

Management of Teacher Indiscipline in Urban Secondary Schools of Kasama District

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Abstract. This paper is based on a study that aimed at exploring practical ways of strengthening management of teacher indiscipline in urban secondary schools of Kasama district of Northern Province of Zambia. The paper invokes the Systems Theory which offers an alternative approach to the planning and management of organisations proposed by Ludwig Von Bertalanffy in the 1940s and fully developed in the 1960s. The study was a qualitative research and employed phenomenology as the research design. The total sample size was 38 of which 32 were school staff (head teachers, deputy head teachers and heads of department), while 6 were key informants from the teaching service commission (TSC), provincial education office (PEO) and district education board secretary's office (DEBS). The information gathered was analysed using content and thematic analysis according to emerging themes. The findings showed that the prevalence of teacher indiscipline was moderate in schools, whereas the challenges faced in managing teacher indiscipline include too much bureaucracy and inefficiencies in processing and generating disciplinary cases. Besides, some managers were said to hold and sit on cases while others were unskilled in handling disciplinary issues. Also, it was established that many teachers did not understand their profession. In addition, some managers feared to act on wrongs of certain teachers due to fear of the unknown, especially when dealing with what was termed 'connected, and financially sound teachers' who gave them undue threats. Moreover, it was noted that there were a lot of interferences in cases of teachers and that there were numerous unnecessary commands from top management, including unduly turning down of recommendations, especially those made by a lower management level. Based on these findings, this paper recommends that there is need to establish a specific compulsory full course on teacher discipline in all teacher-training institutions and that all teachers should be signing anti-disciplinary agreement forms upon deployment so that no one would have any excuse whatsoever for any misconduct. Also, bureaucratic procedures in the processing of disciplinary cases should be reduced to avoid unnecessary interferences and distortion of evidence.

Key words: teacher, indiscipline, schools, management

Background and Context

Teacher indiscipline is a phenomenon that has ravaged global attention. In most education systems across the globe, many teachers are particularly involved in professional misconducts which are against their ethical obligations (Gahungu, 2018). This has in turn sparked growing attention to question the effectiveness of school managers in dealing with issues of indiscipline (Black, 2016). There is therefore urgent need to explore, develop and strengthen effective practical strategies that would help to combat the indulgence of teachers in various undisciplined activities.

The Teaching Council of Zambia (TCZ) defines teacher as any person who is professionally trained to teach learners in a school or learning institution (TCZ, 2018). Besides, Okebiro (2016) defines indiscipline as any action considered to be wrong and not generally accepted as proper in a society. In this study, indiscipline means any act or behaviour or performance that is contrary to approved rules and regulations. Teacher

indiscipline is therefore conceptualised as any act or behaviour or performance of a teacher that is contrary to approved rules and regulations. Meanwhile, management is defined as the process of planning, decision making, organising, leading, motivating and controlling the human, financial, physical, and information resources of an organisation to achieve its goals in an efficient and effective manner (Anguzu, 2018). In this study, Management of Teacher Indiscipline refers to the process of planning, leading, controlling and decision making in preventing any act or behaviour or performance of a teacher that is contrary to approved rules and regulations.

Globally, teacher indiscipline is common. In USA, teachers were yearly investigated for misconducts such as absenteeism, drug abuse, and sexual harassment of students (William & Lebrun, 2009); while in UK, teachers represented the largest occupational group of sexual abusers amid many other indiscipline acts (Ebert & Culyer, 2012). Similar acts were recorded in India; where a school girl was stripped naked by the teacher for not completing homework, and that, teachers in that country were leading in drug abuse and absenteeism (Reuters, 2007). In German, China and Bangladesh, teachers sold not only front-row seats to students in large classes, but also examination questions, marks, and forced students to buy certain materials take private lessons or allowed others to take an examination for another candidate (Ali, 2011; Allman & Slate, 2011).

In Africa, similar unethical practices are common. In Kenya, Ndung'u (2017) cited lateness, corruption, negligence of duty and engaging in sexual relationships with students as very common among teachers. The same was noted in Tanzania where some teachers were involved in sexual violence, disobedience to the dressing code, absenteeism and highly exhibited professional incompetence (Ndibalema, 2019). Besides, Maphosa, Bhebhe and Dziva (2015) reported that despite the high esteem with which teachers were held with in South Africa, there are problems of indiscipline among them which exhibit in high levels of unprofessionalism and violation of professional ethics. Similarly, Okafor (2019) cited absenteeism from scheduled lesson/lecture periods, taking undue advantage of physics students, facilitating, aiding, abetting or assessor to examination malpractice and money for marks racketing as common unethical practices among physics teachers in Nigeria.

In Zambia, the Teaching Service Commission (TSC) confirmed the high number of teachers that were being dismissed due to indiscipline. TSC cited absenteeism, partisan politics, alcohol and sexual abuse as some of the prominent illicit activities that led to the teachers' dismissal (TSC, 2018). Coincidentally, the Zambian president also expressed dismay with the high involvement of teachers in partisan politics which he noted compromises ethics of the civil service (Zambia daily mail, 2018). With regard to sexual harassment, TSC regrettably indicated that, in many disciplinary hearings which it had conducted before, teachers who had sexually abused female pupils apologised and attributed the evil behaviour to alcohol intake, when in fact drinking whilst on duty or reporting for work drunk was yet another bad behaviour exhibited (TSC, 2018). Similarly, Walubita (2015) mentioned leaking examination content, flirting with school girls, reporting late and drunk for work, engaging in illegal class enrolments and obtaining money from pupils for preferential treatment as common.

In light of the above, efforts to manage teacher indiscipline in schools is invested in many countries. In Zambia, efforts to manage teacher misconducts are also seen. Among the many strides made include the establishment of legal frameworks such as educational Acts and policies, Statutory Instruments, ministerial statements, circulars and directives, and the establishment of the code of ethics to guide teachers in their professional duties (TCZ, 2018). Besides, TSC and TCZ is also keen in taking strides towards sensitisation of teachers on various professional aspects and have also continued to urge teachers to desist from partisan politics and other professional misconducts through its national wide sensitisation

programmes (Zambia daily mail, 2018). Where serious cases are committed, punitive measures' including dismissal of some teachers for committing certain offences is as well sanctioned (TSC, 2018).

However, despite the presence of such efforts to curb indiscipline, teachers still engage in illicit activities. In Northern Province, TSC expressed dismay on the increasing levels of indiscipline citing Kasama as one of the top districts where teacher indiscipline was rampant (TSC, 2020). It was mentioned that despite the existence of the code of ethics and punitive measures including incidences where numerous teachers have been dismissed for committing various offences, other teachers still engage in professional misconducts. This therefore made it necessary to conduct this study in order to explore practical ways of strengthening management of this problem in schools. In view of this, while most previous studies focused mainly on aspects of pupils' indiscipline, with only a few touching on the forms, extent and causes of teacher indiscipline, this research focused on how to strengthen the management of teacher indiscipline in schools.

Statement of the Problem

Teacher indiscipline exists in various Zambian schools. Walubita (2015) cited examination malpractice, sexual abuse, reporting late and drunk for work, illegal class enrolments and corruption as common. Teachers are not expected to be indisciplined in their duties. Their actions, beliefs, sense of humour and behaviour should be upright. However, despite the professional training offered to them, existence of the code of ethics and punitive measures that are taken against those erring, teacher indiscipline has continued in schools. This has negative implications on service delivery, students' achievement and basic rights to education, as well as the status of the teaching profession and culture of the society (Walubita, 2015). In Zambia, management of teacher indiscipline has been hardly researched on. Few studies that had touched this aspect were conducted outside Zambia and focused mainly on the forms, extent and causes of teacher indiscipline. It was therefore necessary to conduct this study in the Zambian context, particularly focussing on how to strengthen management of teacher indiscipline.

Objectives

- i. To investigate the various acts of indiscipline among teachers.
- ii. To establish the challenges being faced in the management of teacher indiscipline.
- iii. To propose perceived measures of strengthening management of teacher indiscipline.

Literature and Theory

This study invokes the Systems Theory by Ludwig to provide insights which may be helpful in seeking alternative strides in the effective management of teacher indiscipline. The Systems Theory sees an organization as an entity comprising of related and dependent elements that form a unitary whole when in interaction (Bertalanffy, 1968). The theory proposes that businesses, like the human body, consist of multiple components that should work harmoniously so that the larger system could function optimally (Bertalanffy, 1968). In the same way, the school should be seen as an organisation comprising of different stakeholders who would need to work together to create conducive school environments. It is therefore assumed that the collective contribution of management practices namely planning, decision making, organising, leading, controlling and motivating of teachers would contribute to good staff discipline if school managers and all teachers work together. In isolation, none of them would work effectively, and failure by any of them would result in failure of the school system and hence failed management of teacher indiscipline.

Teacher indiscipline is a phenomenon that has ravaged global attention. A teacher is any person who is professionally trained to teach learners in a school or learning institution (TCZ, 2018). This means that a teacher who goes against the laid-down principles of professionalism commits an offence. Teacher indiscipline was therefore coined as acts of misbehaviour by teachers which have the effect of compromising effective teaching and learning in schools. This is similar to Banja (2013), who stated that teacher indiscipline is the teacher's acts of behaviour that negatively affect effective teaching, learning and administration of the school. In the context of all the above, any act or behaviour or performance by the teacher which is contrary to approved rules and regulations is considered to be teacher indiscipline.

Incidences of teacher indiscipline have been widely noticed. In a study by Williams and Lebrun (2009), it was revealed that, between 2001 and 2005 in New York, the number of professional misconduct accusations against educators increased to about 134 cases involving teachers and other school employees engaging into sexual acts and other improper relationships with students. Similarly, a research conducted in UK about institutional abuse found that teachers represented the largest occupational group of sexual abusers (Ebert & Culyer, 2012). In this scenario, the scholars explained that, mostly, teachers who were sexual offenders were males led by (96%), and generally, these were approximated to be between 40 and 49 years old at the time of reporting. It was also observed that offenders most often abused single victims, and these were usually girls between 12 and 17 years of age.

Regionally, Uhuman (2017) conceptualised teacher indiscipline as misbehaviour to the prejudice of the proper administration of a learning institution. Such misbehaviour includes corruption, dishonesty and drunkenness while on duty, insubordination, negligence of duty, and falsification. Research in South Africa reviewed that despite the high esteem with which teachers are held, there are problems of indiscipline among them which manifest in high levels of unprofessionalism and violation of professional ethics (Maphosa, Bhebhe & Dziva, 2015). In Tanzania, Ndibalema (2019) reported a number of professional misconducts among teachers which included the prevalence of sexual violence, disobedience to the dressing code, absenteeism and professional competence.

The above incidences were also observed in Ghana where some teachers exerted psychological violence on learners, exhibited ideological influence and did not accept to be involved in co-curricular activities (Asare & Nyaniba, 2014). In some schools, it was discovered that teachers had tendencies of stealing institution properties and money, dodging, loafing, not honouring the starting time for lessons and knocking off. They also exhibited frequent absenteeism and were highly involved in disclosing confidential institutional information (Asare & Nyaniba, 2014). On the other hand, in a study of indiscipline among physics teachers in Nigeria, Okafor (2019) cited absenteeism from lessons, taking undue advantage of students, facilitating, aiding, abetting or assessor to examination malpractice and money for marks racketing as common among these teachers. Moreover, Bennel and Akyeampong (2007) observed that educational officials in Malawi faced exorbitant numbers of disciplinary cases related to teachers' sexual misconduct with students, substance abuse (drug and alcohol), and theft of teaching and learning materials.

In Zambia, Walubita (2015), in his review of Banja's Book entitled 'Teachers As Agents of Pupil's Indiscipline of 2013; the scholar cited various offences which were committed by teachers such as flirting with school girls, reporting late and drunk for work, engaging in illegal class enrolments and obtaining money from pupils for preferential treatment as well as leaking examination content. Earlier, Banja (2013:22) clearly outlined that, "In Zambia, the Teaching Service Commission has on several occasions dismissed teachers for various offences including immoral conduct with school girls and teachers absenting themselves from work for a long time without justifiable cause". In that study, it

was recommended that there was urgent need to tackle teachers' indiscipline in order to reduce pupils' indiscipline, which affects educational attainment.

Irrespective of the above, effective strategies of managing teacher indiscipline is eminent. According to Ndung'u (2017), management of teacher indiscipline means the application of good management strategies that would ensure that teachers are disciplined and committed to their duties. Management in this regard should spring concerns about the moral and ethical questions that should concern the selection and maintenance of upright teachers with moral values that would not compromise quality in teaching and learning. In this case, Argyriou and Iordanidis (2014) added that management of schools should stream to the control of teachers, either by leading, directing, motivating them or any means, so that indiscipline acts among them are avoided or brought to their lowest minimum.

In the comparison of school location and principals' management of teachers' indiscipline in Akwa Ibom State Secondary Schools of Nigeria, Ekpoh and Bassey (2011) explained that effective management of teacher indiscipline require the ability of educational managers to use a particular disciplinary strategy at the appropriate time and condition. It is about the ability of school principals to intelligently utilize the various approaches of staff discipline in order to ensure compliance and good behaviour. However, the scholars established that some school principals were not forthcoming which defeats the many strides put forward to curb teacher indiscipline. Meanwhile, Argyriou and Iordanidis (2014) added that the role of school management in the maintenance of good behaviour among teachers is considered to be very important as educational outputs in schools anchor largely on teacher's inputs. Undisciplined teachers are therefore seen as a recipe for compromising quality education.

Similarly, Habib (2015) identified supervision of schools as having a very strong impact on teacher discipline and attendance. In this regard, Adewale et al. (2014) defined supervision as the various activities engaged in by individuals, or groups for the purpose of achievement of goals and objectives of groups or organizations. Thus, Habib (2015) explained that supervision is meant to provide guidance; support and continuous assessment to teachers in order to enable them develop professionally and also improve their teaching pedagogy. This is similar to Gahungu (2018) who argued that the paramount concern of supervision of schools should be to ensure that teachers are disciplined. Therefore, effective management of teacher indiscipline is seen as being imperative in creating vibrant and innovative school systems in which excellence in teaching and learning could be achieved.

In another study, Anguzu (2018) explained that management of teacher indiscipline is greatly influenced by the specific organizational characteristics of each school leadership, school climate, and the school development plan which reflect the process of any school management. The scholar noted that, today, unlike before, schools are caught up with the challenge of wanting to work more efficiently in order to improve their performance, but indiscipline among educators seem to pose another stringent threat to that quest. In that regard, good staff discipline and good teacher performance were seen as being directly related in the quest to improve the quality of education. To that end, Urick (2016) and Hamaleke, Daka and Mphande (2020) suggested that employing stricter management control measures of staff discipline in schools were needed sooner than later in order to avoid compromising further, the quality of education.

Further, in a study conducted by Gangmei, Gowramma and Kumar (2019), it was explained that, in order to realise effective management of good discipline among teachers, both the principal and teacher leadership is important. The scholars argued that it is neither teachers nor principals alone who could improve school discipline, but teachers and principals working together. These views were similar to those of Urick (2016) who noted that effective school leadership is the degree of influence or synergy between teachers and

principals around the core business of schools' instruction. Wenno (2017) therefore recognised the importance of collaboration between school managers and the teachers in the maintenance of good discipline. According to the above scholars, good discipline among teachers could be realised if teachers are involved in school management in order to take on board their concerns on different matters of the school.

Moreover, in the Draft NEP GOI (2016) report on the study of discipline in schools, it was reported that lack of effective leadership in Government schools has contributed to indiscipline among students, teachers as well as the falling academic standards. According to this study, it was realised that certain public schools had ineffective managers or otherwise they (managers) lacked sufficient skills to contain indiscipline among teachers. To this end, NUEPA (2014) indicated that there was need to equip school leaders with surfeit of skills and knowledge that would enable them to critically analyse the challenges faced; and opportunities available to schools in the prevailing conditions in order to implement management of indiscipline effectively.

Method and Design

The research design used in this research paper was phenomenology. Phenomenology is a research design of inquiry which comes from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by the participants (Creswell & Creswell, 2018). This design was most suitable in selecting participants with varied experiences, views, opinions and feelings about management of teacher indiscipline.

The study area was Kasama district. The study sites included 5 selected urban secondary schools. The target participants were head teachers, deputy head teachers and heads of department (HoDs). The study was further extended to Kasama DEBS office, PEO-Northern, and TSC headquarters in Lusaka. The total number of respondents at the time of data collection was 38. Purposive sampling was used to draw the sample size, where homogenous and snowball techniques were employed, 2 head teachers, 4 deputy head teachers, and 2 staff from each respective office (TSC, PEO & DEBS) were interviewed while 26 HoDs responded to purely open-ended questionnaires. Document analysis of disciplinary record(s) of teachers was also done to consolidate data from interviews and questionnaires. Data gathered was analysed using content and thematic analysis.

In terms of trustworthiness of the findings, interview verbatim were recorded except for participants who declined to be recorded. Besides, data collection was triangulated. This involved use of various methods of collecting data namely oral interviews, questionnaires and document analysis. Despite that, member checking was also done by taking back transcribed data to some participants in order for them to ascertain whether the data reflected a truthful version of their responses.

Moreover, to deal with ethical obligations, authority was granted by the University of Zambia in association with Zimbabwe Open University to conduct this study. Permission was as well granted by the Ministry of General Education, TSC, PEO-Northern Province and the DEBS-Kasama District. The purpose of the study was clearly defined that it was purely academic, and consent was sought from all the participants before engaging them in this study. In addition, anonymity of all participants in the research was ensured at all levels of the study.

Findings

Findings on Acts of Indiscipline Committed by Teachers

Table 1. Common cases of teacher indiscipline revealed by participants

TSC	PEO	DEBS	In Schools
-absenteeism -beer drinking -impregnating pupils -disorderly behaviour -absconding -sexual relations with pupils -lateness -stealing -vandalism -quarrelsomeness -forgery -fraud -unethical conduct	-impregnating pupils -absenteeism -beer drinking -absconding -unethical conduct -touching pupils breasts -touching pupils buttocks -drinking with pupils -carnal knowledge -fraud -forgery -insulting -exam malpractice -insubordination	-absconding -sexual acts with pupils -drunkenness -lateness -insubordination -fraud -examination malpractice -not preparing lesson plans -not adhering to code of ethics -impregnating pupils -sexual harassment -drug abuse	-late coming -absenteeism -inadequate teaching preparation -absconding -sexual relations with pupils -disregarding managers -failure to obey lawful instructions -negative attitude -exam malpractices -improper dressing -gossiping/abusive language -beer drinking -excessive debt -substandard performance -unlawful use of mobile phones

Table 1 indicates that some teachers were fond of irresponsible beer drinking, drug abuse, engaging in sexual relationships especially with female pupils including touching their breasts, buttocks and impregnating them, disorderly behaviour, absconding from work, lateness, stealing school properties, vandalism as well as using abusive language in addition to being quarrelsome. Other indiscipline acts cited include absenteeism, forgery, fraud, unethical conduct, substandard performance, disregarding those in management, failure to carry out and/or obey lawful instructions, insubordination, disloyal, corruption, unlawful use of phones, examination malpractice as well as inadequate and/or simply non-preparation of teaching work and documents. In addition, other indiscipline acts by teachers which came out were improper dressing, imposing corporal punishment, asking for unnecessary permissions, gossiping, over borrowing (debt), borrowing money and other items from pupils, selling of goods during school hours and generally negative attitude towards work.

When asked if statistical data was available on the number of cases which reached TSC, respondent TSC1 said that;

In 2019, one hundred twenty-five (125) indiscipline cases were processed by TSC. In the same year, the commission handled about hundred fifty-four (154) appeal cases from teachers whose cases had been concluded and judgement passed. These appeal cases involved fraud, unethical conduct, absenteeism and transfers because of indiscipline (interview, November 2020).

On the same aspect, participant TSC2 commented that;

Currently (2020) TSC is processing sixty (60) letters of teachers to be dismissed (interview, July 2020).

At PEO, respondent PEO2 commented that;

Last year (2019), sixteen (16) cases were submitted for dismissal, four (4) cases were concluded and the culprits dismissed while others were still underway (interview, November 2020).

Besides, when asked about the same, participant PEO1 said;

The cases are many. For example, the office has an authentic record of about one hundred twelve (112) cases for the period 2017-2019. Some concluded, others referred back to debs, and many still awaiting responses. For the period 2016 and

below, records are there though not properly sorted out (interview, November 2020).

Moreover, respondent DEBS2 added that;

This year, 2020, the office has so far processed three (3) cases of teacher indiscipline (interview, November 2020).

Findings on Challenges Being Faced in the Management of Teacher Indiscipline

Table 2. Challenges in managing teacher indiscipline by TSC, PEO & DEBS

TSC	PEO	DEBS
<ul style="list-style-type: none"> -late reporting of cases -bureaucracy in processing cases -cases take too long to reach TSC -poor handling of cases -inefficiencies in generating cases -distorted evidences 	<ul style="list-style-type: none"> -delays in submitting/processing cases -bureaucracy in dealing with cases -holding/sitting on cases -lapses in documenting cases -not knowing procedures -corruption -tampered evidence -change of statements -lack of funds to sensitise teachers -no capacity building -fear of the unknown -unskilled managers to process cases -humanitarian grounds -having undisciplined managers -teachers connections -recommendations turned down 	<ul style="list-style-type: none"> -getting data difficult -poor reporting -not following procedure in handling cases -improper case processing -connected teachers favoured -evidence tampered with -unfairness by some authorities -offenders failure to exculpate -offender failure to appear before disciplinary committee -some culprits disappear -delays in processing cases -managers not strict -no fast track courts to handle cases -learners suffer

As presented in the table, challenges which were cited include bureaucracy in handling cases, late and poor reporting of cases, delays in submitting and processing of cases, not knowing and following procedure, corruption, holding on and sitting on cases, lapses in documentation, inefficiencies in generating cases and improper processing, and also poor handling of cases leading to evidence being distorted. Other challenges are that getting data is difficult, cases take too long to reach TSC, connected teachers are favoured, unfairness by some authorities, change of statements, lack of funds to sensitise teachers, no capacity building, and some offenders fail to exculpate or appear before the disciplinary committee, while others simply disappear. Apart from that, further challenges include some managers being unskilled in processing cases, unnecessary lenience due to humanitarian grounds, fearing the unknown to act on certain cases, some managers are not strict, no fast-track in dealing with cases, having undisciplined managers as well as unduly turning down of recommendations made by a particular level of management.

Table 3. Challenges in managing teacher indiscipline in schools

Head teachers	Deputy head teachers	HoDs
-bureaucracy in handling cases -charging has become worthless nowadays -poor policies -too much permissions -unnecessary commands from top management -ineffective in-service training -threats from connected teachers -bad mouthing -higher offices supporting teachers -tribalism -no proper channel of communication	-teachers misunderstanding managers -pushing teachers to do what they know they should do -bad teacher behaviour -unnecessary excuses -transferring outside problems into school	-unnecessary excuses -unwillingness to change -offenders take time to change -long disciplinary procedures -some cases difficult to deal with -not being supported in dealing with certain cases -connected teachers difficult to deal with -lack of evidence -delays to dispose cases -cases not properly generated -some teachers very stubborn -socially and financially sound culprits difficult to deal with -old teachers difficult to handle -lack of materials and resources -not accepting to be corrected and advised -interferences from higher officers -risky to have someone fired -teachers not understanding their profession

Table 3 depicts challenges which were cited including bureaucracy in handling cases, teachers misunderstand managers, unnecessary excuses, unwillingness to change, charging has become worthless, pushing teachers to do what they know they should do, offenders take time to change, long disciplinary procedures, bad teacher behaviour as well as poor policies. Other challenges are unnecessary commands from top management, too much permission by teachers, transferring outside problems into school, some cases difficult to deal with, not being supported in dealing with certain cases, lack of evidence, delays to dispose cases and also connected teachers are difficult to deal with. Apart from that, others include ineffective in-service training, threats from connected teachers, some cases not properly generated; some teachers are very stubborn, higher offices supporting teachers, bad mouthing, and tribalism, not following proper channel of communication, interferences from higher officers and also that socially and financially sound culprits are difficult to deal with. Moreover, additional challenges presented include that old teachers are difficult to handle, lack of materials and resources, not accepting to be corrected and advised, risky to have someone fired as well as some teachers not understanding their profession.

With regard to interviews, participant TSC2 stated that;

Some of the challenges which are there in managing cases of teacher indiscipline include bureaucratic procedures which cases passes through before being disposed off, late and delays in reporting, poor handling of cases and distorting evidence of some cases. For example, canal knowledge is difficult to prove that the offender is guilty due to insufficient medical evidence by the time the case is tabled (interview, July, 2020).

Similarly, participant PEO2 said that;

There are delays by head teachers and DEBS office to submit cases, for instance reporting after two (2) months when the case happened. Bureaucracy also allows for change of statements. Some people hold on to cases and there are lapses in documentation of cases. People don't know the procedures (interview, November 2020).

Yet respondent DEB1 indicated that;

Sometimes offenders fail to exculpate or appear before the disciplinary committee when summoned. Also missing persons. Some offenders simply disappear with no traceable record. Also delays in processing cases, no fast track in handling cases, not being strict, in the end, children, learners suffer (interview, November 2020).

In spite of that, respondent HT1 mentioned;

Ineffective in-service training, bad mouthing, higher offices supporting teachers; teachers are too much at debs and PEO-icibeleshi! There is no proper channel of communication. Teachers are directly accommodated at higher offices. We also receive threats from connected teachers. Also I can say tribalism; not being fully accepted due to tribal inclination that you are from another region but heading in Bemba land (interview, November 2020).

Also, the thoughts of respondent HT2 were that;

There is too much bureaucracy in handling disciplinary cases. Also, charging teachers has become an academic exercise. Charging is seen as nothing by those charged. It does not carry any weight as no further action is taken usually by higher offices. Poor policies again, schools only to implement whether they like it or not. There are also too much permissions by teachers. Another thing is unnecessary commands from top management (interview, November 2020).

Moreover, participant DHT3 added that;

Pushing teachers to do what they know they should do is a challenge. Teachers behaviour, unnecessary excuses from both teachers and HoDs. Teachers also transfer outside problems into school (interview, November 2020).

Findings on Proposed Measures of Strengthening Management of Teacher Indiscipline

Table 4. Measures to mitigate teacher indiscipline revealed by TSC, PEO & DEBS

TSC	PEO	DEBS
-continuous interaction with teachers -collaborating with teacher unions, TCZ, other partners -include responsive values in teacher education curriculum -encouraging teachers to take responsibility every time -teachers to work anywhere without being forced	-sensitising teachers every six (6) months -avail each teacher code of ethics -capacity build teachers frequently -interact with teachers closely -recognise teachers efforts -transfers to be on merit -teachers not to overstay in same area and school -new entrants and those promoted to start in rural places -alternate teachers in work places -recognise teachers on merit -managers not reporting/hiding cases to face disciplinary action -follow files of cases strictly -anyone losing cases documents wilfully to be punished severely -offices to assign specific officers to handle disciplinary cases -fund all programs adequately	-guidance & counselling -DEC to come on board to counsel teachers -encouraging teachers -sensitisation meetings -spiritual help to some teachers -handling cases promptly -need for managers to be disciplined themselves -fairness in everything -head teachers to build cases properly -monitoring teachers constantly

Table 4 shows measures which were proposed by TSC, PEO and DEBS which could be put in place in order to reduce or completely stop indiscipline among teachers in schools. These include continuous interaction with teachers, sensitising teachers every after six (6) months, guidance and counselling, availing each teacher the code of ethics handbook,

handling cases promptly, recognising teachers efforts, transfers to be on merit, need for managers themselves to be disciplined, frequently; encouraging, monitoring and capacity building teachers, as well as collaborating with teacher unions, TCZ, DEC and other interested partners. Other measures are new entrants and those promoted to start in rural areas, teachers to work anywhere without being forced, infusing responsive values in teacher education curriculum, teachers not to overstay in same area and school, fairness in everything, encouraging teachers to take responsibility every time and offer spiritual guidance to them, and also head teachers to build cases properly. Apart from that, other measures presented include recognising teachers on merit and alternating them in different work places, managers hiding and not reporting cases to face disciplinary action, and as well each level of management to assign specific officers to handle disciplinary issues. Additionally, all programs should be funded adequately; cases should be followed strictly, and anyone who loses case documents wilfully should be punished severely.

Table 5. Measures to mitigate teacher indiscipline revealed in schools

Head teachers	Deputy head teachers	HoDs
<ul style="list-style-type: none"> -review policies -more funding to MoGE -deal with cases following guiding principles -fairness in dealing with cases -no interference from higher offices -following proper channels of communication -higher offices to highly consider recommendations from head teachers -fairness in promotions -provide good infrastructure -improve pedagogy in colleges and universities -monitoring teachers effectively -orienting new managers on management skills 	<ul style="list-style-type: none"> -motivating teachers -upscaling salaries -transfer teachers who have stayed five (5) years at the same school -establish specific course on teacher discipline in colleges and universities -strengthen code of conduct -praying for teachers -avoid misplacement of teacher capabilities -administrators to accommodate all teachers -sensitising teachers -dispose cases properly -remove bureaucracy in handling cases -handle and dispose cases just at school and district -effective monitoring by managers, not to sit in offices -not taking long to act on cases 	<ul style="list-style-type: none"> -holding CPDs, workshops, seminars -exchange of ideas between managers and teachers -introduce disciplinary courses in colleges and universities -reduce disciplinary procedures -discourage interferences in cases -improve conditions of service -administrators to be role models -charging offenders -motivating/rewarding teachers -taking action immediately -encouraging teachers -emphasise on log-in-out -continued teacher monitoring -improve transparency at all levels -follow cases promptly -intensify counselling -teachers to be signing anti-disciplinary forms -emphasise code of ethics -being firm -recognise those with eligible qualifications and experience in promotions -provide adequate resources -effective sensitisation -stiffen punishments -sign agreement forms on proper conduct periodically or annually -no selective punishment -opening up to teachers -remove offenders on salary partially

Table 5 depicts responses from head teachers, deputy head teachers and HoDs on the measures that could be put in place to reduce or completely stop indiscipline among teachers. These measures include reviewing policies, motivating teachers, holding; CPDs, workshops, seminars and sensitisation meetings, more funding to MoGE, upscaling salaries, exchange of

ideas between managers and teachers, dealing with cases following guiding principles, transferring teachers who have stayed in the same school for five (5) years and improving pedagogy or simply introducing specific courses on teacher discipline in colleges and universities. Further, more measures presented are fairness in promotions and dealing with cases, reducing disciplinary procedures, discouraging interferences from high offices, improving conditions of service and providing good infrastructure, following proper channels of communication, strengthening the code of conduct and as well administrators to be role models. Apart from that, other measures include praying for teachers, counselling and encouraging them, charging offenders, effective monitoring, motivating and rewarding teachers, avoiding misplacement of teacher capabilities, taking action immediately, administrators to accommodate all teachers as well as higher offices to highly consider recommendations from head teachers. Moreover, more measures which were thought could help include use of log-in-out books, following cases promptly, removing bureaucracy in handling disciplinary cases and disposing cases preferably just at school and district level. Besides, improving transparency at all levels, orienting new administrators on management skills, being firm, recognising those with eligible qualifications and experiences during promotions, providing adequate resources, and emphasising the code of ethics are other measures which were proposed. In addition, other measures include teachers to be signing ant-disciplinary agreement forms periodically or annually, opening up to teachers, reducing work load, stiffening punishment and applying it non-selectively and/or partially removing the offender on payroll.

With regard to interviews, participant TSC1 stated that;

Indiscipline among teachers cannot be stopped completely. It is questionable to eliminate. I must say 100% compliance is not attainable. However, there is need to continue interacting with teachers directly. TSC will continue collaborating with other institutions like TCZ and teacher unions to curb indiscipline (interview, July 2020).

Despite that, participant PEO2 indicated that;

Teachers should be sensitised at least every after six (6) months. Also, avail each teacher with code of conduct handbook. Teachers don't have copies of code of ethics because they are sold (interview, November 2020).

Further, respondent DEB1 was of the views that;

Disciplinary cases need to be handled properly. Head teachers should build cases properly. Follow guidelines in handling cases. Guidance and counselling is of help. Also, management to start with head teachers themselves should be disciplined. There is need for fairness in handling cases and to check if code of ethics is being followed (interview, November 2020).

In responding to the same, respondent HT1 said that;

In my opinion, some of the ways that can help is following guiding principles in dealing with cases and fairness. Let there be no interference from high offices. Teachers should follow proper channels of communication. PEO and DEB to highly consider recommendations made by head teachers. Also, improve pedagogy in colleges and universities, monitoring teachers and orienting new managers, put them on internship (interview, November 2020).

Similarly, respondent DHT1 stated that;

Measures to put in place should include motivating teachers; government to upscale salaries. Apart from that, teachers to be transferred at least five (5) years after staying in one school. Staying long in the same school make teachers to be somehow very arrogant. Also, colleges and universities to effectively teach about misconducts-establish specific courses on discipline. There is a gap in instituting

behavioural needs expected of teachers in colleges and universities. The code of conduct to be emphasised (interview, November 2020).

In addition, participant DHT2 added that;

There is need to strengthen the code of ethics. Strengthen regulatory systems for example, dispose cases properly, remove bureaucracy in handling cases. Cases should not take long to be acted upon, handle them just at school and district only. Managers should not be sitting in offices, they have to ensure that there is production in the school, learning is taking place (interview, November 2020)

Discussion

Acts of Indiscipline in Schools

The prevalence of indiscipline acts among teachers was found to be widely distributed in the schools. It was found that, cases which were prevalent in one school were also common in others. However, it was also noted that certain cases in some schools were peculiar to those found in other schools. But it was overall very clear and undisputable that numerous cases of indiscipline existed and were occurring in schools. This coincides with Gahungu (2018) who expressed that in most education systems across the globe, many teachers are particularly involved in professional misconducts which are against their ethical obligations.

As shown in this study, some of the cases which were mentioned to be very rampant included beer drinking, impregnating pupils, absenteeism including long absence, absconding, unethical conduct, touching pupil's breasts and buttocks, drinking with pupils, carnal knowledge, fraud, forgery, insulting and examination malpractice. Others are late coming, inadequate teaching preparation, and sexual relations with pupils, disregarding managers, failure to follow lawful instructions, gossiping and negative attitude towards work. In addition, there were improper dressing and use of abusive language as well as excessive borrowing and debt among many teachers. These acts are similar to those of other scholars whose literature has been reviewed in this paper (Williams & Lebrun, 2009; Ebert & Culyer, 2012; Uhoman, 2017; Ndibalema, 2019; Okafor, 2019; Walubita, 2015; TSC, 2018).

Exhibition of the above by teachers makes sad reading. For instance, a teacher who is drunk on duty cannot teach properly, and teachers who sink so low to have pupils as their sexual lovers lowers the academic performance of pupils who are involved. The involved teacher is also likely to compromise work standards for example by favouring such pupils. Sadly, these acts are a reality, just as indicated by TSC (2018) that teachers who had sexually abused female pupils apologised and attributed the evil behaviour to alcohol intake, when in fact drinking whilst on duty or reporting for work drunk was yet another bad behaviour exhibited. Teachers are there to prepare learners into responsible future citizens who are expected to take different roles in society. Thus, the greatest moral attribute expected of teachers is to exhibit exemplary behaviour worth of embracing by their learners. Manifestation of any indiscipline among teachers gives sad reading and heavily contribute to the fall in educational standards because they deny learners quality learning.

Challenges Faced in the Management of Teacher Indiscipline

Among the challenges which were established which is faced in the management of teacher indiscipline is that many teachers simply ignore rules deliberately. In this regard, many respondents mentioned that some teachers see indiscipline acts as normal, and as such has continued to misconduct knowingly. It was established that sometimes this is due to teacher's negative mentality, ignorance and non-reading of the code of ethics. In line with this, one respondent said that *some teachers misconduct deliberately, thinking I cannot be caught*. Teachers in any country are given rules and regulations which they are supposed to

follow in the discharge of their duties. For example, teachers in Zambia have both the 2016 and 2018 code of ethics, and as well in Kenya, they have the 2015 and 2018 code of regulations. These codes stipulate clearly what teachers should not do at all costs. For instance, teachers are not allowed to have sexual relationships with their pupils, engage in examination malpractices and also going for work drunk (TSC, 2015; TCZ, 2016). However, many teachers are caught up in these offences despite the code being there. This coincides with the revelation by TSC (2018) who indicated that the commission had come up with the code which however is being abrogated by most teachers.

Apart from that, another factor which was cited as posing a challenge is delays in processing cases. In line with this, it was revealed that when a case happens, it takes a long time for it to be acted upon. Some cases were said to take as far as five (5) years to be disposed, while one staff from TSC clearly pointed out that cases take too long to reach TSC. This was mainly attributed to the bureaucracy that is there in handling cases in MoGE. In these circumstances, it was explained that by the time the case is tabled, it was discovered that sometimes evidence would not be there or has been tampered with, or there is simply a change of statements. Therefore, by the time cases are set on or taken to court, evidence is usually lacking. In fact, it was mentioned that bureaucratic procedures have given room to some disgruntled individuals to deliberately dispose case files such that, when the case is called, documents are missing for that case. These findings were similar to those of Magwa (2014) who observed that some head teachers in Zimbabwe were avoiding the longer and complicated route of charging teachers and instead, most of them opted for simpler actions like verbal warnings, transferring teachers or simply ceasing the offender's salary due to lack of knowledge to process acts of misconduct.

Similar to the above, it was established that some cases are reported late from the initial occurrence and that getting more information for some cases is very difficult. One respondent stated that, for cases such as carnal knowledge or defilement, they require medical proof to be provided there and then when the case occurs such as proof that there was vaginal penetration or evidence of underlying semen on the private parts of the victim. Now, when time passes before reporting, evidence to support successful building and conclusion of such cases is usually lacking. In many such situations, the offenders usually go scot free. In the same vein, it was also noted that some cases are poorly reported or procedure is not followed. This was said to be sometimes coupled with lapses in documentation, inefficiencies in generating cases and improper processing, and also poor handling of cases leading to evidence being distorted.

Furthermore, other challenges which came out were corruption, holding on and sitting on cases, and as well that there is unfairness by some authorities in dealing with cases, where for example, connected teachers are usually favoured. By being connected, this meant teachers who had some relations with officers in higher offices such as debs, PEO, MoGE headquarters or related to influential politicians. In these circumstances, cases for such teachers are usually not processed due to interference from higher authorities. One respondent clearly explained that *there is sometimes too much unnecessary commands from top management* in cases and *higher offices tend to support teachers*. This was cited to be a core issue which led to unfairness in the handling of cases. In this regard, it was revealed that some offenders would receive stiff punishments, while those that are connected are left without being charged. For these, if a punishment is sanctioned, it is usually lighter and not comparable to the offence committed.

Despite that, further challenges that were brought out were that some managers lacked expertise and skills in processing cases, feared for the unknown to act on certain cases, and that some managers are simply not strict in managing their subordinates. In this vein, it came out that certain head teachers did not know how to generate cases properly such that when poorly generated cases are submitted to other offices, such as debs, PEO or even taken to

court, they lack legal basis on which to be acted upon. When that happens, cases are simply thrown out in the case of courts; while if it is within other higher management levels, the case may be referred back or a regret letter is written that such a case is dropped. In other situations, one respondent indicated that they received threats from connected teachers which caused anxiety and fear. Besides, lack of skills in processing cases is comparable to the findings by Tshabalala, Zano, and Gazimbe (2014) who found that many head teachers in Zimbabwe lacked the necessary expertise of handling disciplinary procedures, where however, it was discovered that some school head teachers abused their authority and charged teachers even for minor offences to settle scores on non-professional issues.

Moving on, some managers informed the researcher that certain teachers had bad behaviour and were rather very arrogant, stubborn and unwilling to change despite being warned, counselled and even charged. One participant in fact contended that *charging teachers has become worthless as no further action is usually taken by higher offices thus rendering charging an academic exercise*. Many offenders were in this regard seen not to be overtaken or show remorse when charged but rather persisted misconducting. This made one participant to state that, misconducting was *inborn in some teachers; that, sometimes it is a matter of poor background and upbringing or it shows may be that, someone was taught by some undisciplined teachers*. Besides, another respondent added that it was sad and improper to be pushing teachers to do what they know they should do. Certain teachers therefore misunderstand managers that they just hate them when in fact they (managers) simply attempt to deal with indiscipline manifestation. As a result, it was observed that offenders usually take time to change.

In spite of that, it was established that teachers were fond of giving unnecessary excuses for wrong doings, and many of them were fond of asking too much permissions. These habits were said contributed to gloss indiscipline as certain teachers did that deliberately in order to be away from school when in fact they were doing nothing. It was also noted that some teachers were transferring problems from their homes into the work place. In this regard, certain individuals had marital problems at home and some had accrued a lot of debt such that they had problems looking after their families. This caused teachers in that state not to be carrying out work effectively. This seems to relate to Maslow's theory where lack of necessary basic needs tend to exert influence on the behaviour of individuals.

Notwithstanding the above, administrators observed that it was a challenge to deal with certain cases in situations where you do not receive support from other administrators. In this situation, it was mentioned that, sometimes, a case would happen but once it is brought to the attention of especially higher management officers, ample support or attention was not rendered to have the case resolved properly. This was said made lower management officer to ignore and not take action about the misconducts of some teachers.

Apart from that, it was established that there was possible inefficiencies in the training of teachers and also that socially and financially sound culprits as well as old teachers were difficult to deal with. More challenges presented include lack of materials and resources, risky to have someone fired as well as some teachers not understanding their profession. These were coupled with lack of funds to sensitise teachers, no capacity building, and some offenders failing to exculpate or appear before the disciplinary committee while others simply disappeared. In addition, participants also mentioned that unnecessary lenience due to humanitarian grounds, no fast-track in dealing with cases, having undisciplined managers as well as unduly turning down of recommendations made by a particular level of management made the handling of several disciplinary cases a challenge.

Proposed Measures of Strengthening Management of Teacher Indiscipline

Firstly, it was proposed that there was need to continue interacting with teachers through CPDs, workshops, seminars, holding sensitisation meetings, frequent monitoring and always providing guidance and counselling as well as and encouraging teachers. One participant was in fact of the view that it was going to be helpful to sensitise teachers at least once in every six (6) months. In the same way, it was suggested that it would be necessary to give each teacher the code of ethics handbook because some teachers committed offences unknowingly. It was established that many teachers did not know what was contained in the code of ethics as they had not read it. Some participants indicated that the code was not readily available to some teachers, and as such, it was going to be prudent to give each own copy so that no one would have unnecessary excuse for committing offences deliberately.

Secondly, participants suggested that there is need to be handling cases promptly, and not like the current status quo where it takes a longer time for cases to be disposed. It was proposed that bureaucratic procedures must be removed in handling disciplinary cases so that cases should be disposed within the shortest possible time, preferably just at school and district level. Taking longer time was seem as a contributing factor to repeated misconducts as many culprits had their cases dropped because, by the time the case is tabled, evidence would have been tampered with and/or witnesses would not be available. In the end, it sends no serious signal to the offenders and would-be offenders that there are bitter consequences to every indiscipline act. In this regard, it was suggested that once a disciplinary cases occurs, action should be taken immediately.

Third, it was suggested that anyone who is found to be hiding and not reporting cases of any teacher misconduct must face disciplinary action. This is in the wake that quite a lot of managers were sitting and failing to act on disciplinary cases on what they termed humanitarian ground. This inefficiency compares with Ekpoh and Bassey (2011) who established that some school principals were not forthcoming in the management of teachers' indiscipline in Akwa Ibom State Secondary Schools of Nigeria. This therefore defeated the many strides put forward by higher authorities in the management of indiscipline behaviours among some teachers. This was said has continued to contribute to repeated offending by many teachers as no serious actions are taken against those erring. It was also proposed that each level of management need to assign specific officers to handle disciplinary issues and not everyone. In this way, it would be easier to hold accountable those in charge, unlike the status quo where case files could go missing and no one is ever held to account for such.

Fourth, it was suggested that recognising teachers efforts would assist to lessen unnecessary indiscipline. Some teachers were involved in indiscipline acts such as absenteeism and negligence of duty due to frustrations because they are not recognised no matter how hard they worked. It was noted that there were a lot of unfairness for example in terms of giving promotions and transfers. Some individuals would be given a transfer even without requesting while others are denied. The same with promotions, it was noted that, to a large extent, teachers were not being promoted on merit. For example, one respondent stated that;

If you are not connected to officers in higher offices, it was very difficult to receive a promotion. You would find that, a novice teacher with few years in service is promoted while those who have served for years remain. This happen not that the longer serving teachers have issues or were not hardworking, it is simply due to corruption, or connections. Some young females are in fact given posts simply because they are girl friends to some supervising officers (interviews, November, 2020).

It was therefore proposed that the system should see that promotions, transfers and any recognition in MoGE are done on merit.

Fifth, the other measure which was proposed was the need for managers themselves to be disciplined. This call came in light of the fact that many supervising officers were not leading as examples to their subordinates. One respondent explained that;

Quite a number of administrators are undisciplined. They are involved in excessive drunkenness, absenteeism and even impregnating pupils. Some are even in the habit of proposing their female subordinates. This makes it difficult to institute disciplinary sanctions to erring officers as what the junior officer does is equivalent to what the manager is also involved in (interview, November, 2020).

Besides, the aspect of going out with junior officers was mentioned to be detriment in many ways as the involved officer would not mostly have a say on the wrongs associated with the person they are engaged with. In fact, this was said had a trickle effect on other on-looking teachers as they lost respect for such managers.

Sixth, it was also stated that there was need for MoGE and TSC to collaborate with other partners such as teacher unions, TCZ, and DEC and lower management officers in schools in the management of teacher indiscipline. This measure compares with Lijuan, Philip and James (2016) who explained that, in China, school managers applied principal leadership which included cooperation, trust, communication, support and alignment, coherence and structure in the running of schools. The main point which came out here was that, managers at various levels needed to work together in ensuring that any issues pertaining to the discipline of teachers were handled collaboratively and not the current situations where some management levels are sometimes undermined.

When the researcher asked for clarity on how some management levels were undermined, it came out that a lot of regret letters were being received for a number of cases which, for instance, the lower management had recommended for either suspension or dismissal. In many such situations, the cases were dropped without giving justifiable cause or actually, no response would be given such that the cases are seen simply dying out and forgotten like that. Also, teachers unions, TCZ and DEC were seen to be important partners in ensuring god discipline among teachers. These should have a role in sensitising teachers not to be involved in misconducts, and that DEC could be a pillar in offering substantial guidance and counselling services to erring teachers.

The proposed aspect of working together is in fact in cognisance with Bertalanffy's 1968 Systems Theory which emphasises the need to work together in an organisation. The theory offers an alternative approach to the planning and management of organisations. Thus, it proposes that businesses, like the human body, consist of multiple components that work harmoniously so that the larger system could function optimally (Bertalanffy, 1968). Accordingly, an organization is seen as an entity comprising of related and dependent elements that form a unitary whole when in interaction. As such, the success of an organisation depends on several key elements: synergy, interdependence, and interrelations between the various subsystems within the organisation. In effect, the various management levels in education must strive to work together and support each other if indiscipline among teachers was to be fought effectively. To this end, there was a serious call especially to management officers in higher ranks as well as other senior government officials and politicians to stop interfering in cases. Interferences were pointed out to be serious drawbacks in all the efforts that, especially low managers were making in bringing sanity among teachers in the area of discipline. Thus, higher offices were called upon to be highly considering recommendations that come from managers in lower levels concerning issues bordering on teacher discipline.

Moving on, some respondents stated that there was urgent need especially for policy makers to come up with strategies of how to ensure that teachers do not overstay in the same school and area of work. Teachers should be alternated in different places of work that is

rural to urban and vice versa, unlike the current situation where certain teachers remain in remote places forever. It was suggested that a deliberate policy should be put in place where new entrants in the system and those promoted on first appointment should be made to start work in the rural and remote places, and anyone who serves five (5) years in a particular school must be transferred automatically. These revelations behind this were that overstaying in the same school made a number of teachers to be arrogant and undermine those in authority.

Apart from that, most respondents explained that it was high time government should consider motivating and rewarding teachers to lessen the current acute indiscipline which is going on. It was said, low motivation such as non-upgrading and confirmation of teachers were serious factors that have caused frustrations among many teachers. A lot of teachers were on acting appointments for several years without being confirmed while others were said were highly involved in excessive borrowing and in other business ventures because of what was termed low wages which they received compared to the high economic standard of living. Many teachers were said are stricken with poverty, and as a result, this negatively influence their attendance and performance in schools. Thus, improving conditions of service and providing adequate resources as well as recommending allowances to eligible teachers was seen as one measure which could go a long way in lessening unnecessary indiscipline acts among teachers. This proposal is in line with Maslow's hierarchy of needs theory which contends that individuals must meet all the basic needs in life successfully if they are to be fully motivated to function at their best level (Maslow, 1954).

On the other hand, the participants suggested that colleges and universities where teachers are trained should consider introducing a specific course on teacher discipline aimed at infusing responsive values in the teacher education curriculum. This coincides with Jilanga (2016) who explained that, during training at colleges and universities, student teachers are oriented to several disposition standards related to professionalism to which they are to adhere when dealing with students and other clients. It was therefore proposed, in this study that, introducing and improving disciplinary pedagogy in the colleges and universities is going to help in reducing unnecessary misconduct as new teachers would have already acquired the necessary values they are expected to uphold once employed as teachers. It was noted that the character of some teachers even those who were going in schools for teaching practice were not appealing which made already serving teachers and managers to question whether current teaching programs were effectively exposing trainee teachers to the moral standards of the teaching profession.

Similarly, there was a call to make all teachers to be signing ant-disciplinary agreement forms periodically or annually to bind them from committing offences, so that, once a disciplinary case happens, there should be no excuse, but to deal with the offender severely. In the same vain, there was a proposal to be firm on teachers and stiffen punishment on offenders such as partially removing the offender on payroll and applying such sanctions fairly and non-selectively.

In addition, there was a proposal that newly appointed administrators should be put on internship to capacity-build them on management skills. This measure is comparable to Williams and Lebrun (2009) who revealed that, in USA, there is training of head teachers, especially new appointees and school governing board members on the management of indiscipline among teachers. There, focus is drawn to the development of materials such as pamphlets, guidebooks, tapes, journals, newsletters, policy briefs, retreats, as well as organisation of workshops to equip school managers with sufficient management skills to manage schools effectively and tackle indiscipline issues with proficiency. Offering managerial skills came on after realising that many managers at various management levels lacked expertise and skills to generate, build, and process disciplinary cases. This lack was

also exposed by Tshabalala, Zano, and Gazimbe (2014) who found that many head teachers in Zimbabwe lacked the necessary expertise of handling disciplinary procedures.

Conclusion

The problem which was identified for this study was that, despite the professional training offered to teachers, existence of the code of ethics and punitive measures that are taken against those erring, teacher indiscipline has continued to occur in schools which is very detrimental to the delivery of quality education in the country. The study identified strategic areas that needed to be understood in order to come up with solutions to this problem such as investigating the prevalence of various acts of indiscipline among teachers, and establishing the challenges being faced in the management of teacher indiscipline. From this perspective, it was apparent to come up with strategies that could help to strengthen management of teacher indiscipline.

The major findings of this study showed that the prevalence of teacher indiscipline was moderate in schools, whereas, among the challenges which were faced in managing teacher indiscipline include that there was too much bureaucracy and inefficiencies in processing and generating disciplinary cases respectively. Besides, some managers were said to hold and sit on cases while others are unskilled in handling disciplinary issues. Also, it was established that many teachers did not understand their profession, whereas, some managers feared to act on wrongs of certain teachers due to fear of the unknown especially when dealing with what was termed 'connected, and financially sound teachers' who gave them undue threats. Moreover, it was noted that there is a lot of interferences in cases of teachers and that there were numerous unnecessary commands from top management including unduly turning down of recommendations especially those made by a lower management level.

The findings of this study therefore should act as an eye-opener to various stakeholders in education such as the government (which is the major policy maker in the country), the teaching service commission and teaching council of Zambia, and all educational managers at various levels to seriously interrogate and implement best interventions that could prevent the educational standard in the country to fall down. However, with an undisciplined teaching workforce, the country could never dream of producing an effective human resource base with sufficient skills to drive the social and economic needs of the country and be able to compete with other nations regionally as well as globally.

Recommendations & Implications

i. There are huge implications for the government, policy makers, and all educational managers at various levels to seriously interrogate and implement best interventions that could prevent the educational standards in the country to fall down.

ii. There are also huge implications that a country could never dream of producing an effective human resource base with sufficient skills to drive the social and economic needs of the country and be able to compete with other nations regionally as well as globally.

iii. Authorities should establish a specific compulsory full course on teacher discipline in all teacher-training institutions.

iv. All teachers should be made to sign anti-disciplinary agreement forms upon deployment so that no one would have any excuse whatsoever for any misconduct on.

v. Bureaucratic procedures in the processing of disciplinary cases need to be lessened to avoid unnecessary interferences in cases and distortion of evidence.

vi. Develop a deliberate policy to automatically transfer teachers who work in one school for more than five (5) years.

vii. Improve conditions of service to motivate teachers at all levels even in the absence of promotion and in order to reduce the poverty gap and indebtedness which teachers get trapped in.

viii. The Ministry of Education should provide regular workshops and seminars to school and district managers so that ideas on effective management of teacher indiscipline can be exchanged.

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