Teachers as agents of pupil indiscipline provides a multifaceted approach to pupil and teacher indiscipline, drawing attention to such factors as teacher training, teacher professionalism, interaction with pupils and making schools secure places for learning. The central argument presented in this book is that the school, through its teachers and head teachers, is responsible for some of the pupil indiscipline that has plagued schools in Zambia and elsewhere; what happens inside schools has an impact on pupil discipline. The book provides a useful reference for several stakeholders: teachers, headteachers, teacher educators, school counsellors, parents, school board members and other policy makers. In addition to research findings from many studies conducted in a number of locations around the world, it suggests solutions for teachers, curriculum planners and other stakeholders to consider when addressing the problem of pupil and teacher indiscipline.

Many teachers and head teachers exhibit poor behaviour and attitudes instead of being positive role models for pupils. Pupils see or experience these negative socializing behaviours from teachers and head teachers, influencing their own indiscipline, indiscipline breeds indiscipline. The case studies present a convincing case for the important role of school environment, especially teachers, in enabling or preventing indiscipline. The topic of pupil indiscipline demands everyone’s serious consideration and resolution because of its visible effect on national growth and development.

Outstanding Strengths of the book

- Provides a multifaceted approach to pupil and teacher indiscipline.
- Impact of pupil and teacher indiscipline on learning outcomes.
- Draws on and combines extensive literature review with evidence from research findings from global sources.
- Easy readability thereby making the book user-friendly.

Madalitso Khulupirika Banja

With an introduction by Jeanne H. Ballantine
Teachers as Agents of Pupil Indiscipline
Teachers as Agents of Pupil Indiscipline

Madalitso Khulupirika Banja
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Dedication

I dedicate this book to all pupils who have been victims of teacher harassment and abuse and to the two teachers who have had the most influence on my life, Mr David K. Mubanga (retired) and Mrs Josephine Tenge, currently Head teacher at Highridge Secondary School, both formerly of Kalonga Secondary School in Kabwe. These two introduced me to the concept of leadership which now means so much to me.
A gentle answer,
Turns away wrath,
But a harsh word
stirs up anger.

Proverbs 15:1
Acknowledgements

First and foremost, I am extremely and forever grateful to God Almighty for His divine providence and grace that has enabled me to undertake this huge task.

I thank all the head teachers, teachers and pupils who took part in the survey that formed the basis of this work for their support and cooperation; and all those who in one way or the other contributed to the success of my studies. These include my former employers, the Ministry of Education, the Council for the Development of Social Science Research in Africa (CODESRIA) for partly funding my Master of Education research under the Small Grants Programme for Thesis Writing. I also wish to express my profound and unreserved appreciation to my Master’s dissertation supervisor, Dr Oswell C. Chakulimba of the Department of Educational Psychology, Sociology of Education and Special Education of the University of Zambia for guiding me through my work. I also thank my current employer, the University of Zambia, for granting me permission to use my Master of Education dissertation as the basis for this book.

My thanks also go to my students, past and present, who along the way gave me the reason to continue teaching; and to my senior colleagues in the International Sociological Association (Research Committee on Sociology of Education), Professor Jeanne Ballantine and Dr Shaheeda Essack for believing in my abilities and giving me encouragement in my endeavours. To you all, I am highly indebted. May God Almighty abundantly bless you.

Madalitso Khulupirika Banja
Lusaka
May 2013
Foreword

This publication, which grew out of a Master’s dissertation by the author on the relationship between school environment and pupil indiscipline, is a valuable addition to the literature on the topical issue of pupil and teacher indiscipline in Zambia, and Africa as a whole, more so at this juncture of our development when pupil and teacher indiscipline has never been as widespread as it is today. Although the book examines the nature and causes of pupil and teacher indiscipline, the focus, however, is on how teacher conduct impacts on pupil discipline and ultimately on educational delivery and learner outcomes. The book points out some of the most obvious instances in which teachers have acted as direct agents of pupil indiscipline. It should be stressed here that when the author points out the impact of teacher behaviour on pupil discipline, he is in no way denying the many other factors affecting pupil discipline.

Indiscipline is a problem facing the secondary school system in Zambia and creates a lot of worry and anxiety to the teacher. Schools are expected to be centres of high moral standing which instil a high sense of personal responsibility in pupils. However, beyond the school, the task of raising self-controlled, disciplined individuals falls squarely on the shoulders of parents and the community.

Students of education, educationalists, parents, policy makers as well as general readers concerned about pupil and teacher discipline will find Mr Banja’s work informative and thought provoking, especially given the explicit use of specific examples. Mr Banja writes from a vantage point of having worked as a secondary school teacher and teacher-educator at both college and university level. Using rich experience of casual observation, detailed and analytical review of existing literature and empirical data, Mr Banja produces a book anchored on experiential knowledge and systematic, objective interpretation and analysis. This enables the book to find relevance and practical application not only in Zambia but in other parts of Africa, and the world at large. At the same time the author’s interpretation is likely to provoke healthy discussion.

The focus of most literature on discipline in Zambia has been concerned with the pupil as deviant, but a critical examination of teacher behaviour reveals that teachers are equally culpable. In Zambia, research and media reports indicate that an increasing number of teachers are behaving below expectations and have effectively paved the way for increased pupil indiscipline. Teachers ought to bear in mind always that they carry on their shoulders a huge responsibility of turning our young people into responsible adults. They must realise
that the behaviour of pupils is in some ways directly and indirectly linked to their own behaviour. Part of this task entails being an all round role model apart from teaching reading, writing and arithematic.

Let me also record the many cases and the many times when teachers have acted as role models in moulding and improving the behaviour of pupils. This book is therefore not intended to unfairly and wholesomely portray all teachers as ill-behaved. Furthermore, more often than not, many teachers are dedicated and committed to duty. However, it is also true to record that at present the behaviour of far too many teachers leaves much to be desired.

The section that deals with the tertiary sector is timely as it provides a natural progression to the discussion, from secondary to tertiary sector. Although it is not the intention of the author to analyse the similarities and differences that exist between these two sectors, these are apparent in the context of the discussion. I hope that this book will prove helpful to all stakeholders as they grapple with this important issue of pupil and teacher discipline. I feel greatly honoured to have been asked to write a foreword to this book.

John T.N. Phiri, (PhD) MP
Minister of Education, Science, Vocational Training and Early Education

April, 2013
Preface

This book evaluates the role that head teachers and teachers play in pupils’ discipline and indiscipline. As the author aptly points out, studies have looked at the role of students, peer and family influence on student’s misbehaviour but the literature is much sparser on the effect of in-school environment as influenced by teachers and head teachers’ conduct on pupil indiscipline.

The book provides needed information in four parts:

(a) Laying out the problem of indiscipline and discussing literature related to this problem from around the world in relation to its nature, prevalence and causes;

(b) Studying causes of indiscipline through case studies of four schools in Zambia that represent the spectrum of indiscipline;

(c) Highlighting student lecturer relationships and factors affecting student discipline in tertiary institutions of learning; and

(d) Suggesting possible solutions to pupil and teacher indiscipline.

The book contributes in many important ways to our understanding of student indiscipline; some key ways are outlined below:

Global findings make up much of Part one. The curriculum may result in indiscipline among some pupils. Considering education as a social institution, the curriculum affects the relevance that pupils see in their education. It can rightly be pointed out that irrelevant curricula coupled with poor teaching techniques can result in negative pupil behaviours. The institutions of family and school may also be in conflict with different expectations. These differences in expectations for pupils can result in confusion about proper behaviour.

Many head teachers and teachers as explained in Part two of the book, exhibit poor behaviour and attitudes instead of being positive role models for pupils. Pupils see or experience these negative socialising behaviours from their teachers and head teachers which in turn influence their own indiscipline. The case studies outlined herein present a convincing description and analysis of the important role of the school environment, especially teachers, in causing or preventing indiscipline. The key point that affects all schools is that pupils need clear and reasonable guidelines from the school.

Part three highlights factors that affect the relationship between students and lecturers in higher institutions of learning. Qualifications of academic staff, examination leakages and ineffective management are some of the reasons affecting student discipline in higher institutions of learning.
The solutions in Part four come from many studies conducted in a number of locations around the world. It is with these solutions that the author suggests a number of actions which can be taken, including; increased high quality teacher education, in-service training and open discussions between teachers and pupils that address pupils’ needs. Negative teacher behaviour and attitudes need to be corrected or punished. This can be done by building on the idea that educational systems can help define problems and find solutions. The literature presented reflects many experiences from Africa, the United States and Europe which is a major strength of the book. Teaching of values is a key area of concern when considering the causes of indiscipline. Thus, key solutions place more emphasis on values education in both teacher training and classroom learning for pupils.

Jeanne H. Ballantine
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PART ONE

Nature, prevalence and causes of pupil indiscipline

Overview

Part One provides a review of secondary data sources on the forms, prevalence and causes of pupil indiscipline within schools in Africa, Europe, the United States of America and other parts of the world. It offers a rich menu of examples from different countries on pupil indiscipline. Studies conducted within the field of indiscipline in schools have identified a number of key issues. In Zambia, as in many other countries such as Uganda, Nigeria, South Africa, the U.S.A, France, United Kingdom, Spain, Finland and Argentina, studies carried out have consistently highlighted similar issues regarding the nature, prevalence and causes of pupil indiscipline within schools. Thus the aims of this literature review are to:

1. Provide an insight into different interpretations and conceptualisation of pupil indiscipline within schools.
2. Gain an understanding of the nature, prevalence and causes of pupil indiscipline in selected parts of the world.
3. Gain an understanding of the nature, prevalence and causes of teacher and head teacher indiscipline in selected parts of the world.
4. Provide an exploratory survey of the effects of pupil and teacher indiscipline on educational delivery and educational outcomes.

Introduction

Indiscipline among high school pupils is one problem that educational authorities in different parts of the world contend with. Indiscipline has become a topical issue in schools. It is a thorny and highly emotional issue that has attracted the attention of different stakeholders which include scholars over the years. Pupils that are usually involved in misbehaviour of one form or the other during school hours (known as problem pupils) are not the focus of this study in the context of the school environment. On the contrary, what is under scrutiny is the conduct of teachers and school head teachers and how their conduct impacts on pupil discipline.
What counts as good discipline is inevitably going to be contested. However, much depends on the context for particular behaviours, the amount of independence and the rights that a particular society gives to children.

However, questions that arise about discipline are contentious specially with regard to who decides what constitutes indiscipline; and what are the enforcement rules meant to stump out indiscipline? There are many types of indiscipline connected to numerous factors that cause pupil indiscipline. Some of these factors are found outside the school, while others are factors found within the school. The factors range from leadership based causes such as lack of accountability on the part of school managers; conflicting rules and regulations; laxity or laissez faire attitude towards indiscipline, style of leadership, unfair treatment of pupils by both teachers and head teachers, poor enforcement of school rules, lack of quality training of teachers in matters of pupil discipline and professional ethics, lack of in-service programmes, peer pressure and poor parental upbringing of children.

**Nature and prevalence of pupil indiscipline**

Studies conducted within Africa, Europe and the USA have reported a striking similarity regarding the most common forms of pupil indiscipline in high schools. In Zambia, Mwanakatwe (1974) has pointed out that discipline is one area in which the development of education has followed an unworthy path since independence. Secondary schools in different parts of Zambia have encountered numerous acts of pupil indiscipline. These include vandalism, public demonstrations and rioting (Times of Zambia, July 25 2000; August 1, 2000; August 4, 2000; September 6, 2000; Zambia Daily Mail, June 19, 2000), aggressive and disruptive behaviour, drug abuse, drunkenness, strikes, smoking, stealing and promiscuity (Simate, 1993), beer drinking, stealing, absenteeism from class, and fighting (MOE, 1998). Some of these disciplinary cases have been so serious as to merit the attention of senior education officers. This, in brief, clearly demonstrates that indiscipline is still a big problem in Zambian secondary schools.

In Nigeria, pupil indiscipline includes dodging from class, and lack of respect for teachers. Nwana (1971) found that offences committed by pupils included: stealing fellow students’ property or school property and dishonesty. In Uganda, the government recorded drunkenness, untidiness, stealing and careless work as being among the
pupils’ behavioural problems that caused concern to school head teachers (Ministry of Education, 1967). Further, Ugandan teachers testified that school children hid sachets of alcohol between exercise book pages. (allAfrica.com). In South Africa, Bisetty (2002) noted that sex, alcohol drinking, carrying dangerous weapons such as guns and knives to school, drug abuse, theft, watching pornographic movies and gambling were all punishable offences that were present among pupils.

In the USA the available literature regarding the nature of indiscipline reveals a notable similarity to what obtains in other parts of the world. A survey by the National Education Association of the USA (as cited in Larson, 1973) reported that teachers frequently had to deal with pupil indiscipline. Cases reported included; overt hostility to school authorities as exhibited in violence, vandalism, disrespect and defiance to authority. Other cases were; disruptive behaviour in class, non-compliance to teachers’ requests, insulting, fighting, absenteeism from class, dishonesty and stealing. Clarizio (1971) records the Gallup Poll responses of parents and teachers and others involved in public education, which found that lack of discipline was the most serious problem in American schools in the decade running from 1969 to 1979. Notable offences included disruptions in the classroom such as giggling, whispering and talking at will; and disturbances occurring outside the classroom but within the school territory which pointed to beer drinking.

In the United Kingdom, Munn, Johnstone, Sharp, and Brown (2007) reported that 59 per cent of teachers consider discipline to be a serious problem. They further reported that a wide range of behaviours potentially disruptive to teaching and learning included: talking out of turn, lack of punctuality, eating or chewing in class, playing truant, and pupil to pupil verbal abuse, pupil physical aggression, cheeky or impertinent remarks, rowdiness, infringing school rules at will, pupils hindering others from working, and so on.

In Finland, an evaluation of basic education carried out by the State Provincial Offices reported threats, violence and bullying directed at teachers. According to Korhonen (2000), teachers face increasing rates of disturbing behavioural problems from seemingly troubled and restless pupils. In addition, pupils' personal problems have increased. This is highlighted by reports about increasing substance abuse, open rebellion against school and teachers’ authority; and aggressive behaviour among pupils. In France, studies have shown that pupils talked out of turn, made impertinent
remarks, and hindered others from working as reported by Keane and Wright and Keetley (as cited in Munn, 2007).

**Causes of pupil indiscipline**

In dealing with the issue of indiscipline in schools, it is important to mention that some adults see children as essentially notorious while others view them as innocent and attribute any wrongdoing to genetic heredity or a poor environment (Clarizio, 1971). Reference has already been made to the fact that it is difficult to reach a consensus as to what counts as a breach of accepted behaviour. In short, what counts as indiscipline is highly dependent on a particular context and its interpretation can hardly ever be free of value biasness. This is so because what counts as misbehavior to a set of teachers and head teachers may not be viewed the same way by a different set of teachers and head teachers. However, Clarizio makes it clear that certain principles of children's behaviour have a universal acceptance by all adults; for instance, the need to be respectful to elderly people. This makes it possible for a school to, at one time or the other, through its head teacher, or such other appointed persons, caution pupils to stay away from all misbehaviour.

The causes of bad behaviour are extremely diverse and complex. When considering indiscipline it is important to take into account the wider context in which it occurs because a number of factors may be at play. These factors include poor home training and upbringing and breakdown of family life; psychological factors such as cognitive levels and personality traits; biological factors such as pre-menstrual syndrome in girls and many others such as wrong ideals, idleness, lack of good leadership, injustice, lack of realistic rules and so on.

Regarding parental guidance of children, Calotti (1998; 41) states:

> Parents are spending less and less time on their children’s education. They think it is enough to pack them off to school and they do not make a distinction between the academic education we give children and their education as members of society, which has to begin at home.

The wide range of factors listed above mean that many homes and schools are affected. This has raised the profile of pupil indiscipline to the level of topical issue in virtually every school. In Zambia, Simate (1993) in his study on indiscipline in selected Lusaka Secondary Schools, found a relationship between home background of pupils and indiscipline. Socio-economic factors such as parental occupation and family size
and emotional factors such as family disruption and frequency of physical punishment at home were found to affect pupil behaviour. Simate further noted parents' failure to mete out consistent and appropriate discipline on their children as a major cause of indiscipline among adolescents.

Shana (1974) also conducted a study to identify causes of discipline problems in selected Lusaka Secondary Schools from 1960 to 1970; and identified some undesirable administrative practices which showed that there was a relationship between administrative style and pupil indiscipline.

The interactions that take place in the classroom or school between pupils and teachers; and between pupils and head teachers are of paramount importance in understanding the problem of indiscipline in the schools. In regard to this, Mwanakatwe (1974:23) aptly makes the following observation:

The occurrence of indiscipline among students in a school is [as] a result of frustration either on the part of the staff who fail to perform their duties satisfactorily, or as a result of frustration on the part of the students themselves. If students become dissatisfied with their treatment, if students become discontented with conditions in school, then seeds of misbehaviour are immediately sowed on fertile ground.

It has now been established by scholars that schools as social institutions have a lot of influence on pupils' behaviour. The work of Ruttler et al (1979) identified school ethos or climate as having an important influence on discipline. Similarly, Mwanakatwe (1974) has observed that pupils' discipline is dependent on a healthy and easy relationship between staff and pupils. In a school where there is discipline, teachers would have taken deliberate steps to promote and ensure genuine co-operation with pupils by being patient, sympathetic and fair in their interactions with them. Furthermore, indiscipline is easily bred in a school where no healthy relationship exists between staff and pupils. This argument seems to suggest that indiscipline is not caused exclusively by factors outside the school but also by factors within the school.

Bisetty (2002) writes that teachers in South Africa reported lack of discipline in many schools, which was attributed to lack of parental guidance; and was seen as the major cause of indiscipline. The absence of disciplinary measures both at home and school removes an effective deterrent value which in turn leads to lack of discipline. At times, acceptance of lower standards of behaviour in the home compared to school standards is one of the causes of pupil indiscipline. In other instances the negative behaviour is simply a cry for help because of something else which happened in the
child's life. For example, rape or other forms of abuse could have been inflicted on the child. In Kenya, Lutomia and Sikolia (2009) have observed that pupil indiscipline includes rebellion against established authority which is demonstrated through riots and strikes.

In Nigeria, the causes of pupil indiscipline are many; and include societal influence and nature of curriculum content. Yaroson (2004) argues that the curriculum today is greatly deficient in moral training. Nwana (1971) conducted a study on the incidence of major school offences in Nigeria. The study revealed that indiscipline in schools was attributed to, among others, the ‘takeover’ of schools by the state which brought an ‘I don't care’ attitude among teachers regarding what happened to the schools and pupils. Consequently, pupils began to feel that teachers and head teachers had no authority over what happened in schools; to pupils, real power over schools lay with the state and not with the teachers or head teachers.

In Nigeria scholars and administrators seem to attribute indiscipline among secondary school pupils to their adolescent development. Mukharjee (as cited in Yaroson, 2004) argues that when adolescents notice certain biological changes signalling maturity in the course of their physical development, they tend to point fingers at school rules and regulations as a cause for their misbehaviour. The conflict arises largely because their newly acquired level of maturity makes pupils believe that they now have the wisdom to question rules and regulations that previously they had accepted without question. Another serious factor that contributes to indiscipline in schools is dysfunctional families which are caused by poor parental training or the lack of it. For instance, some parents often quarrel and fight in the presence of their children. This definitely makes the children grow without affection and consequently develop negative attitudes to life. In school, such pupils may be aggressive and often pick quarrels with their peers because that is how they have been brought up. What this entails is that pupils come to school weighed down with disciplinary issues; and the school in turn provides an outlet for these disciplinary issues.

Parents single out unfair treatment by teachers as the major reason why children misbehave in school. However, they accept that problems in the home can contribute just as much as peer pressure can. The majority of the parents point at teachers’ unfairness as the major reason for the pupil misbehaviour. This teacher unfairness manifested itself through actions such as; teachers having favourite pupils, and being rude to pupils. While parents blame teachers for the indiscipline of their children, many
professionals blame parents for the following: parents are often interested only in their children’s academic results and getting them back in the next school year while ignoring the discipline aspect. Despite the conclusive evidence in the literature regarding their role, teachers and head teachers when confronted with the issue of pupil indiscipline, as Kanapaux et al (1977) observed, tend to accuse other institutions in society, other than the school, of being responsible for pupil indiscipline.

In essence, good discipline enables the psychological needs proposed by Maslow and others to be satisfied. This is because any disciplinary case arises as a result of an unfilled basic need. The teacher should look carefully at each level including the most basic psychological ones such as nutrition and ventilation. The most likely deficiency is the second category of psychological security. In this category, pupils who feel their teacher has genuine affection and concern for them and ensures that they feel accepted by him/her are unlikely to cause serious disciplinary problems.

In the west, studies dealing with indiscipline have reaffirmed some causes of pupil indiscipline. The causes of pupil indiscipline, it is postulated, are many and varied. In the USA for instance, Gnagney (1968) has argued that pupils misbehave because of a variety of factors among which are: ignorance of school rules, conflicting social standards, frustration and displacement. Wegmann (1976), has stated that pupils, especially in their first year or two of high school are usually ignorant about some school rules and unintentionally break these rules. On the other hand, some pupils require clear communication about rules and sanctions.

Another cause of pupil indiscipline is conflicting social standards. Kvareceus (1945), points out that many pupils, like all other children, learn the lessons of their homes and neighbourhood as they grow up. When the behaviours that were accepted at home are suddenly regarded as improper or immoral at school, pupils end up as victims of negative transfer of training. Consequently, some pupils may become deviants merely because they have failed to differentiate between the code of conduct at home and that for the school.

Clarizio (1971:48), summarises the causes of pupil misbehaviour in the USA as follows:

If we exclude the specific problems rooted in race, poverty, unhappy homes and the difficult lifestyles of urban society, we cannot help but note that a significant percentage of the remaining discipline problems in our schools are caused by a meaningless curriculum, mediocre and bad teaching and inhumane organisation in general.
Yarrow (1948), in relation to frustration, has demonstrated that aggression in children increases significantly after they have experienced failure of one kind or another. For instance, the inability to understand difficult subject material. This view is supported by Anastasi (1966) who argues that frustration due to scholastic difficulties may result in discouragement and a general dislike for school. Other causes of indiscipline are failure to win peer approval, or social acceptability from classmates (Cronbach; 1963); and the frequent displacement of inappropriate feelings upon the people and objects in the school (David, 1974). Some children may even bring to the school or classroom problems they have in their relationships with people at home such as the parents or fellow siblings.

In addition, Hargreaves (1972:312) states that:

Since the teacher is in a position to determine and enforce his own definition of the situation on the pupils, then the behaviour of the pupils will be highly dependent on the teachers’ behaviour. The pupils’ behaviour is much more dependent on the teachers’ behaviour than the teachers’ behaviour is dependent on the pupils' behaviour. That is to say, pupils' classroom and out of class behaviour is a product of, and a response to, the teachers’ interpretation of his/her role and his/her teaching style.

The point above is further underscored by Davies (1978) who states that classroom environment, inappropriate curriculum and teaching style all have an important bearing on classroom discipline because these may in one way or another affect pupils in a beneficial or an adverse way. He observes that the teachers have a big role to play in the creation and maintenance of discipline since they are the most important factor in maintaining pupil discipline.

**Conclusion**

The literature from across the globe depicts that the broad categories of indiscipline among pupils were not very different between and among countries. Further the literature shows that the behaviour patterns of pupils are not only affected by home background factors but are also affected by school-based factors. The evidence shared by many researchers is that schools are a major factor of pupils' behaviour. In addition, even pupils who are predisposed by either social or psychological factors to be ill behaved are affected by what happens in school. In summary, the studies reviewed above have shown that teacher and head teacher behaviour in regard to communication procedures, verbal and physical sanctions imposed on pupils, methods of and frequency of punishment, all have an effect on pupils' behaviour.
PART TWO

Teacher and head teacher conduct

Overview
Part two explores teachers’ conduct and explanations for the trends in teachers’ conduct and the implications of this conduct for policy and practice. It focuses on the Zambian context, drawing on survey data. The study aimed at establishing if there was a relationship between indiscipline of teachers and head teachers and the discipline of pupils. This segment outlines and analyses the salient findings of the study. Teachers' indiscipline was discussed relative to; language, absenteeism, punctuality, reporting for work drunk, flirting with school girls, favouritism and dress. The information gathered in this study reveals that teacher behaviour impacted on or influenced pupil behaviour.

As mentioned in the preface, the focus of this book is on the conduct of teachers and head teachers, its effect on pupil behaviour and ultimately on educational delivery. The effect includes increase in pupil absenteeism and a stressed teaching force among many others. In addition, this segment considers what research worldwide has revealed about teacher conduct; and explores what it is about teachers and teaching, which shapes their attitudes and conduct. The common dilemmas experienced by teachers at work and in the communities they live in are explored; and the means by which they attempt to resolve them are described.

Part two also discusses the socialisation of a Zambian teacher and attempts to explain some of the factors behind poor teacher behaviour. While the study was conducted in Zambia, a lot of non-country-specific information that relates to teachers in most parts of the world, particularly in Africa, has been included.

Introduction
Indiscipline in schools can have direct and indirect bearing on educational participation and attainment. For instance, the knowledge of the school environment and its relationship to pupil behaviour is extremely important to both parents and policy makers because whatever transpires in the school is bound to influence the learning and teaching processes and consequently the pupils’ academic welfare. Therefore, the need
for a conducive learning and teaching environment in a school cannot be over-emphasised.

This book might be of great importance to teachers, head teachers, policy makers and other stakeholders in education especially parents who value a conducive learning environment for every pupil. A basic understanding of the behaviour of teachers can assist in understanding pupil behaviour and consequently assist policy makers to come up with appropriate interventions. In most countries, research has focused primarily on the nature and causes of pupil indiscipline and intervention strategies without paying attention to the role that teachers play in causing pupil indiscipline. And, this remains the main focus of this segment of the book. In achieving this aim, the author makes use of the findings of a study conducted to establish the relationship between pupil indiscipline and school environment whose objectives were to establish the forms of pupil indiscipline, determine whether there is a relationship between teacher conduct and indiscipline among pupils in high school and determine whether there is a relationship between the conduct of head teachers and indiscipline among pupils in high school.

The study under discussion revolved around one independent variable namely; teacher and head teacher conduct while pupil indiscipline was the dependent variable. The sample for this study consisted of 128 secondary school pupils drawn from four Day Government Secondary Schools, twelve members of the disciplinary committees, and eight head teachers. The study utilised a mixed methods approach to collect data. Self-administered questionnaires were used with pupils and teachers while focus group discussions were conducted with pupils only. Unstructured one-to-one interviews were conducted with school managers. The research instruments were designed to gain a better and deeper understanding of the important perceptions and views of pupils, teaching staff and head teachers regarding the relationship between the school environment and pupil indiscipline. The research instruments used were intended to obtain information about the pupils' opinion of discipline, relationship with teachers, description of the teachers on one hand and administrative practices and operational procedures on the other. School records were analysed to get data on the nature of pupil misbehaviour.

A survey method was used in the study. The four schools that formed the sample of the study were selected on the basis of being the most indisciplined; and the most disciplined schools on the Copperbelt Province. The pupils were selected using simple
random sampling. A further selection of three members of the disciplinary committee at each school was done using convenient sampling as were the four head teachers.

The study was based on the Interactionist Theory postulated by George Herbert Mead, John Dewey et al (Mercer; 1980). Mead explains that the interactionist perspective focuses on everyday social interaction among individuals rather than on large societal structures such as politics and education. According to Mead et al, the focal point is the actor-reactor relationship. Interactionists assume that the human being is both an actor and a reactor, and therefore, does not only respond to external stimuli but construct their behaviour in the course of its execution rather than responding mechanically to either external stimuli or to such internal forces as drives, needs, or motives. The theory emphasises that people not only respond to situations but also help to create them; and accordingly respond to what they have created. Interactionism perceives the basic unit of social interaction to be the social act, that is, the relationship between two people. When one acts, the other reacts with reference to the first. The situation determines behaviour (Mercer; 1980).

At the school level, the propositions of the interactionist theory can be observed in the nature and quality of the interaction between pupils and their teachers; and between pupils and school managers as well as in the manner school managers make decisions that affect their pupils.

It is necessary that the effect of the behaviour of teachers and head teachers on the behaviour of pupils be closely examined. While acknowledging that pupils are a product of their own past environment, the present environment may provide the immediate stimulus for current behaviours.

**Key findings**

The research came up with the following key findings:

1. **Teacher conduct impacted on pupil discipline:** The teacher conduct which was seen to impact on pupils’ discipline included: teachers’ sarcastic and abusive language towards pupils, teachers’ unwillingness and failure to address pupils' needs, leaking examination papers to pupils, teachers flirting with school girls, favouritism towards certain pupils, reporting for class late, reporting for work drunk, absenteeism from class, failure to punish indisciplined pupils, illegal enrolment of pupils into school, inappropriate physical sanctions towards pupils and borrowing or asking for money from pupils.
2. **Head teachers’ conduct impacted on pupil discipline:** The head teachers’ conduct which impacted on pupil discipline included harshness to pupils, overlooking pupil and teacher indiscipline, favouritism towards certain pupils, failure to address pupils’ needs, use of sarcastic and abusive language towards pupils, reporting for work drunk, over enrolment of pupils in classes, and flirting with school girls.

3. **The above teacher conduct impacted pupil discipline in a number of ways.** These included: absenteeism from school, defiance to school authority, playing truant from school, fighting, drinking and smoking and classroom disruption. Head teachers’ conduct also impacted on pupil discipline in the following ways: beer drinking, late coming, defiance to authority, use of abusive language, rudeness to teachers and head teachers, absenteeism from school, playing truant from school and noise making.

*Table 1: Categories of people in the school impacting on pupil discipline*

<table>
<thead>
<tr>
<th>School based people impacting on pupil discipline</th>
<th>No of pupils</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>61</td>
<td>49.1</td>
</tr>
<tr>
<td>Teachers</td>
<td>18</td>
<td>14.5</td>
</tr>
<tr>
<td>Prefects</td>
<td>11</td>
<td>8.8</td>
</tr>
<tr>
<td>Pupils themselves</td>
<td>16</td>
<td>12.9</td>
</tr>
<tr>
<td>Workers</td>
<td>18</td>
<td>14.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>124</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Note: This was a multiple response question.*

Table 1 depicts that pupils placed more blame on head teachers followed by teachers as the major contributors to pupil indiscipline. This position of the pupils is explained in the following section.
Table 2. Stakeholders’ views of conduct of teachers considered to impact on pupil discipline

<table>
<thead>
<tr>
<th>Pupil response to teacher conduct</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils</td>
</tr>
<tr>
<td>Reporting late for class</td>
<td>12</td>
</tr>
<tr>
<td>Absenteeism from class</td>
<td>9</td>
</tr>
<tr>
<td>Familiarity with pupils</td>
<td>5</td>
</tr>
<tr>
<td>Failure to punish indiscipline</td>
<td>0</td>
</tr>
<tr>
<td>Flirting with pupils</td>
<td>13</td>
</tr>
<tr>
<td>Reporting for work drunk</td>
<td>13</td>
</tr>
<tr>
<td>Sarcastic and abusive language towards pupils</td>
<td>105</td>
</tr>
<tr>
<td>Teachers’ laziness</td>
<td>35</td>
</tr>
<tr>
<td>Favouritism towards certain pupils</td>
<td>11</td>
</tr>
<tr>
<td>Harshness towards pupils</td>
<td>19</td>
</tr>
<tr>
<td>Failure to attend to pupils’ individual needs</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=256</strong></td>
</tr>
</tbody>
</table>

Note: This was a multiple response question.

Table 2 shows that the use of sarcastic and abusive language towards pupils, teacher laziness, failure to address pupils' needs as shown through harshness towards when asked questions in class, failure to punish pupils, flirting with pupils, and reporting for work drunk ranked highest in impacting pupil discipline.
Table 3: Stakeholders’ views of head teachers behaviour impacting on pupil indiscipline

<table>
<thead>
<tr>
<th>Head teachers’ behaviour impacting on pupil indiscipline</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils</td>
</tr>
<tr>
<td>Reporting for work drunk</td>
<td>3</td>
</tr>
<tr>
<td>Failure to address pupils needs</td>
<td>7</td>
</tr>
<tr>
<td>Illegal enrolment of pupils</td>
<td>3</td>
</tr>
<tr>
<td>Favouritism towards certain pupils</td>
<td>7</td>
</tr>
<tr>
<td>Harshness to pupils</td>
<td>62</td>
</tr>
<tr>
<td>Overlooking pupil and teacher indiscipline</td>
<td>15</td>
</tr>
<tr>
<td>Flirting with school girls</td>
<td>3</td>
</tr>
<tr>
<td>Disregard for pupils opinions</td>
<td>0</td>
</tr>
<tr>
<td>Use of sarcastic and abusive language towards pupils</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>N=106</td>
</tr>
</tbody>
</table>

Note:  This was a multiple response question.

Table 3 shows that harshness to pupils (which included allowing prefects to beat fellow pupils, detaining pupils after school hours, punishing pupils for silly mistakes, punishing pupils during lesson time and prescribing inappropriately harsh punishment for minor offences), and sending pupils away from school during lesson time, overlooking pupil and teacher indiscipline, favouritism towards certain pupils, failure to address pupils’ needs and use of sarcastic and abusive language towards pupils were identified by pupils as factors that impacted on their discipline. The following section discusses some of the outstanding issues arising from the survey.

Male teachers flirting with school girls

The four pupils at school A and school B who participated in the focus discussion, representing 13.3% of the total number of pupils at each of the two schools, emphasised that male teachers displayed extreme poor behaviour by flirting with school girls.

At school D, this was not a particular problem while at school C the problem was non-existent because this was a boy’s only school. Significantly, no female teacher at all the four schools was reported to be flirting with a male pupil.

The response from pupils at three of the four schools emphasised that male teachers displayed extreme poor behaviour by flirting with school girls. The flirtation from
teachers resulted in pupils’ loss of respect towards their teachers in general, but more so towards erring teachers themselves; and teachers’ failure to control classes. It was a case of *familiarity breeds contempt*. Significantly, no female teacher was reported to be flirting with pupils.

The fact that teachers flirted with their pupils is clear evidence that they did not reflect upon the impact of their behaviour on the behaviour formation of pupils. As Chakulimba, Mofu and Serenje (2009; 33) write:

> We are aware that some of the problems in the schools are caused by bad behaviour of the teachers. Sometimes teachers have watched fellow teachers misbehaving, but they have not rebuked them. They have turned a blind eye to the gross misconduct of their fellow teachers. . . .

Further, Chakulimba et al. (2009: 31) state:

> Teachers have contributed to the loss of their status in the community. Their behaviour has not been exemplary. There have been cases where teachers have been drinking with pupils and making schoolgirls pregnant. In some countries, personal appearance of teachers (dressing and cleanliness), late coming, immorality, favouritism and beer drinking have been issues of concern. The community has condemned miniskirts, hot pants, bear backs, tight trousers, long uncombed hair, untidy beards and the like.

The unprecedented increase in the number of male teachers getting involved sexually with pupils is strongly abhorred in society; and yet cases of teachers impregnating and marrying their pupils is still rampant and only serves to further harm the already tarnished image of the teaching fraternity.

While teachers expect pupils to behave in a certain way, pupils also expect the same from teachers. And, to bring about good behaviour formation in pupils, there is need for teachers to be good examples for pupils. In playing out their role as disciplined adults, teachers will exhibit important and long lasting effects upon their pupils. However, the findings of this study show that teachers behaviour did not impact positively on the behaviour and attitudes of pupils. For instance, teachers showed little awareness of the huge role that their treatment of pupils and their general behaviour played in shaping the behaviour patterns of their pupils. Further, the pupils seemed to lack role models and guidance on matters of behaviour formation. In regard to this, Longwe (1997:21) has recorded:

> Of late there has been a very high incidence of immoral behaviour among the male teachers with school girls and to a lesser extent among some female teachers too... It is a very sad development because the position of a teacher demands that he sees himself as a person who does not only educate the pupils by way of imparting knowledge into the pupils but one who is the guardian and protector of the pupils. If he who is supposed to protect and bring up the pupil begins to destroy what he is supposed to
build, who else will do so? Teachers who fall prey to the temptation of falling in love with their own pupils should realise that they are against true development.

In describing the unacceptable nature of teacher indiscipline and its possible consequences for the teacher, Longwe further warns that:

There are certain things the Headmaster can do to assist the teachers to keep this bad temptation before they are weeded out by the system. In the first place it must be made clear to all the teachers that falling in love with their own pupils is an offence for which the only penalty is dismissal. Girls and boys should treat all the teachers, young and old, as their parents....The evil practice of immorality with pupils can do a lot of harm to the discipline of school and so it is very important for the head teacher to check it by setting a good example and by being vigilant in dealing with the culprits, once they have been found (p. 21-23).

In Zambia, the Teaching Service Commission in the year 2003 dismissed seven teachers in the North-Western province for various offences including immoral conduct with school girls and teachers absenting themselves from work for a long time without justifiable cause.

Another issue relates to failure by teachers to address pupil’s needs. The findings of this study show that failure by teachers to attend to pupils’ personal problems, teachers’ abusive language towards pupils and unfair treatment by teachers were among the main reasons given for pupils’ involvement in acts of indiscipline. In fact, lack of opportunity to engage in open discussion with teachers was the most important reason cited by the pupils as the reason behind the poor relationship that existed between pupils and their teachers. This scenario appears to be a result of wrong teacher attitudes as reported by Dodd (1972:16):

To think out these two things calls, first, for a specific kind of attitude to learners and second, for knowledge of the specific learners themselves. If the attitude is that the learner knows nothing and only the teacher and the textbook contain knowledge, then it is wrong. If the attitude is that children should be seen and not heard, then that too is wrong.

The study adduced overwhelming evidence from both pupils and members of the disciplinary committees that there was a serious lack of open discussion between pupils and teachers. Teachers spent very little time with their pupils outside the timetable for lessons, therefore, they did not professionally discuss behavioural problems and needs of their pupils. The little time that teachers give to pupils implies that only few situations were available for pupils to freely express themselves to teachers in both academic and non-academic areas. This situation does not only this leave pupils feeling isolated, it leaves them with the lack of professional individualised guidance and counselling as well.
What this means is that the pupils are not offered support to help them become responsible for their behaviour, but they are rather left to define and determine their own path of behaviour. The lack of proper channels and opportunities for consultation and complaints may usually lead to poor teacher-pupil relations.

In addition, unfilled basic needs are seen as another cause of pupil indiscipline. Most disciplinary cases are as a result of an unfilled basic need. The teacher should look carefully at each level which should include the most basic psychological ones, for instance, nutrition and ventilation. The most likely deficiency is that of psychological security. Pupils sometimes feel threatened by an inconsistent teacher. The pupils who feel their teachers and parents have genuine affection and concern for them; and ensure that they feel accepted even by other pupils, are unlikely to cause serious disciplinary problem.

There is also lack of flexibility to address pupils’ needs. Individuality is felt to be ignored, and this facilitates disruptive behaviour to occur. Apart from the lack of open discussion between pupils and teachers, it was evident that teachers did not show concern and understanding for and towards pupils. Consequently, teachers were scarcely able to identify pupils with problems; and try to help them overcome such problems.

The findings of this study show that, to some degree, pupil involvement in acts of indiscipline was precipitated by the failure by some teachers to attend to pupils' personal problems. Further, the lack of opportunity by pupils to have open discussions with teachers stood out as a prominent reason for poor pupil-teacher relationships. Apart from the lack of open discussion, it was evident that teachers did not show concern and understanding for the pupils. Consequently, teachers were unable to identify problems faced by pupils in order to help them overcome their problems.

From the above account, it is clear that poor communication patterns between teachers and pupils, threatening and abusive language from the teacher and negative teacher attitude towards pupils' personal problems were all major factors that affected pupil behaviour patterns. Consequently, teacher involvement in vices of such nature directly affects the school management. It is not surprising, therefore, that the behaviour of teachers is proportional to the offences that pupils commit. Apart from the aspect of imitation, it is probable that teachers turn a blind eye to those undesirable behaviours that they are themselves guilty of. On the other hand, evidence shows that a healthy and an easy relationship between staff and pupils will exist or prevail where teachers are patient, sympathetic and fair in their interactions with pupils. Needless to state that the majority of the pupils, together with the disciplinary committee members and the schools’
administration reported that pupils enjoyed a warm relationship with teachers based on open communication. It is easy to note that when teachers and pupils enjoy an open relationship in which pupils are enabled to discuss their discipline problems with their teachers, a welcoming and conducive environment is created.

There are a number of factors that can make a pupil develop a positive or negative attitude toward teachers and school, in general. For example, lack of warm pupil-teacher relationships resulting in the pupil being alienated from teachers and the school. As a result, such pupils are likely to experience a low self-esteem. Phiri (1984) has stated that when such an atmosphere is created in a classroom or school, pupils will resort to disruptive behaviour.

Another factor which can make a pupil develop a negative attitude toward teachers and school, and which can adversely affect a pupil's behaviour pattern is teacher's disposition, especially disposition on social conduct. As Mfune (1987) has recorded, a teacher who makes bad and demeaning remarks on pupils will elicit negative emotions among them and will begin to hate teachers and everything that they stand for. This is so because two of the most powerful and persistent human needs; for acceptance and communication have been denied. If a teacher is disliked, or dislikes a pupil, a barrier will be created to both acceptance and communication. When communication barriers arise, tensions between teachers and pupils are likely to increase. The greatest impact upon pupil behaviour, identified by pupils themselves, was the amount of quality time teaching staff spend to know and value pupils as individuals. Most times individuality is felt to be ignored, which they feel causes disruptive behaviour to occur. Pupils feel that punitive measures, although often appropriate, are used inconsistently by teaching staff, hence blurring the boundaries of what individual teachers consider appropriate, or inappropriate behaviour. This fact, combined with larger class sizes, encourages rather than prevents incidents of indiscipline occurring during lessons.

With regard to the above, Malpel (2003) has argued viz:

1. Students have more respect for teachers they can see and relate to as real people, not just as teachers.
2. Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings.
3. In order to maximise student learning, I need to help students feel comfortable in discussing their feelings and beliefs.
4. No matter how bad a teacher feels, he/she has a responsibility not to let the students know about these feelings.

5. Addressing students’ social, emotional, and physical needs is just as important as meeting their intellectual needs.

6. My most important job as a teacher is to help students meet well-established standards of what it takes to succeed.

7. Taking the time to create caring relationships with my students is the most important element for student achievement.

8. Knowing my subject matter really well is the most important contribution I can make to student learning.

9. Knowledge of the subject matter is the most important part of being an effective teacher.

10. Students will be more motivated to learn if teachers get to know them at a personal level.

11. One of the most important things I can teach students is how to follow rules and do what is expected of them in the classroom.

12. When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.

13. Teachers should not be expected to work with students who consistently cause problems in class.

14. Good teachers always know more than their students.

15. My acceptance of myself as a person is more central to my classroom effectiveness than the comprehensiveness of my teaching skills.

16. I believe that just listening to students in a caring way helps them solve their own problems.

At schools where there was a display of authoritarian behaviour based on status and power from the school administrators, a general authoritarian environment prevailed. This scenario tended to elicit some measure of compliance from the pupils because of the fear of stiff punishment. However, it was observed that in some schools which had authoritarian headships, the pupils often tended to rebel against authority.

At one of the four schools, there was a display of authoritarian behaviour based on sanction and acceptance. The school administrators’ attitude to pupils’ problems was, like that of the teachers at the school, one of sympathetic listening. Therefore, the
administration was readily accepted and respected by the pupils. The school administrators adopted a policy of open dialogue with pupils which was based on negotiation and discussion. Channels of communication existed for pupils to express their displeasure with the behaviour of teachers. The channels passed through class monitors, grade and/or subject teachers, careers’ masters, senior teachers and through to the head teachers. These channels of communication were said to be very effective. In addition, teachers were under constant supervision from the head teacher.

Some problems of social behaviour of pupils can be attributed to strained relationships between pupils and teachers on the one hand and between pupils and head teachers on the other. In other words, it is good teacher-pupil, good head teacher-pupil relationships that induce good pupil behaviour. Poor teacher-pupil and poor head teacher-pupil relationships on the other hand seems to elicit poor pupil behaviour. It is evident from the above discussion that the most helpful teacher and head teacher attitude is one of sympathetic listening, in an attempt to understand the conditions that are bearing on a pupil before undertaking to change matters by instituting punitive measures or giving orders. It is increased understanding only that may bring about better control on the pupil while impatience and coercion may result in distorting pupil behaviour.

If the teacher is seen to be benevolent, loving, caring and committed to maintaining and increasing the pupil’s self-perception, the pupil’s self-esteem or integrity will equip him or her with the ability to accept institutional authority. This is so because pupils are affected by, and concerned with, the human qualities and the attitudes of the teacher to them as individuals, not with their knowledge of their teaching subjects which are taken for granted. This agrees with the findings of Anderson cited in Banks (1968). Anderson classified teachers into the dominative and the integrative categories. Dominative teachers were described as those who are involved in issuing orders, threats, reminders and handling out punishments to pupils. Such teachers were found to elicit, in their pupils, aggressive and antagonistic behaviours. These behaviours were directed toward both teachers and fellow pupils. Integrative teachers were found to be approving, commending, accepting and helpful. These attitudes elicited friendly, co-operative and self-directive behaviour in the pupils.

The findings of this study agree with the findings of Sachingongu (2000:60) who states that, ‘the administrative measures that a school may institute will have effects on pupils experiences, whether positive or negative.’ Such administrative measures will largely determine the discipline of a school.
In addition, teachers showed exemplary behaviour through punctuality, non-absenteeism from class, decent dress and in acceptable verbal sanctions that teachers used toward pupils. This may explain why some of the pupils indicated that there were no teacher behaviours causing pupil indiscipline. According to the Theory of Social Learning postulated by Bandura and Walters (1963), young people learn mostly through imitation and not necessarily through what they are taught. Imitation plays an important role in the acquisition of deviant, as well as conforming behaviour. In some cases, the amount of learning shown by the observer can, in fact, be as great as that shown by the performer. It can be argued, therefore, that although the extent or link of the respective behaviours cannot all be specified for every teacher behaviour, teachers’ behaviour directly or indirectly influences the behaviour of pupils. Hence, teacher behaviour directly or indirectly affects pupils’ behaviour. The teachers’ behaviour sends signals of what is acceptable behaviour to pupils.

Inappropriate teacher language is another issue. This refers to the quality of teacher language both in and outside the classroom. A contemporary example of this phenomenon is evident in Zambia. From the responses given, the data revealed a serious lack of appropriateness in the communication patterns employed by teachers in their interactions with pupils in all but one school. There was agreement among all the four pupils that teachers used abusive and distasteful language towards them. The teachers applied inappropriate and incorrect verbal sanctions such as abusive and threatening language. Teachers used inappropriate and incorrect, hostile, intimidating, abusive, vulgar, sarcastic and threatening verbal sanctions.

The vulgar language that teachers used included statements such as ‘as if you hold your pen with your anus’, and ‘put your stinking anus down.’ These phrases were used to a pupil who had poor handwriting and another who was being told to sit down respectively. Other phrases used included *Kaffir, cockroach, and Ukununka*, which means ‘you stink.’ Other comments were ‘you go and tell your foolish father,’ ‘not as foolish as your father’, *Imishishi nga pushi* meaning your hair is like the fur of a cat, ‘I cannot take you to bed because you would just make my sheets dirty,’ and ‘she is just a prostitute, just leave her.’ The last comment was made to a girl who called out to a fellow pupil to seek clarification on an issue under discussion in class. The teacher interpreted it as merely seeking attention, hence the demeaning comment.

The above verbal abuse of pupils by teachers makes it evident that teachers did not appreciate the feelings of their pupils and that they also had social, emotional and other
problems. Further, teachers did not realise that the language which people within an organization used directly or indirectly reflected a value base for the people within that organization (Beare et al; 1989). This value base then serves as a model to acquire. Teachers must, therefore, be more sensitive about the language they use and the impact it may have on pupils.

However, at school C pupils reported that the nature of communication between pupils and teachers differed from teacher to teacher. Some teachers were reported to use abusive language towards pupils. But despite instances of the use of abusive language by some teachers, it was generally agreed that there was open and quality communication between pupils and teachers. In fact, teachers were reported to understand the problems at hand and reasoned with pupils in order to find amicable solutions to problems. Consequently, teacher-pupil relationships at school C were good.

Generally, the language of female teachers in the study sample was found to be reasonable whereas among the male teachers, it was the older teachers who were guilty of using vulgar and abusive language. Seventy five percent (75%) of the respondents agreed that teachers used abusive and vulgar language toward pupils.

There was an evident lack of role models. On the basis of the behaviour of teachers discussed above, pupils complained that they lacked role models from amongst their teachers. Not only did the pupils lack role models they also lacked guidance on matters of behaviour formation. A teacher at one school pointed out that, to bring about good behaviour formation in pupils, teachers needed to teach by example, that is, exhibiting exemplary behaviour.

While teachers expect pupils to behave in a certain way, pupils also expect teachers to behave in a certain way. In playing out their role as adults, teachers' actions are bound to have important and long lasting effects upon their pupils. However, the findings of this study show that teachers did not reflect on the impact of their behaviour on the behaviour and attitudes of pupils. Teachers showed little awareness or if they did, then they did not mind the fact that their treatment of pupils and their general behaviour played a big role in shaping the behaviour patterns of their pupils. Consequently, teachers did not take upon themselves the responsibility of teaching accepted behaviours. They did little or nothing to try and develop good or positive behaviours and attitudes in the pupils both in and outside of class. They were unable to provide intrinsic motivation for good behaviour among pupils through exemplary behaviour.
The failure by teachers to provide suggestions or examples of good behaviour is not surprising because teachers themselves did not exhibit good or exemplary behaviour. It is not surprising either because teachers rarely seemed to reflect on pupil behaviour and could not be expected to positively impact pupil behaviour through showing exemplary behaviour. It is also not surprising that teachers exhibited indifference to pupil indiscipline. Their own shortcomings in terms of behaviour could also be the reason they were not keen on discussing points of conflicts with their pupils but opted to deny pupils any opportunity for self-expression by using abusive and sarcastic language toward them, and by being generally hostile.

Teachers did not display behaviour which helps to shape pupils’ behaviour in a positive manner, a behaviour that would make pupils want to emulate them. And yet as Wiseman (1964) argues, exemplary teacher behaviour is crucial in determining pupil behaviour. This agrees with the findings of other researchers such as Sachingongu (2000:64) who states that ‘being the person on the spot and one that spends a lot of time with the pupils, a girl or boy would be greatly affected by the behaviour of a teacher.’ Furthermore, teachers are expected to be role models to their pupils. Unfortunately, very often teachers forget that they are teachers as well as teaching aids. They go to the class to teach subject content and teach by way of example which the pupils unconsciously imitate. One of these ways is their dress and personal appearance. Pupils learn a lot from a teacher's dress, manner of speech, his jokes and smiles. Their dressing should be exemplary. They are to follow the public professional dress code. The teachers are a public image and should therefore dress decently, that is, avoiding miniskirts, tight trousers, bare backs, hot pants or any kind of nudity. The personal appearance in dress, speech and cleanliness should be distinguished from the rest of the people in the community. It is not good for teachers to be improperly dressed. It is, therefore, an offence for a teacher to look untidy in dressing for it is an act of misconduct for which he ought to be disciplined. It is always a good idea to issue written guidelines for the teachers in which the school policy on the dress code are spelt out. The community should observe, learn honesty, modesty and good manners from teachers.

A teacher should follow the work ethics stipulated by the Ministry of Education, and as a leader and a teacher should bridge the gap between adolescence and maturity of all pupils in schools. A teacher should never have any reputation of stealing or fighting to be able to impart good manners to pupils and the community at large. Teachers are more likely to loose dignity in the eyes of the public if they behave contrary to the expectations
of the society. Even when the society does not behave according to expected norms, teachers should because they deal with delicate and innocent lives of pupils. Since pupils expect teachers to conduct themselves maturely, teachers are left with no option but to accept that role.

According to pupils, teachers did not take the responsibility of teaching accepted behaviour seriously. For instance, they did little or nothing to try and develop good or positive behaviours and attitudes in the pupils both in and outside of class. They were also unable to provide intrinsic motivation for good behaviour among pupils through exemplary behaviour.

The pupils' views were echoed by both the members of the disciplinary committees and the school administrators. At one school, for example, the administration complained about the poor behaviour of ‘modern’ teachers whom some said did not deserve being called teachers.

The findings of this study with regard to teacher attitudes toward pupils are supported by, amongst others, Mahado (2008) who has argued that there are many factors to be taken into consideration in any discussion about indiscipline. Mahado has argued that in Mauritius, the lack of pastoral care for pupils is a cause for pupil indiscipline. Little or no interaction exists between teachers and pupils. Mahado argues that poor, uninspiring teachers always work to turn students into scapegoats and parents into fabricators of criminals. Pupils' learning difficulties are ignored and all pupils, weak pupils and better ones are treated alike.

This point is further underscored by Davies (1978) who states that classroom environment, curriculum and teaching style all have an important bearing on classroom discipline because these affect pupils in a beneficial or adverse way. He observes that the teacher has a big role to play in the creation and maintenance of discipline since the teacher is the most important factor in the teacher-pupil partnership. In addition, Hargreaves (1972:312) states that:

Since the teacher is in a position to determine and enforce his own definition of the situation of the pupils, then the behaviour of the pupils will be highly dependent on the teacher’s behaviour. The pupils’ behaviour is much more dependent on the teacher’s behaviour than the teacher’s behaviour is dependent on the pupils’ behaviour. That is to say, pupils’ classroom and out of class behaviour is a product of, and a response to, the teachers’ interpretation of his/her role and his/her teaching style.
Yet another issue related to teacher conduct is teacher absenteeism from class. With regard to teacher absenteeism from class, Longwe (1997; 19-21) contends that:

This is a very serious offence because once a teacher is absent from duty, all the classes he was supposed to teach on that day will suffer. So the absence of one person causes the suffering of many pupils and that may affect their performance in the examination at the end of the year and eventually their chances of success in life. . . . There may be many reasons for a teacher's absence from duty, such as illness, death of a relation or some other urgent matter the teacher has to attend to. But whatever the case may be, it is necessary for the teacher who will be absent to inform the school administration in advance so that some arrangement may be made for somebody to cover for his classes. . . . If there are some teachers in the school who are in the habit of drinking regularly and therefore fail to report for work or report for work late or fail to give work to pupils or to mark the pupils' work, it becomes the duty of the Headmaster to find out why this is so. . . .

It must be recognised that absenteeism is a huge problem among teachers. In many cases, teachers are absent from class and school because they are holding several jobs at once, for example, teaching in private schools and offering private tuition. However, teacher absenteeism from class and school is also due to several other legitimate reasons. These include; following up administrative issues such as late or non-payment of salaries, HIV related illnesses, caring for sick relatives, attending funerals, undertaking training, assisting in local government activities, amongst others, Jishnu et al (2005).

The absence of teachers from class either because they did not report to class altogether or because they arrived late was found to be a factor that led to quarrels and fights breaking out when pupils became restless. Furthermore, teachers’ absence from class led to dodging and beer drinking. The teacher's absence from their work also led to many disciplinary problems as pupils became idle and made noise in the school which disturbed other classes. As pointed out by the school administration at one school, if teachers were ever present in their classes, pupils would have no time to quarrel, fight and later dodge to go drinking beer during school hours. To a significant proportion, fighting, dodging and beer drinking were all linked to teacher absenteeism from class.

Related to teacher absenteeism from work is reporting late for work. Reporting late for work by teachers deprives pupils of valuable learning time. However, late coming by teachers may be caused by a number of factors such as distance from school, irregular forms of transport (Longwe, 1997). However, the effect of reporting late for work on pupil behaviour is similar to that of teacher absenteeism.

However, absenteeism from work was not confined to teachers only. Where the administration was an absentee administration, teachers and eventually pupils tended to follow suit. When a Headteacher is indifferent and uncaring about the conduct of his
teachers and pupils and lacks commitment to the affairs of the school; and fails to set exemplary behaviour for pupils to emulate, the seeds of disorder are planted. The above argument agrees with the observation made by Millman (1980) who, when writing about the climate of a British school, noted that to a large extent it was shaped by the manner in which the school managers perceived and performed their roles. In addition, school managers who had the same habit found it difficult to raise their voice against erring teachers. Therefore, without the support of the school administration, teachers found it hard to take control of their pupils.

It is very clear from this discussion that inappropriate physical sanctions as seen in teachers' propensity to mete out inappropriate physical punishment such as, throwing books at pupils and punching them, show that teachers did not reflect upon the impact of their behaviour on the behaviour formation of their pupils. And yet it is well established in psychology that corrective punishment is more effective than punitive action against pupils as stated by the University of Zambia (6, n.d.);

In general, punishments supervised by the teacher who gives them are more effective than punishments administered centrally or by another teacher. Punishment is only deserved when a pupil deliberately does not carry out a reasonable and clearly understood request by a teacher, or breaks a school rule which he/she knows, or is deliberately rude to a teacher, or cruel to another pupil, or dishonest; pupils do not usually make mistakes in their work deliberately, and if they are inattentive or careless the excessive punishments usually make any deserved punishment less effective.

There is also the illegal enrolment of pupils. Teachers' audacity to enrol pupils into the school without the consent of the administration demonstrates clearly the laxity of the school administration. One possible explanation for this is that headteachers who had the same habit failed to raise their voice against such erring teachers. Teachers' illegal enrolment of pupils contributed to pupil indiscipline in that it led to large classes. As Phiri (1984) found out, large classes are particularly problematic to control. Further, large classes might mean that the teacher is unable to give personal attention to each pupil both in and outside the classroom. Evidently, this was one of the outstanding difficulties that pupils expounded during the focus group discussions.

In many countries teacher behaviour has been unexemplary. The teacher behaviours described above are similar to teacher behaviours in various parts of Africa, and to some extent globally as well. In Uganda, for example, education authorities acknowledge that cases of indiscipline among teachers exist and are on the increase. Many teachers abscond from duty, while others drink alcohol during class hours (The Monitor, 2009).
In Nigeria, Oghuvbu (2000:1) has reported that the common indiscipline behaviour by teachers included:

- absenteeism from school and lessons, lateness, non-preparation of lesson notes,
- failure to mark students exercise books, non-completion of school records such as diaries, registers, student results, involvement in examination malpractices, illegal collection from parent and students, unapproved study leave with pay, drinking, drug taking and sexual immorality. These are serious threats to all levels of our educational system, because teachers are the expected professionals, entrusted with the responsibility to conserve the future and destiny of the nation.

In Ghana, there have been cases where some teachers drink alcohol before reporting for work. In Rwanda, especially if unsupervised, teachers have opportunities to drink alcohol while in Botswana, instances of teachers drinking alcohol during working hours continue to haunt the system. In South Africa, there are instances of teachers teaching while under the influence of alcohol (allAfrica.com). In India, parental complaints regarding teacher indiscipline include harassment of children; and teachers fighting in the presence of their pupils (www.hindu.com). The above account demonstrates the global nature of the problem of poor teacher conduct.

**Table 4: Stakeholders’ Assumed Pupil Response to Teacher Behaviour**

<table>
<thead>
<tr>
<th>Pupil response to teacher conduct</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils</td>
</tr>
<tr>
<td>Dodging from school</td>
<td>32</td>
</tr>
<tr>
<td>Reporting erring teachers to higher school authorities</td>
<td>15</td>
</tr>
<tr>
<td>Keeping silent in protest</td>
<td>30</td>
</tr>
<tr>
<td>Absenteeism from school</td>
<td>36</td>
</tr>
<tr>
<td>Classroom disruption</td>
<td>26</td>
</tr>
<tr>
<td>Defiance to authority</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=178</strong></td>
</tr>
</tbody>
</table>

The above teacher conduct, obtained from the three subpopulations in a multiple response question, impacted pupil discipline in a number of ways; these included: fighting, drinking alcohol, smoking and classroom disruption as manifested in noise-making, defiance to school authority exhibited through sheer rudeness towards teachers and head teachers, nicknaming teachers and non-compliance to teachers requests, absenteeism from school, dodging from class and school in order to stay away from a particular teacher’s class and staying away from school altogether.
Table 5: Stakeholders’ Views of Pupil Response to Head teachers’ Behaviour

<table>
<thead>
<tr>
<th>Pupil response</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils</td>
<td>Disciplinary Committee Members</td>
</tr>
<tr>
<td>Dodging/truancy</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Late coming</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Defiance to authority</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Abusive language</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=23</strong></td>
<td><strong>N=7</strong></td>
</tr>
</tbody>
</table>

*Note:* This was a multiple response question.

The teacher behaviours and pupil responses to these behaviours have been reported as an aggregate of the four schools in the study. The same is true of school administrative practices. Individual differences between and among the schools existed. The study found out that head teachers’ indiscipline also impacted on pupil discipline. Table 5 shows data from a multiple response question and shows the most common forms of pupil responses to head teacher conduct. These included, dodging from class and school, late coming, and defiance to authority. Most pupils reported a feeling of helplessness.

Oghuvbu (2000:1) has identified ‘increase in examination malpractices and dropout rate, fall in instructional quality, moral value, poor quality students for higher education leading to decreased rate of national development as impacts of teachers indiscipline on school administration.’

**Factors influencing teacher discipline**

Considering that the conduct of teachers is the core subject of this book, and in view of the fact that this conduct has been seen to be unexemplary, and yet has an effect on pupil discipline, it has been found necessary to discuss the possible causes of poor teacher conduct. Teachers teach specialised subjects; they teach one or two subjects. Teachers also guide the whole personal development of their pupils.

Teachers increase children's educational motivation and achievement. A teacher is well placed to influence the lives of his or her pupils for good for life. A teacher's greatest quality is influence not affluence. A teacher moulds the skills of the future workforce and lays the foundation for good citizenship and full participation in community and civic life. A teacher's influence goes beyond the realm of the intellect (Bweupe; 1999) and equips
young people for life and therefore influences change in society (Farrant; 1980). Schools and teachers are responsible for the academic performance and behaviour of learners although there should be found a more balanced approach to responsibilities shared by the school, learner and the parents.

Without seeking to justify unacceptable teacher behaviour and failure to carry out their roles satisfactorily and effectively, recognition must be made of the many factors that affect teachers’ behaviour in and out of school. These factors include:
1. **Socialisation of teachers**: Socialisation is a process by which persons acquire the knowledge, skills and dispositions that make them more or less integrated members of their society (Blakemore and Cooksey; 1981). Professionals are socialised by the profession first and receive secondary socialisation from the organisation for which they work. This corresponds to professional and organisational socialisation respectively. Professional socialisation is a process whereby one is socialised into the culture of the profession to which one belongs such as the teaching profession while organisational socialisation is a process of being socialised into a particular work environment, that is, an organisation such as a school. According to Burke (1987) socialisation of the teacher has, amongst others, the following goals:

   a). Familiarise beginning teachers with the school facilities (school geography) and introduce them to other members of staff, the job responsibilities, the school manager’s expectations, make new teachers aware of the expectations of the school from the teachers and the school's traditions and culture. Orientation to these is essential and helps dramatically to reduce the stress of the transition to a new career and setting.

   b). Provide general guidelines on the code of conduct. This includes orientation to the Ministry of Education regulations. Particular emphasis is placed on the don’ts and what is expected of the teacher by the school through the Headteacher, the community through parents and pupils with little or no mention of the rights of the teacher.

   c). Promote personal and professional well-being; provide support through teaching resources, improve teaching performance (classroom management, content-based curriculum, instruction, and assessment).

   d). make teachers aware of the intricacies of the community in which the school is located.

Teacher socialisation has three stages to it. The first phase is *Pre-training socialisation*; this constitutes what pupils are told and see during their school days. It relates to all their
experiences and covers the socio-economic circumstances of teachers as well as the cultural, historical and other factors which impact on the teaching fraternity.

The second socialisation phase is called *anticipatory socialisation*, that is, the views of teaching and schooling that prospective teachers have acquired in their thousands of hours of studying. In explaining this phase Chakulimba (2009; 40) records that; the status of teachers in Zambia is generally lower than that of a lawyer, a medical doctor or that of a high-ranking government official; even that of a party official. In the University of Zambia, students from other schools look down on students in the School of Education. Some students in the School of Education tend to hide or usually hide their real identity while on holidays, even while on campus, when they meet those they feel would not be impressed with the tag of education. It is not only the students of education themselves or other university students who have low opinion of the teaching ‘profession’. Pupils in high schools also have low opinions about teaching. They sympathise with their own teachers for having spent four years at the university doing education instead of any other programme.

The third phase is the *socialisation of newly qualified teachers*, that is, how teachers are socialised negatively or positively in their early and formative years of teaching. Burke (1987) supports this view by stating that induction constitutes all the activities and experiences appropriate to the new expectations; and opportunities continuously confronting professionals in education. It is a continuous process. Generally, it is seen as a process through which new teachers adjust to the expectations of their new roles. It is a process of refinement. This implies that it is a process that affects not only one attribute of being an effective teacher but rather relates to all attributes of being a good teacher in academic, social, emotional, psychological attributes that make a good teacher. The phase covers induction for new staff.

However, evidence from literature in Zambia (Chatora; 2008, Malasha; 2009, Mutobo; 2009) shows that there is very little school-based socialisation taking place. Consequently, the newly qualified teacher is faced with daunting challenges in his/her process of transitioning from a student teacher to a full-time school teacher. Although the role of adequately socialising newly qualified teachers is left to the school, it is observed that the many challenges that these teachers face are a result of lack of a systematic mechanism for teacher socialisation at the school level.

One aspect of teacher socialisation is induction. Lawson (1992; 168) states that ‘the growing conviction that teaching is a special kind of profession because of the moral character of the work, lays the foundation for alternative conceptions of induction.’ Lawson continues that claims about the profound moral nature of teaching are consistent with Schlechty’s (1985) contention that the foundation of the teaching profession (and
induction) is its normative base not a fixed, singular, and elitist conception of the knowledge base. For Schlechty, this normative base is the core content of induction, and he contends that its internalisation should begin during pre-service education. The goal of an occupational induction system for teachers, Schlechty argued, is to recruit and prepare teachers who voluntarily endorse these norms, leading to self-initiated and maintained compliance. Such self-control, according to Schlechty, is the ultimate purpose of induction. However, in Zambia this socialisation process appears to be haphazardly done in many training institutions.

In many countries, the task of socialising newly qualified teachers has been given to schools. This is so because there are no professional associations to provide professional socialisation to teachers, save for militant trade unions whose pre-occupation is with industrial matters concerning their members.

In the absence of professional socialisation, the school is expected to play a leading role in the socialisation of its new members. The aim of both professional and organisational socialisation is to ensure that beginning teachers are assisted to settle down quickly in their roles; and develop further professional skills, knowledge and expertise in order to enhance their teaching for the benefit of themselves and the pupils they teach. In the absence of such planned socialisation, teachers are left to the mercy of their peers. And without professional socialisation in the norms, values and traditions of the teaching profession, teachers are tempted to define their own rules of conduct which may be at variance with established standards. With regard to this, Longwe (1997; 18) states:

> The Headmaster should also provide clear and strict written guidelines for the staff. These are very helpful for both new and established staff because they help to spell out the Headmaster's policy on staff discipline and in so doing assist the new teachers to develop within a system in which staff discipline is valued as essential for the success of the school. The government always sends to schools, orders and rules regulating the code of conduct among teachers. These must be given to all teachers so that they know what type of conduct is expected of them as well as penalties which will be imposed if they breach the regulations. The Headmaster should ensure that this is done for all the teachers.

2. Poor conditions of service: This is one of the most serious challenges facing the teaching fraternity. Teaching is generally an ill-paid and often disparaged profession in most parts of the world, particularly in developing countries. The pay for most Zambian teachers, for example, is considerably lower than for other workers with similar education and skills (Datta, 1987). The earnings gap between teachers and their peers is so wide that governments’ best efforts to recruit and retain the best teachers is rendered futile. Zambian
teachers continue to endure a diminishing low status, brought about by constantly declining salaries especially when compared to similar workers and occupations in other sectors of the economy. The teachers often have to engage in other activities to earn extra incomes usually during working hours which constitutes indulging in acts of indiscipline.

3. **Teacher stress.** Teaching is regarded as being more stressful than other jobs. There is evidence which suggests it is. In Britain, many seem to cite pupil behaviour as a major cause of teacher stress. Both English and French teachers cited classroom behaviour, low social status and lack of parental support as causes of stress (news.bbc.co.uk). In fact, Namangala (2002; vii) established that in Zambia the major sources of occupational stress among teachers are poor conditions of service and work situations. The Ministry of Education in Zambia has acknowledged the severe conditions under which some teachers work;

> In Zambia, most of the remote and rural schools do not have electricity, suitable buildings, drinking water and satisfactory living conditions including accommodation for teachers. The hardship allowance provided is not enough to compensate for the difficulties they have to endure in these difficult locations. Many rural schools are several kilometres away from the main roads and markets, and teachers have to walk the whole distance to procure the supplies to meet their daily needs. In some extreme cases, it takes days of walk for the teachers just to pick up their pay (MOE, 2005; 60).

The above quote is applicable to most parts of the developing world. The important point here is that a stressed teacher is vulnerable and exposed to behave in a manner not acceptable by either the Ministry of Education or the parents.

4. **Poor professional training:** Teachers work in an environment largely devoid of clear opportunities for training and continuing professional development on behaviour management. An effective training programme for teaching staff is paramount to provide an appropriate practical response to policies and guidelines on behaviour management.

5. **Lack of Effective Management:** The lack of adequate training extends to head teachers who often times do not receive training in management. Only when head teachers are trained in school management will they be able to provide the necessary leadership required to their teachers. Longwe (1997:42) argues:
For the staff to be disciplined there must be good leadership because by setting a good example of being a disciplined worker the Headmaster inspires all the teachers to love and respect discipline. Every Headmaster must realise that he or she has a training responsibility to his staff. He leads a community of workers and the success of such a community can only be seen if all the members in it; staff, pupils and the parents are well guided by him. In order to instil a good sense of discipline into his staff, a good Headmaster must strive to unite the staff into a team so that they have similar views concerning the aims of the school; sets a good example of hardwork, politeness, good dress, cooperation and punctuality. He must strive to be the first person to report at the school every morning so that he checks on the physical state of the buildings, the punctuality of the pupils and staff and above all set a good example from which all may copy.

In addition to the causes of teacher misbehaviour discussed above, Oghuvbu (2000; 1) described the causes of indiscipline among teachers in Nigeria as ‘. . . poor conditions of service, irregular promotion and payment of salaries, poor professional training, societal negative influence, inadequate facilities and instructional supervision.’ Needless to say, the implications of the above are serious for the education system. These are discussed in the following section.

**Effects of pupil indiscipline**

Pupil indiscipline has huge implications for schools. One does not need to be a social scientist to figure out that controlling unruly pupils robes the teacher of valuable time to get involved in other more worthwhile school activities. Pupil indiscipline often leaves the teacher tired and frustrated. The teacher’s morale is adversely affected. Furthermore, describing the relationship between school climate and academic achievement, Dworkin and Tobe (2010) argue that safe and orderly schools enhance student achievement while unsafe and disruptive environments increase teacher stress and lower student achievement. They further argue that ‘stress causes human service professionals to “wear out,” experience emotional exhaustion, lose a sense of accomplishment, and depersonalise their pupils. This view by Dworkin and Tobe is echoed by Keane and Wright and Keetley (as cited in Munn et al, 2007) who argue that even minor offences such as pupils talking out of turn, can have a distressing impact on teachers because of the repetitious nature of such behaviours. As a matter of fact, learning, which is the reason for the existence of the school, cannot take place in a disorderly atmosphere.

The continued poor behaviour is demanding for staff and pupils alike and affects educational delivery in more ways than one. For instance, regular pupil involvement in fighting in the classroom, dodging school activities, amongst others, take away valuable
learning time from the pupil. On their part teachers have less time in which to deliver lessons and attend to matters involving pupil indiscipline. The indiscipline in contention can, therefore, contribute to the reduction in the attainment of learning outcomes. This indiscipline, be it verbal or non-verbal, has the capacity to interfere with the intended learning objectives in a classroom at a specified time of instruction.

An indisciplined working environment can make a teacher begin to question his/her own class management capabilities. The topic of pupil indiscipline, therefore, demands urgent and serious attention because if left unchecked, it would potentially impede educational delivery. As Little (1960; 118) observes, ‘unless there is reasonable discipline in a school or college, there cannot be efficient education or training’. In Finland student indiscipline, together with other factors have conspired to cause dissatisfaction with school as Jokinen and Valijari (2006; 90) report:

>a crucial problem besetting Finnish schools is dissatisfaction with school that affects both students and teachers and that is believed to stem from the pressures of work felt by teachers and from increasing restlessness among students and a growing lack of discipline in schools.

The vivid examples which have been cited in this segment demonstrate that pupil indiscipline is related to teacher behaviour. This study has demonstrated that the tendency by teachers and head teachers to report for work drunk, displaying inappropriate physical sanctions such as throwing books at pupils and punching them, use of threats and abusive language towards pupils, failure to create opportunities for open discussions with pupils, negative teacher attitude toward pupils’ personal problems, lack of punctuality for work, teachers flirting with school girls, absenteeism from work, favouritism for certain pupils and improper dressing by teachers were all major factors that affected pupil behaviour patterns; and show that teachers and head teachers did not reflect upon the impact of their behaviour on the behaviour formation of their pupils. Pupils were left without proper guidance and control.

The discussion has shown that pupils do not simply respond mechanically to either external stimuli or internal forces such as drives, needs or motives, but that they construct their behaviour in the course of their interaction with teachers and head teachers. It has also shown that though a pupil’s home background can affect behaviour patterns, the school environment provides the immediate stimulus through interaction with teachers and head teachers. At the school level, the propositions of the interactionist theory can be observed in the nature and quality of the interaction between pupils and their teachers; and between pupils and head teachers as well as in the manner head teachers make decisions.
that affect their pupils. While acknowledging that pupils are products of their past environments, the school environment may provide the immediate stimulus for current behaviour. This study agrees with the Interactionist Theory that guided the study under discussion.

Studies have shown a link between school environment and pupil indiscipline in countries across the globe. For instance, the school that a child attends is an important factor in determining whether or not a child becomes delinquent. This study has demonstrated that the internal operations of schools, in regard to the teacher and headteacher conduct, have an impact on pupil indiscipline. It has demonstrated that although the influence of the home environment on the behaviour of the pupil cannot be disputed, the school environment is an important factor that affects the behaviour patterns of pupils. There is ample evidence, therefore, that pupil indiscipline is provoked and supported by the school itself as an institution through the conduct of its teachers and head teachers. It appears that whatever misbehaviour pupils may bring from home, is reinforced and supported by the school itself through its teachers and head teacher. On the other hand, good discipline among teachers will facilitate good pupil discipline because pupils are generally under the care of the teachers.

Conclusion
Teachers and head teachers have a task of ensuring a safe environment which is conducive to learning for all pupils in a school. Such an atmosphere must include appropriate communication patterns for both teachers and pupils. Beare et al (1989) state that factors such as communication patterns, decision-making procedures and techniques for handling school conflicts are all important in determining the discipline culture of the school. Teachers and school administrators must, therefore, be sensitive about the language they use and the impact it may have on pupils. Teachers must learn to make connections between their own conduct and that of their pupil. As Chakulimba (2009; 33) argues:

socially, teachers have to discipline themselves, knowing very well that their work demands the greatest care. Teachers are national builders who are dealing with delicate lives of the innocent children upon whom the future depends. It does not matter what happens between the boss and the secretary because these are people who are responsible or are already spoiled, but it matters what happens between the teacher and the pupil, or what example the teacher shows to the pupils.
Indiscipline among teachers is a common administrative problem in schools. There is an urgent need to tackle teachers’ indiscipline in order to reduce pupils’ indiscipline and enhance instructional efficiency, effectiveness and quality.

This argument agrees with the views of Craig (2009) who states that teachers have great influence on the lives of their students. Students see how their teachers speak, dress, and act. They notice their teachers’ commitment to learning, to their community, and to their profession. They watch their teachers for fairness and honesty. And while students may appear to be harsh judges, they are also impressionable, and are busy modelling themselves as future adults. Besides subject matter, the students are learning about living life.

The discussion in this segment of the book makes very clear the need for teachers to realise that their behaviour goes beyond their individual selves to reflecting the accepted values and norms of their society; therefore their good image in society and in the eyes of their pupils is of extreme importance.

At the end of Part One we concluded that the behaviour patterns of pupils are not only affected by home background factors but are also affected by communication procedures, verbal and physical sanctions imposed on pupils, methods of and frequency of punishment. Similarly, we can conclude here that pupil indiscipline negatively affects educational attainment.

Although teachers have largely been cast in a negative light, not all teachers are wanting in their conduct. Indeed many teachers still act as role models to pupils as demonstrated in the following affirmation by the Ministry of Education. Teachers such as those described in the above quote need to be commended and applauded all interested parties.
PART THREE

Student and lecturer discipline in the tertiary sector

Overview
Although the overriding concern of this book is the secondary school teacher, it has been found important to include in the discussion the tertiary sector. This is on account of the fact that the tertiary sector represents a natural progression from the secondary sector. Secondly, the conduct of teaching staff in most of Zambia’s tertiary institutions of learning has come under severe scrutiny in recent times and is argued to be influencing student learning outcomes. This segment of the book also explores lecturer vitality and mentorship of novice lecturers.

Introduction
This section focuses on ethical issues that are perceived to directly bear on student discipline and learning outcomes. While at the secondary school pupils may be so respectful of their teachers and be easily intimidated not to voice out their concerns, students in tertiary institutions are mature and more focussed on what they want from their lecturers. Therefore, there is need for an appropriately conducive learning and teaching environment to support these expectations.

Factors in student-lecturer relationships
At times, poorly qualified staff are engaged to offer tuition in key subject areas. In colleges of education inadequate qualifications of teacher educators have been a chronic issue in Zambia since independence in 1964. Staff may either pretend to possess relevant qualifications or be compelled by their employers to teach subjects they are not competent in. The end result is that an increasing number of lecturers have to teach without the required training. Kirschling (1978) has observed that:

In their drive to maintain enrolment levels, some institutions will enrol students whom their faculty are ill-equipped to teach. While some faculty may be invigorated by the challenges these students can offer, others will be depressed by both these students’ lack of qualifications and their own inability to help them (viii).
Educators teaching in-service teachers may face an intrinsic challenge if they display incompetence in their teaching. This is the case for both novice and veteran lecturers. In regard to newly qualified academicians, Centra (1978; 35) reports that:

Some recent findings based on student ratings suggest that [lecturers] in their first or second year of teaching ... may be among the least productive from the standpoint of the teaching effectiveness.... [Lecturers] with three or twelve years of experience, on the average, received the highest ratings, . . . These findings suggest that beginning-teachers ... could particularly profit from the teaching improvement activities.... Beginning teachers have generally learned a little in graduate school about teaching per se, their first years on job are therefore critical to learning about teaching as well as about other professional roles.

The above observation by Centra leads us to the issue of mentoring of newly employed personnel in any organisation. In a study to establish perceptions of lecturers towards beginning-teacher mentorship in higher institutions of learning in Zambia, Banja, Ndhlovu and Mulendema (2012) established that novice lecturer mentorship had numerous benefits for novice lecturers. These include: helping new lecturers improve the quality of services they offered, enhancement of professionalism, increasing understanding, and development of time management and psychological skills. Other benefits include, confidence to teach and enhanced professional interaction with colleagues, goal-setting, learning how the system operates, helping to understand their job descriptions and how to teach effectively. When the mentoring of novice lecturers is absent, the early years of work often prove frustrating and discouraging and too overwhelming for novice lecturers. Consequently, the beginning lecturers are faced with daunting challenges as they attempt to make the transition from novice lecturers to fully-fledged experts. This transition has the tendency to increase frustration which may be vented out on innocent students.

With the increasing credentialism in Zambia, more and more young people are assuming teaching positions in high institutions of learning at a relatively tender age. And when this happens, issues of maturity come into discussion as some new and young lecturers fail to adjust in the status of members of staff; and want to continue behaving like students. This situation is made worse by the lack of systematic orientation to institutional regulations and code of conduct in most learning institutions in Zambia for newly engaged academic staff. This is a recipe for conflict with students.

On the other hand, lecturers who have taught for sometime may have possibly become stale in their methods, preparation, or outlook and this can become apparent to some students. This would suggest that much more attention should be paid to the vitality of experienced lecturers. The search should be for approaches which will improve both
performance and teaching work. There is also a feeling that students ultimately need to be able to learn in a variety of ways, and that they should not be limited to a single instructional style. As more is learned about teaching and learning styles, however, educators should be able to plan systematically to provide different learning experiences for different types of students (Centra; 1978).

Another problem related to dissatisfaction with teaching has to do with lecturer’s unpreparedness to teach. While the average student may not notice, a good number of students, particularly in-service students, will easily notice the unpreparedness of the lecturer. Unlike pupils at the secondary school level, students in tertiary institutions of learning easily lose interest in an unprepared lecturer who is perceived to be a time waster. This situation has a tendency to create lecturer-student conflict. Centra (1978; 37) reports a 1971 study of student personality characteristics by Domino which found that ‘both students’ satisfaction and achievement increased when the teaching style and students achievements and orientation were matched.’

Once students detect incompetence in their lecturers, they lose respect for them. This breeds discord among students. In such an environment, the stage for open confrontation between students and staff becomes imminent.

At times, the fairness and quality of examinations and formative tasks such as tests and assignments come into serious dispute when assignments are allocated low marks with very few or no comments at all to justify the low grade awarded to a student. The above situation is compounded by lack of a well-defined regulatory framework to ensure that set standards are maintained. In such an arrangement, the interests of the lecturer are taken care of but equally, the client, in this case the student, is protected from being taken undue advantage of by lecturers. In a tertiary institution of learning where lecturers work with minimum supervision, administrative channels may not always protect the student from personal persecution since assessment of academic work is to a large measure dependent on an individual lecturer. This makes disciplinary codes of conduct for lecturers a lot more difficult to enforce.

Kirschling (1978; x) offers part of the solution when he argues that:

the most basic way of affecting faculty performance and vitality is through the process by which faculty members are selected, evaluated, promoted, and otherwise encouraged to define and assume their professional responsibilities.

In recent times most tertiary institutions of learning are overenrolled. Unfortunately, more often than not even the teaching staff have turned a blind eye to these appalling learning
environments. With the introduction of parallel, extension, evening and self-sponsorship schemes in virtually all institutions of higher learning in Zambia, quality has, to a large measure, been compromised. Enrolments have soared but infrastructure development has remained static. Most institutions do not have enough space to accommodate the skyrocketing enrolment figures. The result has been overcrowded lecture rooms. This makes it very difficult to achieve efficiency and effectiveness in teaching and learning since prolonged exposure to stressors often leads to diminished job performance’ (Namangala; 2002: 50). The point here, just as was discussed in relation to the teacher in Part Two, is that a stressed lecturer is vulnerable and is exposed to behave in a manner not acceptable by either the employers or the students.

Examination leakages are not new to both public and private tertiary institutions of learning in Zambia. This practice gives advantage to some students over others and leads to resentment of lecturers because the identity of the culprits, although rarely brought to book, is usually an open secret. Equally this breeds discord among students who do not benefit from such malpractices.

Lack of effective management has tended to mock or demean the high academic credentials of managements in tertiary institutions of learning. This is particularly true in universities and university colleges where it is assumed that they will naturally make good administrators and therefore, do not require instructional or administrative supervision. While this may be the universal principle, student views often indicate otherwise.

Writing about the USA scenario, Ballantine and Hammack (2009; 356-358) observe that;

> Colleges are in the limelight for certain “unethical” practices: sports scandals are one example. Another is grade inflation; between the 1960s and 1970s it was rapid, but has levelled off. Cheating by students is being firmly addressed in many institutions, with misconduct policies and procedures in place. . . . Reports of misuse of funds are being investigated, and curriculum reform is a constant process.

**Conclusion**

It is evident from the discussion above that higher institutions of learning are equally culpable of administrative malfunctioning. This affects educational delivery and learning outcomes. It is hoped that the proposed Higher Education Authority (Ministry of Education, 2006) will help resolve this and other concerns.
PART FOUR

Implications and suggested solutions

Overview
The purpose of this section is to provide recommendations with respect to both practice and research issues that will help to form a comprehensive response to pupil and teacher indiscipline in schools. Needless to state that there is no one way method to deal with the issues of indiscipline and that all stakeholders in education, namely; policy makers, school administrators, teachers, student teachers and parents should be aware of several areas that deserve special attention if meaningful strides towards addressing the issue of teacher indiscipline in schools have to be made.

The overriding argument in this book has been that the internal operations of schools have an impact on pupil indiscipline. There is considerable evidence from research studies that the way a teacher and head teacher conduct themselves contributes to pupil indiscipline. While the influence of the home environment on pupil behaviour cannot be disputed, understanding pupil discipline problems within the school context must not be set aside.

Introduction
The essence of this section is not to prescribe what is workable and what is not but to avail to the teacher and the head teacher and other stakeholders different perspectives to pupil and teacher discipline; and to suggest measures and/or interventions that may help to reduce both pupil and teacher indiscipline in schools. The argument, presently, is that there is no single strategy that can be employed to curb teacher and pupil indiscipline in schools.

The Government, Ministry of Education officials and society must not hide their own contribution to pupil indiscipline by simply lumping the blame on teachers. The habit of name calling is unproductive and will not take the problem away. It must be recognised and understood that indiscipline among young people is a consequence of numerous factors ranging from homes to the schools and many other factors in between, all of which point to a general breakdown of morality and authority relationships in society.
Suggested solutions to pupil and teacher indiscipline

No single strategy can be used to combat pupil and teacher indiscipline. Aware of this, Munn et al (2009: 55) have written that:

Writing on the causes of and hence, by implication, the ‘cures’ for misbehaviour in school falls into three main categories: neuro-biological/psychological explanations, explanations which explore the role of the school in promoting or inhibiting behaviour, and more general theorising about the nature of society and the role which deviance or disaffection plays.

The starting point in discussing pupil discipline should be the home environment where the child is born and bred. As Lutomia and Sikolia (2009) have argued, parents should never abdicate the responsibility of disciplining a child to teachers. The parents, by virtue of being the closest to the child; and the people whom the child spends the most time with and is most attached to socially and emotionally are better placed to handle the social and psychological needs of the child. The teacher and the school must not be placed before the parent in issues that concern the discipline of the child. In this case parents should endeavour as much as possible to provide an environment that is conducive for the fulfilment of the child’s dreams without unduly causing tension in the child should the child fail to meet the aspirations of the parents. This is crucial because a frustrated child is prone to indiscipline.

However, given the centrality of the position of the teacher in the discussion of pupil indiscipline, it is prudent to improve teacher preparation and professionalism in his/her field by enhancing teacher training programmes to ensure performance-based standards by lengthening the period of training and raising context level as well as in-service training through subject based workshops. Kuntz (2000) argues that teachers are not getting enough training and back-up to help them with worsening behaviours in schools. Further, schools must, as a matter of urgency and practical necessity, identify teachers who are passionate about issues of pupil discipline and train them in counselling and behaviour management. These trained teacher counsellors would then be placed to be in charge of school counselling units. Through these units, problem pupils could be enrolled for counselling. This approach has two major advantages; firstly, it places the pupils in direct contact with teachers who are also responsible for their academic well-being as opposed to having professional non-teaching counsellors who do not have any contact with pupils except when they are referred to them. Secondly, this would free other teachers from the
extra burden of handling problem pupils; and allow them to focus on their key role of classroom teaching.

In connection with the above point, it would be helpful to study the punitive measures adopted by schools in consideration of the common psychological beliefs elaborated by Tannenbaum (1977) that awarding punishments to offenders has the effect of eliciting or promoting the very behaviour intended to be eliminated. Tannenbaum’s position is supported by the findings of Luangala and Simuchimba (2007) who expounded that corporal punishment had the negative consequence of eliciting the very behaviour it was meant to stomp out. This argument is especially important when considered against the background that pupils’ and parents’ dissatisfaction with the treatment of pupils in school is a topical issue nowadays, and more so because in the current education thought and dispensation, society is increasingly considering pupil opinion as an integral part of educational democratisation. Pupil involvement in educational administration has become a hallmark of good administration and training in leadership in a democratic society.

Teachers are not the only ones in need of training. Head teachers who are experienced without being trained only know how to manage as classroom teachers. Bad practice from previous untrained managers is therefore replicated and can only be broken by comprehensive management training provided for all education managers.

Several studies in Zambia have shown that school administrators do not always know what they ought to be doing, a lapse that is due to lack of training in management and administration. Many school managers have had no opportunity for training in education management. This is because the on-going training of school managers is not always prioritised or adequately resourced (Haambokoma; 2007, Chinyongo; 2007, Mulundano; 2006).

A study by Mwanza (2005), found that school managers rarely had pre-service training in Education Management prior to their appointment but were promoted to their positions due to their good classroom performance and seniority. Effective school management is cardinal since school managers were custodians of issues of both teacher effectiveness and student achievement. Mwanza (2005; 55) argues that:
Ineffective management practices can be tied directly to teacher disaffection, lack of commitment and low morale. Effectiveness in schools is, by and large, a result of effective leadership. Trained school managers will be able to display positive management practices, which will have a positive effect to the work environment and aid the goal of the Ministry of Education with regards to high school education: to enable every pupil to become a well-educated person who is useful to society and who is adequately prepared for the furtherance of his or her education or for becoming a self-supporting worker (Ministry of Education, 1996:59), a dedicated teaching force is needed. This can be done by motivating teachers by providing them with trained school managers who are able to offer help and pedagogical support to them. This will result in quality education in high schools.

But where teacher managers are poorly trained and prepared for management responsibilities, teaching staff will not be efficiently managed to ensure punctuality, good quality teaching and learning and the provision of an appropriate level of Continuing Professional Development (CPD).

Policy makers should ensure they have a basic understanding of teacher behaviour and the environment in which teachers work. This knowledge in turn assists in understanding pupil behaviour and subsequently, in coming up with appropriate interventions. In order to reduce the chronic pupil indiscipline in schools, there is need for multi-faceted approach or strategy in tackling the problem from using such angles as the family setup, social conditions of the pupils and school climate. Further, policy makers should formulate relevant and clear guidelines for teacher and head teacher behaviour. For example, serving teachers particularly male teachers should be counselled about the need to maintain a social distance from pupils especially the girls; and be given clear guidelines in regard to their obligations to the girl pupils they teach. This code of conduct must be applied swiftly to offenders while ensuring, as Longwe (1997) has pointed out, that the disciplining of erring teachers should be seen to be fair. The head teacher must be seen to be impartial at all times for good staff discipline really comes from the good example of the head teacher; and the way he assists his teachers to understand the need for good discipline. Needless to record that the qualities of a good leader are found in his/her ability to assist others perform well too. Teachers need a lot of guidance, love, sympathy and empathy from the head teacher and his senior management team. Good staff discipline prevails in a school where every member of staff knows what is expected of him or her. Disciplined teachers are cooperative, well dressed, hard working and speak about what goes on in the school with one voice.

The approach described above could enhance the smooth and efficient running of the educational system and help enhance administrative efficiency of schools. Further, it would
ensure that effective classroom teaching and learning are not impeded. To this effect professional practice bodies should be engaged in school activities and where they do not exist they should be formed to ensure independent control of entry and licensing of practitioners. This approach would be key to keeping away undesirable elements from the teaching profession.

Inspite of the emergency of the liberal position that has made issues of morality appear relative, the development of moral values is key to reducing indiscipline in schools. Moral values refer to the building of a consistent set of values and ideas which can become a basis for making personal decisions about how to behave in relation to other people and the society. The question of morality is thus a process of making one’s own decision. Pupils who avoid misbehaviour out of intrinsic conviction will need less rules of behaviour. To achieve that level of personal responsibility by the pupils, school authorities must promote openness and a democratic attitude to school administration anchored on personal discipline.

This fits in well with the definition of school discipline by Bello (as cited in Yaroson, 2004; 4) as:

the training, which produces in children self-restraint, orderliness, good conduct, operation, and the habit of getting the best out of themselves. It involves intellectual and moral education as opposed to mere order and instruction.

This points us back to the issue of initial teacher training discussed in the previous section. This approach should start with moral education being given to would-be lecturers in colleges and universities. They should be equipped with skills to teach good behaviour to their pupils. This position is based on the behaviourist theory postulated by Skinner (1953) which states that behaviour can be learnt if a conducive environment is created. There is need for more in-service training opportunities in regard to procedures for managing behaviour in schools and classrooms.

Evidence points to the value of small classes with regard to pupil discipline. As Namangala (2002) has stated, huge classes are particularly problematic to control. It follows, therefore, that small classes will aid the fight against pupil indiscipline significantly. However, it is important to mention that while small classes are attainable in developed countries, it remains a pipedream for developing countries still struggling with the problem of providing basic education infrastructure. The Government should make resources available to improve the quality of working conditions in schools. These issues need to be addressed as a matter of urgency.
In regard to the tertiary sector, ways to improve instructions and evaluate teaching must be found and be instituted as part of a broader approach to stop lecturer caused student indiscipline. This should include taking student views into account. There are several reasons why student views should be taken into account. In certain areas students can provide information and a point of view that is not available from any other source. Students, for example, can indicate whether they found the lecturer to be enthusiastic and stimulating, whether material have been clearly presented, and whether they were challenged by courses in the department. Assessments by students can help identify strengths and weaknesses thereby suggesting possible improvements in teaching, course design or department functioning. Students’ assessments can also assist in making administrative judgments about lecturer effectiveness.

Secondary school teachers and lecturers in tertiary institutions of learning are reminded about nine basics of good teaching, developed by the University of Zambia (n.d., 2). These include:

1. Having a thorough knowledge of one’s subject.
2. Liking one’s subject.
3. Using a variety of methods, techniques and aids to meet the needs and interests of one’s pupils.
4. Preparing one’s lessons in advance.
5. Teaching confidently and with a certain amount of humour.
6. Having a pleasing voice mannerism and non-verbal cues (for example, gestures) that do not distract the attention of pupils from the content of the lesson.
7. Teaching systematically and coherently and using language that is comprehensible to the class being taught.
8. Involving one’s pupils in the lessons being taught in order to avoid boredom and make the pupils’ learning both meaningful and durable.
9. Having interest in one’s pupils and treating them with fairness.

Craig (n.d.) explains the above points by providing eleven guidelines for teachers as follows:

1. **Know yourself and seek self-improvement.**
   Learn about yourself, your preferences, strengths and weaknesses. Take advantage of your strengths, work to overcome your weaknesses, and share your preferences, which are based on experience and thoughtful observation.
2. *Be proficient in your discipline and in pedagogy.*

Be as conversant as possible with your discipline through continual self-study. Look to the several methods, approaches and strategies for teaching your subject matter. Experiment creatively but thoughtfully; learn from other teachers; use what works

3. *Seek challenges and take responsibility for your actions.*

Seek challenges and take responsibility for your actions. Teaching always involves challenges. Welcome them; look to the new for fresh perspectives. Develop a "can do" attitude, and meet each new challenge with cheerful optimism. When you succeed, be modest and share the glory. When you fail, be ready to admit your error and look for ways to correct what went awry. Never shift blame onto others or "circumstances beyond your control."

4. *Make sound and timely decisions.*

Make sound and timely decisions. Rapidly assess learning situations and make adjustments; delay is frequently a bad decision in itself. Indecisive teachers cause hesitancy, loss of confidence and confusion among learners. Gather the essential information quickly; make your decision promptly; announce your decision in time for the students to adjust. Consider the short-range and long-range effects of your decision.

5. *Set the example.*

Set the example. Be a role model in your deportment, dress, language, honesty and concern for others. Expect preparation, competence, candor, commitment and integrity from your students; demonstrate them yourself. Set high, but attainable, standards.

6. *Know your students and look out for their well-being.*

Know your students and look out for their well-being. Get to know each student, where he or she is from, what is important to each, and what makes him or her "tick." Show genuine concern without dropping standards. Correct those who fall short; reward those who produce results. Respect, but don’t worship diversity. If you are successful, your students will go on to become your friends, not out of favouritism, but from the bonding which results from respect and shared achievement.

7. *Keep the students informed.*

Keep the students informed. Students do best when they know what they must do, and how to approach doing it. They expect logic in your requirements. Explain not only the task, but the reason for requiring it. Let them know that what they are doing is important.
8. *Develop a sense of responsibility in the students.*

Students feel pride and a sense of accomplishment when they successfully manage a new task you have given them. Give them challenges and responsibilities they can handle. Suggest enrichment activities and reward those who show initiative.

9. *Ensure that requirements are understood, supervised and accomplished.*

Let students know what you want done, what manner you think appropriate for solving the problem, and when their work is due. Let the students try. Give guidance where necessary. Accept performance which meets your standards; reward performance that exceeds your standards; correct performance that falls short. Hold students accountable for their performance, but look for the cause of problems and help the student find a solution.

10. *Teach to the appropriate level.*

Make sure the tasks are at the level which is both challenging and possible. Each student and each class has a personality. Recognize each student's capabilities and limitations, as well as the particular "chemistry" of the group.

11. *Build a love for the discipline.*

Develop a spirit which helps the student look willingly and confidently into more advanced aspects of the discipline. Show where, how and why knowing what you teach can make the students' lives better. Look beyond the text, the classroom, and the school to bring in outside stimuli. Make maximum use of the limited resources available to you.

**Conclusion**

For maximum benefit to be obtained from the school by the learners and the nation as a whole, schools must be secure places for learning to take place. This learning should take place in an atmosphere free from teacher and pupil harassment and abuse.

It is imperative to ensure that the best behaviours and conditions are inculcated, established and maintained for effective learning to take place in our secondary schools. For this to have meaningful impact, psychological needs and developmental levels of the students should be taken into account. Accordingly, extrinsic and intrinsic motivation should be employed. In addition, the school environment should be a busy and active
place in which the students and teachers are participating fully on the same side and working together to achieve a common goal.

When well understood and implemented, these principles of teaching, which agree with Malpeli’s principles of being an effective teacher, have the capacity to greatly enrich the teaching-learning environment. Once enriched, the teaching-learning environment has the capacity to positively impact on teacher conduct and ultimately on learner conduct.
**Glossary of words**

**Discipline:** is ‘the ability to control your behaviour or the way you live, work and so on.’ The term discipline also refers to any form of behaviour that displays obedience to authority and ability to follow set rules of conduct, for instance, arriving at school on time, attending class or school whenever required and showing respect for teachers. According to Lutomia and Sikolia, (2009;1) ‘true discipline has to do with training, not correction; guiding, not punishing; and arranging good conditions for learning, not mere restrictions on behaviour’

**Behaviour** refers to a person’s way of relating to others within the set standards or rules of conduct, for instance, the type of language one uses in conversation with others.

**School discipline:** The training, which produces in children self-restraint, orderliness, good conduct, operation, and the habit of getting the best out of themselves. It involves intellectual and moral education as opposed to mere order and instruction (Bello).

**Indiscipline:** refers to any act or behaviour or performance that is contrary to approved rules and regulations.

**Pupil indiscipline:** refers to any act or behaviour or performance engaged in by pupils that is contrary to approved rules and regulations.

**Teacher indiscipline:** is the teacher’s acts of behaviour that affect effective teaching, learning and administration of the school.

**Teacher stress:** The experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger and depressions which result from aspects of his work as a teacher (Kyriacou and Sutcliffe, 1978).

**Curriculum** is the set of courses, defined and prescribed by relevant authorities, and their content, offered to learners at a school or university which learners must understand and obtain at a specified level.

**Profession**

A type of job that needs special training or skill especially one that needs a high level of education. The Oxford Dictionary defines a profession as an occupation of a special kind with three aspects of which are conventionally emphasized and these are; expertise, self-determination and recognition in the society (Oxford Advanced Learner’s Dictionary; 6th edition, 1989).

**Professionalism**

Professionalism is a strategy for controlling an occupation in which colleagues, who are in formal sense equal, set up a system of self-government. ‘Professionalism’ refers to that peculiar nature of a specific occupation which entails, for commencement as well as
continuation, maintenance, individually and collectively, of certain standards in relation to knowledge, skills and behaviour, which standards are such that they ensure the user of the services the profession provides a high, expected and usually objectively measurable level of competence and commitment, and which standards afford the profession a legitimated status, established right to privileged communication and relatively great autonomy, on the basis of the general confidence in the individual and collective maintenance of standards in the profession, from societal supervision or control (Iftikhar, 2008).

A professional is a well educated person who is paid to undertake a specialized set of tasks in an environment of considerable work autonomy, and are commonly engaged in creative and intellectually challenging work but are subject to strict codes of conduct enshrining rigorous ethical and moral obligations.

School climate
This is the quality and distinct character of school life in terms of norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures and expectations. It also entails a shared school vision. Factors determining the school climate include; the physical environment of the school, the demographic composition of students, teachers and parents who are members of the school community, the social interactions within the school, the school leadership styles, school policies on student discipline and staff conduct and so on.

Laissez-faire leadership
The term laissez-faire is a French phrase which literally means ‘let people do what they want’. Laissez-faire leadership, then, is the type of leadership where there are very few rules, if any, in the organisation (Mbiti, 1974, 33). Other types of leadership are coercive, democratic and charismatic leadership.

Role model generally means any "person who serves as an example, whose behaviour is emulated by others".

Continuous Professional Development

Continuing professional development (CPD) or Continuing professional education (CPE) is the learning activity by which people maintain their knowledge and skills related to their practical professional experience to help ensure their increased competence. It is engaged in after initial training in formal programmes. It is normally carried out through such activities as courses, conferences and workshops.
In-service training

In-service training is education for employees to help them develop their skills in a specific discipline or occupation. In-service training takes place after an individual begins work responsibilities. Most typically, in-service training is conducted during a break in the individual's work schedule.

Values Education is an activity during which people are assisted by appropriately qualified adults (and sometimes older children), in schools, homes, clubs and religious and other youth organisations, to make explicit those values underlying their own attitudes; to assess the effectiveness of these values for their and others' long term well-being and to reflect on and acquire other values which are more effective for short term and long term well-being (Robb, B).
Endnote

1. Adapted from *The University of Zambia, School of Education ED 303 School Teaching Practice; General Information and Instructions on School Teaching Practice*

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