effecting learner discipline.

The response of the Headteachers, teachers and pupils imply that they expect the following benefits if changes are made to the current disciplinary management approach:

- The headteachers expect a reduced administrative workload as this responsibility would be shifted to a team.

- The teachers expect that their capacity to participate in disciplinary management would be improved by sharing ideas and experiences with diverse stakeholders in the discipline management team.
- The pupils expect a fairer civil and humane treatment when their cases are being heard; they also expect to be given more information on the importance of a code of conduct.
- All the stakeholders on school discipline management expect to have a better understanding on cross-cutting issues such as gender, child and human rights.
- Above all the school community expects peace and harmony in the school environment.

Five coordinating mechanisms are therefore proposed to functionalize the mechanisms and processes of the Alternative Schools Disciplinary Management Structure:

1. *Mutual adjustment*. “Mutual adjustment achieves the coordination of work by the simple process of informal communication” among members. As the term implies, it is the process by which members coordinate their efforts to produce an outcome. Mintzberg cited two people paddling a canoe as an example of the mutual adjustment between individuals needed to propel the canoe through water.

2. *Direct Coordination*: Direct coordination achieves coordination by having a focal person take responsibility for contacting others, issuing agendas and meeting notices and programs; and taking minutes of all proceedings. As an organization outgrows its simplest state, it turns to this second mechanism of coordination. In effect one brain coordinates several hands, such as the coxswain (stroke caller) of a six-person rowing crew.

3. *Standardization of work processes*: Another mechanism to achieve coordination is to standardize or specify the operational processes of the disciplinary body. Standardization here refers to a kind of charter that specifies the core values of the committee.

4. *Standardization of work output*: Yet another mechanism to achieve coordination is to standardize or specify the product of the work to be performed. The work is designed in such a way that it creates no distortions to its principles due to external influences or pressure.

5. *Standardization of skills and knowledge*. Finally, coordination among members’ activities can be attained by specifying in advance the knowledge, skills, and training required to perform the work. In this case standards of competence are achieved before the work is undertaken. Training ensures that members are able to function effectively in the disciplinary management function of

the school without compromising the set core values. Members are satisfied with each other's inputs even when one misses a session due to other commitments.

It should be noted that the disciplinary body will also benefit from the individual members' personal and unique attributes which will add value to the image, integrity and status of the disciplinary body.

Dess et al (2010:431) explains that firms are often resistant to innovation; and that only those companies that actively pursue innovation even though it is often uncertain will get a pay-off from their innovation efforts. Dess et. al (1990) further recognize that innovation is challenging. This is also true of some school administrations who may want to still maintain the status quo in their disciplinary approaches. Innovation may be difficult because of the uncertainties about the outcomes and therefore may not want to invest time and resources in to activities in which the future is unknown. Innovation is also difficult because it involves so many choices.

Summary

This Chapter discussed the underlying issues affecting pupil discipline in schools; it outlined the type of offences which were committed by learners. It also discussed the challenges which put disciplinary management in the schools beyond the capacity of the teachers; generally, the teachers explained that they had the capacity to manage disciplinary cases though they admitted that emerging cross-cutting issues like child and human rights issues were still a challenge to them. It became apparent that school managements required capacity building if they were to fulfill the demands of contemporary disciplinary management. The Chapter further looked at the changes that were required in order to give efficacy to the schools' disciplinary practices; issues of the development of democratic and inclusive structures were on the fore of the discussions; the nature of fair justice and more humane treatment of learners deemed to have broken the school rules were brought out of interest were that the outcomes were supposed to be educative, advisory and leading to self-directed reformation. The schools' management roles were also discussed; these included facilitating guidance and counseling services; monitoring and evaluation; and capacity building of those involved in the schools' disciplinary management processes. Finally, the benefits of changing the current disciplinary management approaches were also discussed; the findings were that changes relieved the school administration of the workload of having to spend time on disciplinary issues; that the decisions arrived at would be more acceptable from the stakeholders as they would be perceived to be unbiased and less intimidating by pupils and their parents.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

According to the findings of this study it was concluded that though the study was done in Selected Secondary Schools in Chingola District, the underlying disciplinary issues affecting pupils, the current policies on handling learners' disciplinary matters in schools, can be generalized to the disciplinary experiences at all public school. It was further conclude that there was need to effect changes in the current disciplinary structures in order to meet contemporary requirements of social justice, and that such changes are beneficial to the welfare of the pupils, and the schools. This Chapter therefore outlines the conclusions from the discussion on the study findings.

6.1 Conclusions

6.1.1 The underlying disciplinary issues affecting pupils in the Selected Secondary Schools in Chingola District

There is considerable evidence that whether schools be in the urban or per-urban the underlying issues that affect pupils such as sex-related offences, offences arising from pupils indulging in the taking of psychoactive substances, offences relating to hostility, violence and vandalism are the most serious cases affecting the pupils; and that there also minor offences relating to personal hygiene, noise-making, absenteeism and reporting late for school. Most of these problems can be classified as affective problems because they arise from the emotional state of the learner, and behavioral, because they have a negative moral impact on the image of the school and disposition of the individual learner; to a lesser extent cognitive because they affect the pupil's consistency with school work which affects their learning abilities. In general, these offences have a bearing on the pupils' physical and mental hygiene.

6.1.2 Conclusion on the role of management in effecting learner discipline

It was concluded from the responses of the Headteachers, teachers and pupils and available literature, that despite the good intentions enshrined in the Educational Act and Educational policy the current disciplinary management committees in schools are not structured to provide checks and balances that suite contemporary disciplinary management practices whose due processes are designed to safeguard the interests of a learner, educate a learner towards self-managed

reformation, and minimize excesses that emanate from disciplinary action decisions. The general disciplinary practices in the schools were seen to lack the essential tenets of social justice.

6.1.3 Conclusions on the headteachers teachers and pupils views in effecting learner discipline.

It was concluded that the processes of producing the schools' code of conduct in accordance with the Educational Act was not adequately followed by school administration, and that there was inadequate provision of guidance and counselling services to the learners. From the submissions of the school administration and staff, it was also clear that public secondary schools did not have adequate capacity to interpret and apply cross-cutting issues such as human and child rights and gender within the disciplinary practices of the school.

6.1.4 Conclusions on the benefits of changing the current disciplinary management approach.

It was evident from the pupil, Headteacher, and teacher respondents that there were benefits that could be derived from making changes to the current disciplinary management approach. These benefits include: a user friendly disciplinary approach which is acceptable to school administration, parents and pupils and the general school community. All the actors in the disciplinary management system would have knowledge and skills to manage the innovative approaches in the disciplinary system. The disciplinary systems would be more transparent and fair to all concerned. That contemporary discipline should not give pupils arbitrary license to behave as they wish in the school or weaken the authority of school management.

6.2 Recommendations.

In view of the findings and discussions thereof, the researcher makes the following recommendations:

- i. That the schools put in place adequate guidance and counselling services which have the capacity to provide advisory services and make research on the underlying issues that affect pupil discipline in schools.
- ii. That School administrations should adequately consult the current Education Act and Policy in order to put in place inclusive discipline management structures and code of conducts that adhere to contemporary social justice, and which serve the best interests of the learners.

- iii. That the Ministry of General Education facilitates the process of harmonizing child rights laws and policies with the best practices on learner disciplinary management in Schools in order to enhance learner character formation, and well-schooled and responsible citizens.
- iv. That the curricula on Civic Education should include guidance and counseling which embody cultural values norms and traditions with the aim to impart knowledge and behavioral patterns that have the “Ubuntu” character in the learners.
- v. That the Ministry of General Education facilitates through the Teaching Authority Programs Professional Image Building for Teachers. Head-teachers can also facilitate in-house programs for professional image building for teachers in their respective schools; this will have a net effect of providing good role models in the school environment for pupils.
- vi. That Head-Teachers and their staff should be trained on the applications of global policies like child-rights and human rights and gender within the educational system. This will help them to innovate and widen their scope in their approaches to disciplinary practices in the schools.

6.3 Recommendations for further study

Having recognized the challenges school administrations have with reconciling the need to uphold human and child rights, the researcher recommends:

- i. A specific study on how schools can incorporate cross-cutting issues such as human and child rights and gender in their disciplinary management structures.
- ii. Further research on the effects of underlying issues that affect pupil discipline.

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APPENDIX 1

QUESTIONNAIRE FOR THE SCHOOL MANAGERS

I, **Tamary Mizinga** a student at the University of Zambia request that you answer this questionnaire sincerely to help me finish a research on the disciplinary problems faced by school managers in Chingola District of the republic of Zambia.

I do hereby declare that the information you shall give shall be treated with maximum confidentiality and shall only be used for academic purpose and not for anything else.

Name: Age: Sex:

Occupation: Job Title:

Please tick in the appropriate box unless a brief explanation is required.

1. For how long have been serving in this Institution/Ministry?
Less than 1 year ☐ 2 years + ☐ 5years + ☐ 10year + ☐ 20 year + ☐
2. Are you comfortable with the current policies on handling learners' disciplinary matters?
Yes ☐ No ☐ Not Sure ☐
3. Would it be right to say that the issue of human rights has a negative effect on the effectiveness of instilling disciplinary in learners?
Yes ☐ No ☐ Not Sure ☐
4. How often do your subordinates give you disciplinary issues claiming that they are beyond their control?
Not so often ☐ very often ☐ not at all ☐
5. Do you think teachers just need training on handling disciplinary issues in the midst of human rights advocates?
Yes ☐ no ☐ more than training ☐
6. What measures have you taken to help your teachers achieve maintain discipline in learners?
Give them freedom ☐ organized more seminars ☐ nothing ☐

7. Do you think the government need to revise human right policies to help teacher instill discipline?

No ☐ yes ☐ somehow ☐

8. What do you think are the major causes of indiscipline among learners?

Human rights ☐

Human rights and technology ☐

Technology ☐

Lack of disciplinary rights of teachers and parents ☐

All of the above ☐

Others ☐ explain:

9. In your own opinion, what would be the best way for the curriculum developers to do for the learners to behave normally amidst of human rights and growing technology?

APPENNDIX 2

QUESTIONNAIRE FOR THE TEACHERS

I, **Tamary Mizinga** a student at the University of Zambia request that your answer this questionnaire sincerely to help me finish a research on the disciplinary problems faced by school managers in Chingola District of the republic of Zambia.

I do hereby declare that the information you shall give shall be treated with maximum confidentiality and shall only be used for academic purpose and not for anything else.

Name: Age: Sex:

Occupation: Job Title:

Please tick in the appropriate box unless a brief explanation is required.

1. For how long have been serving in this Institution/Ministry?

Less than 1 year ☐ 2 years + ☐ 5years + ☐ 10year + ☐ 20 year + ☐

2. Are you comfortable with the current policies on handling learners' disciplinary matters?

Yes ☐ No ☐ somehow ☐

3. Would it be right to say that the issue of human rights has a negative effect on the effectiveness of instilling disciplinary in learners?

Yes ☐ No ☐ somehow ☐

4. How often do your learners give you disciplinary issues beyond your control?

Not so often ☐ very often ☐ not at all ☐

5. Do you think teachers just need training on handling disciplinary issues in the midst of human rights advocates?

Yes ☐ no ☐ Not Sure ☐

6. Do you think the government need to revise human right policies to help teacher instill discipline?

No ☐ yes ☐ somehow ☐

7. What do you think are the major causes of indiscipline among learners?

Human rights ☐

Human rights and technology ☐

Technology ☐

Lack of disciplinary rights of teachers and parents ☐

All of the above ☐

Others ☐ explain:

8. In your own opinion, what would be the best way for the curriculum developers to do for the learners to behave normally amidst of human rights and growing technology?

APPENDIX 3

INTERVIEW GUIDE FOR GRADE 12 PUPILS, TEACHERS AND HEADTEACHERS

THE ROLE OF SCHOOL MANAGERS IN EFFECTING LEARNER DISCIPLINE IN PUBLIC SECONDARY SCHOOLS: A CASE OF SELECTED SECONDARY SCHOOLS IN CHINGOLA DISTRICT.

Questions On Effecting of Pupils' Discipline

1. What types of punishable offences do pupils at your school normally commit?
2. In your opinion which offences committed by pupils deserve severe punishment?
3. What punishments do you think should be given for those offences?
4. Which offences do you think deserve lesser punishment?
5. What type of punishment do you think should be given for lesser offences?

Questions On the Suitability of Better Ways of Disciplining Pupils.

1. Who decides on how the offending pupil should be punished?
2. Is an offending pupil given a chance to explain why they committed that particular offence? If yes, how?
3. If no, would you want the offending pupil to be given a chance to explain why they committed that offence?
4. If yes who should hear the pupil's case?
5. How would you want the offending pupils to be treated?

Questions On Challenges of Alternative Disciplinary Modes Indiscipline

1. What challenges does the school management face with pupil discipline?
2. In your opinion why does the school management face those challenges?
3. In your opinion, are the type of disciplinary actions taken helpful to the pupil/school?
4. How effective is pupil discipline management at your school?

Questions On How to Mitigate the Challenges

1. In your opinion how can discipline management be made acceptable to the stakeholders?
2. What innovative recommendations would you give to the government/child rights advocates/the Parents Teachers Associations on how to improve school discipline management?
3. What changes do you expect to see at your school if your recommendations were accepted and implemented?
4. In your opinion how would such changes affect the authority of the school management

APPENDIX 4

SOCIAL MAPPING EXERCISE FOR TEACHERS AND GRADE 12 PUPILS

The exercise was done by 20 study participants comprising 10 Teachers (2 Each) from the selected Secondary Schools, and 10 pupils (two from each of the selected secondary schools); they were gender balanced, and volunteered to carry out the Social Mapping Exercise on the Schools Disciplinary Structure following the given instructions.

1. Brainstorm the current Schools Disciplinary Management Structure. Identify its Strengths and Weaknesses.
2. Please Draw the current disciplinary management structure of your schools;
Illustrate the characters/issues that in your opinion make disciplinary management unacceptable at your schools.
3. Provide what in your opinion can comprise an acceptable disciplinary management structure. Specify the components which in your opinion should comprise an acceptable disciplinary management structure.