

**THE EFFECT OF LEARNERS' AND TEACHERS' INDISCIPLINE ON
THE LEARNERS' ACADEMIC PERFORMANCE: A CASE STUDY OF
SELECTED SECONDARY SCHOOLS OF LUSAKA DISTRICT**

By

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DECLARATION

I declare that **THE EFFECT OF LEARNERS' AND TEACHERS' INDISCIPLINE ON LEARNERS' ACADEMIC PERFORMANCE: A CASE STUDY OF SELECTED SECONDARY SCHOOLS OF LUSAKA DISTRICT** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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CERTIFICATE OF APPROVAL

This dissertation of Eugene Sigande is approved as fulfilling part of the requirements for the award of the degree of Masters of Education in Education Management of the University of Zambia in collaboration with Zimbabwe Open University

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DEDICATION

This thesis is dedicated to my mother, Veronica Namaambo and my late father, Mr Leonard N. Sigande for having encouraged me to go higher in my educational attainment.

ABSTRACT

Learner and teacher discipline is one of the pillars of the education system of any country. However, research studies have found that cases of learners' and teachers' indiscipline are growing at a very alarming rate. Without the discipline of both learners and teachers, the learner's academic performance has been known to be poor. The general objective of the study was to assess the effect of the learners' and teachers' indiscipline on the learner's academic performance in selected secondary schools of Lusaka district. The specific objectives of the study were to; identify the forms and causes of learners' and teachers' indiscipline in selected secondary schools of Lusaka district, assess the effects of the learners' and teachers' indiscipline on the learners' academic performance and recommend ways of how to rectify the problem of the learners' and teachers' indiscipline in selected secondary schools of Lusaka district.

The research method which was used for the purpose of this study was qualitative, specifically the case study design. The study involved a total number of four (4) schools from which 133 participants were selected of which 100 were learners, 30 teachers and 3 head teachers. The data for the study was collected using questionnaires, interview guides and focus group discussion.

The study, revealed that indeed the cases of learners' and teachers' indiscipline in secondary school is alarming and that learner indiscipline is more common as compared to teacher indiscipline. The findings also revealed that the learners' and teachers' indiscipline has a negative effect on the

learners' academic performance. In addition, the findings highlighted the need for teachers to be role models of discipline and the cooperation of all stakeholders as one of the main strategies that need to be put in place if the issue of the learners' and teachers' indiscipline is to be rectified in selected secondary schools of Lusaka district.

Key Terms: Learner indiscipline, Teacher indiscipline, Case study, Academic performance, Effect, Causes of indiscipline, Forms of indiscipline

DEFINITION OF KEY TERMS

Indiscipline: this is behavioural disorder that is classified as an act of delinquency, just like lying, stealing and playing truancy or running away from home.

Learning: this is an activity of obtaining knowledge especially through school.

Learner: one who is learning especially through the school system.

Teacher: someone whose job is to impart knowledge to a learner in school or college.

Academic performance: the extent to which a student has achieved their short or long term educational goals

Effect: A change which is a result or consequence of an action or other cause

Case study: This a record of research into the development of a particular person group or institution over a period of time

LIST OF ABBREVIATIONS

LI	Learner Indiscipline
TI	Teacher Indiscipline
RFL	Responses from learners
RFT	Responses from teachers
RFHT	Responses from Head teachers
MOE	Ministry of Education
LTI	Learners' and Teachers' Indiscipline
LAP	Learner Academic Performance
ECZ	Examinations Council of Zambia
UNZA	University of Zambia

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CHAPTER ONE

INTRODUCTION

1.0 OVERVIEW

This chapter will look at the background to the study, the learners' academic performance in recent years in Zambia and the problem of indiscipline in Zambian schools. The chapter will also look at the objectives of the study which will include both general and specific objectives as well as research questions. Significance of the study, theoretical framework, conceptual framework and the limitations of the study will be looked at. The chapter will close with a summary.

1.1 BACKGROUND

The learners' academic performance is everybody's concern, be it Non-Governmental Organisations, the general public, parents and guardians, politicians, Ministry of General Education officials and educators themselves. Every year when results come out for grade seven, grade nine and grade twelve, ministry officials always lament the poor performance of learners. According to the Examinations Council of Zambia (2015: 19) the "2014 Grade 12 Examination results showed that the general performance of candidates had declined compared to the previous year. The proportion of candidates who obtained School Certificates declined from 60.21 percent in 2013 to 55.87

percent in 2014The mean scores in 14 subjects declined compared to the previous examination session. ”. The performance of learners in national examinations has a direct consequence on the development of the country. Unless we increase the quality and quantity of learners who will become the next generation of scientists and technocrats, Zambia’s vision of becoming a sustainable democracy and a middle income country, will not be achieved. For any country to develop economically it needs a sound education system with learners who are serious with what they are doing. Sadly, the quantity of learners has been increasing every year but the quality has been decreasing each year.

Education is a vehicle through which any economic, social or political development of any country can take place. For our country to develop, it is important to have an educated and critically minded population. This can only happen if we have learners who are disciplined and committed to their studies so that they can possess necessary skills to develop our country. Apart from that educators should be disciplined and committed to their jobs so as to produce quality results.

As earlier alluded to, every year when results come out there are meeting which are held to find out why learners are not performing well. However, in order to find solutions, there has to be an understanding on the causes of this poor academic performance of learners. There are many reasons which have been given for the poor academic performance of learners, some of which include; lack of seriousness by learners, learners’ reliability on leakages, teachers’ unpreparedness, non-existence of motivation for both teachers and

learners, learner and teacher indiscipline, teacher incompetence, political interference, abrupt ministry programmes, lack of teaching and learning materials and bad administration Gutuza and Mapolisa (2015: 1164-1171). In Zambia there is no known study which has been undertaken to look at the effect of teachers' and learners' indiscipline on the academic performance of learners, hence the study.

In any organisation or society there are rules and regulations put in order to control the behaviour of people in that society or organisation. Different scholars define 'discipline' differently. Adesina (1980: 10), states that 'discipline' is to teach the students manners on how to show respect to school authorities, to observe the school rules and regulations and to maintain an established standard of behaviour. Egwunyenga (2005: 25) defines 'discipline' as the training that enables an individual to develop an orderly conduct and self-control as well as direction. Peretomode (1995: 81) maintains that 'discipline' involves the ability to have self-control, restraint, respect for self and respect for others. Discipline according to Abubakar (2000: 48) is the ability and willingness to do what one ought to do without external control. The bottom line is that 'discipline' tries to train learners to be responsible citizens when they grow up and be able to live in harmony with everyone. "Any act or behaviour or performance contrary to approved rules and regulations is known as indiscipline", (Oghubvu, 2009: 98).

Indiscipline refers to the deviation from prescribed norms whether such norms are mere folkways, matters of etiquette or serious crimes (Etisi, 2010: 83-167). It is a violation of school rules and regulations which is capable of obstructing

the smooth and orderly functioning of the school system. An undisciplined child is an uncontrollable child and can do any damage in school when he does not get what he/she wants (Asiyai, 2012: 51). It is imperative that schools maintain discipline for conducive learning to take place. Without discipline quality learning will not take place but learners will adapt bad behaviour detrimental to themselves as well as the society in which they live. Indiscipline is behavioural disorder that is classified as an act of delinquency, just like lying, stealing and playing truancy or running away from home (Chianu, 2007). Student indiscipline in schools is a reality in our society. It is a major problem affecting the learning institutions worldwide. Survey, reports and the wider media attested that school indiscipline is on the increase (Griffin, 1996). Student insurgences against authority are increasing in most countries (kute, 2014: 209-214). Schools today have to deal with the problem of weapons, recruitment into criminal groups rivet drugs and substance abuse, trafficking and youth radicalisation.

Examples includes countries like the USA which has been said to experience a higher rate of school crimes compared to Britain and Canada as well as an increase in the use of weapons over the decade (Afallo, 2005). In France, school indiscipline became a real plague. In the United Kingdom, according to data from the University of Exeter, one out of every four students between the ages 11 and 16 used to carry knives to school. In South Africa, indiscipline led to destruction of property. Students' indiscipline seemed to be ubiquitous in the 21st century in Nigerian secondary schools. In Tanzania, similar issues of deteriorating scale and nature of violence and indiscipline within schools were also reported. Another example is Kenya that has had cases in form of arson,

sexual assault, rape, theft, sneaking out of schools, fighting, absenteeism, vandalism, drug abuse, truancy, lateness, bullying among others (MOE, 1991, Kiongo and Thinguri, 2015)

The study by Gutuza and Mapolisa (2015: 1164-1171), revealed that indiscipline in secondary schools was largely caused by poor group influence, bad company within and outside the school, lack of discipline at home and in school, irresponsible parents and guardians, use of drugs and alcohol, family problems, poor teacher-student relationships and failure of the school to effectively enforce school rules and regulations. Indiscipline is frequently pointed out as the major cause for boredom and frustration, the main reason for teachers' stress (Abel & Sewell, 1999), the most important source of concern, the major energy-consuming factor for most teachers starting their professional careers (Fernandez Balboa, 1991; Roberson & Doebler, 1989; Tulley & Chiu, 1995) and one of the main factors for premature abandonment of the teaching profession (Macdonald, 1999). In Zambia according to the report by the Times of Zambia Newspaper on April 16th 2004, unruly grade 12 Mukobeko Secondary School pupils in Kabwe set defiant rules that scared teachers from attending classes.

Just like other countries the rate at which school indiscipline is becoming the order of the day in Zambian schools is alarming and the effect of it on the learners' academic performance makes it a matter that needs immediate attention so as to safeguard the education system as well as the future of the nation. Most of the literature available is based on studies done outside

Zambia and this research will try to compare what is happening outside Zambia to what is actually happening in the country, Zambia.

1.2 STATEMENT OF THE PROBLEM

Indiscipline in schools has been experienced for time immemorial, but the magnitude with which it is manifesting itself in today's schools is alarming (Gutuza and Mapolisa, 2015). Indiscipline among learners and teachers in public high schools is a problem that has persisted over the years throughout the world, Zambia inclusive. Acts of indiscipline by learners and teachers result into poor academic performance in examinations among other negative outcomes. Consequently, schools lose their role of socialising learners and instead produce members of the society with unacceptable behaviour.

The ever increasing cases of indiscipline of both learners and teachers has the Ministry of General Education, school administrations, stakeholders as well as parents worried as it not only affects the social life but also the learner's academic performance. As Madziyire (2012) argues, effective discipline is needed in school for good academic achievement because when there is effective discipline in a school and in the classroom, effective teaching and learning can take place. This is to imply that in the absence of discipline, ineffective teaching and learning takes place resulting in poor academic performance of learners. Hence this study intended to assess the effect of the

teachers' and learner's indiscipline on the learners' academic performance in selected secondary schools of Lusaka District.

1.3 OBJECTIVES OF THE STUDY

1.3.1 General Objective

To assess the effect of the learners' and teacher's indiscipline on the learners' academic performance in selected secondary schools of Lusaka district.

1.3.2 Specific Objectives

The specific objectives of the study were to;

1. identify the forms and causes of learners' and teachers' indiscipline in selected secondary schools of Lusaka district,
2. assess the effect of the learners' and teachers' indiscipline on learners' academic performance in selected secondary schools of Lusaka district and
3. find possible ways of rectifying the problem of the learners' and teachers' indiscipline in selected secondary schools of Lusaka district.

1.4 RESEARCH QUESTIONS

The following were the research questions for this study;

1. What are the forms and causes of the learners' and teachers' indiscipline in selected secondary schools of Lusaka district?

2. What is the effect of the learners' and teachers' indiscipline on the learners' academic performance in selected secondary schools of Lusaka district?
3. What are the possible ways of rectifying the problem of the learners' and teachers' indiscipline in selected secondary schools of Lusaka district?

1.5 SIGNIFICANCE OF THE STUDY

This study assesses the effect of the learners' and teachers' indiscipline on the learners' academic performance. Once the effect of the learners' and teachers' indiscipline is known it will assist educational administrators to reduce the effect of indiscipline on the learners' academic performance.

The study also brings out forms and causes of the learners' and teachers' indiscipline. Knowing the forms and causes of the learners' and teachers' indiscipline will enable school administrators know how to handle indiscipline in their schools. You can only tackle a problem effectively if you know the different forms it takes and its causes. Once you know the causes of a problem you will be armed with solutions on how to deal with it.

The study is significant as it brings to light the possible recommendations on what can be done to address the effect of learners' and teachers' indiscipline on the learners' academic performance. The study further brings out possible solutions on handling indiscipline of both the learners and teachers so that results in secondary schools can improve.

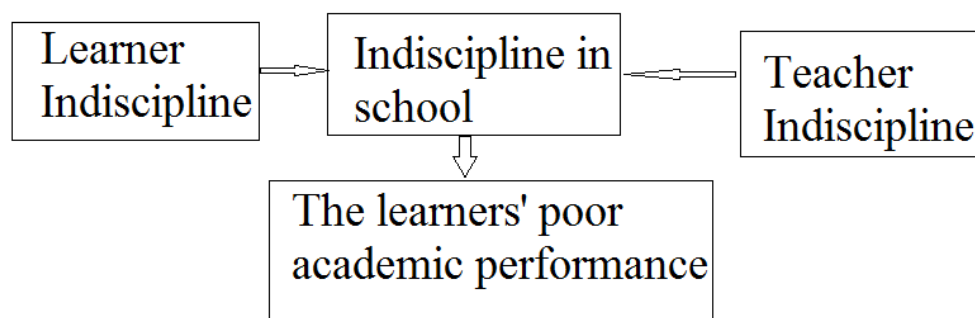
1.6 THEORETICAL FRAMEWORK

The theoretical framework for this study is based on the production theory by Psachalopoulos and Woodhall (1985). The theory models the behaviour of a firm as an open system that makes decisions on what quantities and resources to use to produce particular quantities (Monk, 1990). The Production model has three parts namely inputs, process and outputs produced when the inputs are moulded during processing. The process of converting the inputs into desired output is affected by external factors present in the environment where they are drawn from and internal factors within the firm during processing. In theory if all the factors were to be held constant, the outputs of the firm would be 100 %; all the inputs will be converted into the desired products. However, due to the external factors where inputs were drawn from and the internal factors during processing, the number of outputs will fall below 100 % depending on the intensity of the factors.

A school is an open system like a firm. The inputs are the learners. The process of transforming the learners to produce outputs is required; these include teaching, guidance and counselling, modelling, moulding, and mentoring. The outputs would in this case will be the number of learners who manage to successfully complete their studies and perform well and increase transitional rates to the next level. The processing of inputs into outputs is affected by various factors resulting in internal inefficiency in terms of suspension, repetition and drop out. Inefficiency reduces the number of learners who successfully complete the course and those who attain a good grade hence reducing the quantity of output to below 100%. For example, a

badly behaved learner may be suspended and due to suspension, he or she may perform poorly academically. This is likely to lead to repetition, which may psychologically make the learner lose interest in his or her studies and eventually lead to poor academic performance.

1.7 CONCEPTUAL FRAMEWORK



1.8 LIMITATION OF THE STUDY

The study was limited to one district in Zambia (Lusaka district). Furthermore, only four secondary schools out of 31 secondary schools took part in the study. It was not possible for all schools in Lusaka district to take part due to limited time as well as limited resources.

The study was also, therefore, not possible to cover the opinion of parents, community members and other stakeholders.

There is also a scarcity of literature on the research topic and in particular, forms and causes of teacher indiscipline. The literature review was therefore drawn mostly from outside Zambia.

1.9 SUMMARY

The chapter looked at the problem of learners' academic performance in Zambian schools. It was noted that one of the problems contributing to poor learners' academic performance is learners' and teachers' indiscipline. The general objectives, specific objectives, research questions, theoretical framework and conceptual frameworks were looked at. The chapter ended with the limitations of the study.

The next chapter will review literature on the learners' and teachers' indiscipline and how it affects the learners' academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 OVERVIEW

This chapter will review literature concerning learners' academics performance in national examinations in Zambia. It will also review literature on causes and forms of learners' and teachers' indiscipline. It will look at types of indiscipline that learners and teachers engage in. It will also look at the effect of such indiscipline acts on the academic performance of learners in selected secondary schools of Lusaka district. It will also look at recommendations on rectifying indiscipline among teachers and learners based on literature. The chapter will end with a summary.

2.1 PERFORMANCE OF LEARNERS IN NATIONAL EXAMINATIONS IN ZAMBIA

The development of any country is largely dependent on quality education, thus every country has to invest in its education sector to ensure the delivery of quality education. Education plays a vital role in the development of human capital for a country and is also linked to an individual's wellbeing and opportunities for better living. It is for this reason that almost all countries around the world have made education of their citizens number one priority. Despite the vital role that education plays in national development, of late the performance for learners in national examinations in Zambia at all levels has been going down. In 2015 when results for grade 12 were released the then minister of education Dr Michael Kaingu said, "The decline in the proportions

of candidates obtaining school certificates, especially on Copperbelt is a serious concern to the public,” (Sylvester Mwale, 2015). He further went on to say that “I, therefore, direct the Directorate of Standards and Curriculum to investigate what led to the decline in school certificate pass rate” (ibid).

One of the factors attributed to poor academic performance of the learners is the learners’ and teachers’ indiscipline. However, the acts across the world of teachers as well as learner’s indiscipline have multiplied causing a great concern among education administrators, teachers, parents and stakeholders (Watson & Pinnell, 1994; Njoroge & Nyabuto, 2014.) as this is a threat to education as well as its purpose. According to Akindoye (1980) as cited in Ali et al (2014), defines indiscipline as any act or behaviour of an individual or group of people that is not in conformity with the general accepted pattern of standard norms in the society. Indiscipline can also be seen as any action considered to be wrong and not generally accepted in a setup or society. It involves lack of obedience to constituted authority or law of the nation or an organisation. Other scholars view indiscipline as a behavioural disorder that is classified as an act of delinquency (Kipropo, 2012), just like lying, stealing and playing truant or running away from home and is often known to cause a lot of mental and physical damage.

School indiscipline has been over time an issue of concern for educators, policy makers, parents, stakeholders as well as the general public due to its negative effect on academic performance, the wellbeing of the learners, the community, the economy, the country and the world at large (Paul, 2009). Igwe (1990), as cited by Ali et al (2014), school indiscipline is "any mode of

behaviour or action or conduct which deviates from the established and approved rules and regulations of a school and the acceptable code of behaviour, action, norms and ethics of the society at large." Therefore, behaviour that do not conform to acceptable and permitted standards are considered as acts of indiscipline. Indiscipline is misbehaving in any or all of the following areas; respect for school authority, obedience of rules and regulations as well as maintenance of established standards of behaviour.

Discipline on the other hand is said to be a method of modelling character and teaching self-control and acceptable behaviour. School discipline can be described as all the strategies that can be used to coordinate, regulate and organise individuals and their activities in school (Thornbury, 2008). Griffin (1996), as cited in Nyaugau (2016), survey reports and wider media attested that school indiscipline is on the increase. It is for this reason that the educational providers, policy makers and other stakeholders have been working round the clock to find a solution to this problem. It is not only the indiscipline of the learners that is causing a challenge in the education sector but also the indiscipline of teachers, making the matter even more serious as research has shown that indiscipline in schools has negative effects on learners' academic Performance.

2.2 FORMS AND CAUSES OF THE LEARNERS' AND TEACHERS' INDISCIPLINE

In today's schools the issue of indiscipline among learners and teachers is a growing concern since cases of indiscipline are not just common amongst the learners but also the teachers who are supposed to be the disciplinarians and

role models to their learners. Teachers and learner demonstrate different forms of indiscipline that affect the teaching and learning process in the school.

2.2.1 Forms of Indiscipline that Learner's Engage In

It has been said that acts of indiscipline among high school learners are common across the world. These acts occur in the classroom, within the school compound and within the school community. Different scholars have categorised the different forms of indiscipline behaviours that are common among high school learner worldwide. Lewis (1997), as cited by Morangwa (2010), identified categories of misconduct by learners in schools as those that inhibits the student's own learning; those that are destructive to other students and those that are offensive to the teachers. Indiscipline has been known to inhibit the learning of the learner. It has also been known to cause destruction to the learning of other learners surrounding the learner misbehaving and further to offend the teachers. Hence depending on the form of indiscipline behaviours being expressed by a learner it can be placed in the three categories. Lewis (1997), further argues that, the misconduct can be either deliberate or unintentional, for instance a learner can genuinely laugh at something in class without intending to make noise, while a learner can make noise in class so as to be noticed.

Rosen (1997), distinguished the following ten types of disciplinary problems which may led to a learner's suspension, namely; defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code, violence, theft and leaving campus without permission. Rosen (2005) further added the violation of school rules to the list making it

eleven. Afullo (2005), on the other hand pointed out arson, sexual assault, vandalism, drug abuse, lateness and bullying to be some of the forms of indiscipline behaviours that learners engage in. Other acts of indiscipline that learners engage in are strikes or class boycotts, disrespect and distrust of the administration (Donnelly, 2000; Aliozulevi, 2000; Ali et al, 2014).

Learners have been known to have a tendency of missing classes for no reason and without informing their teachers as well as reporting late for school. According to Adentwi (1998), absenteeism and lateness are two forms of learner indiscipline behaviours that are common among school going children in the 21st century. Due to a number of factors, most learner absent themselves from class and stay out of school for many days. The problem of absenteeism can be seen through the class registers in schools as well as a walk in the community during school time where children that are supposed to be in class are found outside the school and not in uniforms going on with their lives. Learners who miss classes normally miss the examinations as well. 'The study has revealed that pupils who usually stay away from class during lessons are likely to miss exams', (Kachemba N, 2017: 2). Kachemba further went on to say that Examinations Council of Zambia had continued to record high rate of absenteeism among grades seven and nine pupils, 62 294 grade 9s and 39 160 grade 7s were absent in 2015 while in 2016 grade 9 absentees were 47 300 and 34 632 grade 7s. When it comes to lateness it takes two forms, one being a learner not reporting back in time to school when schools are opened, for instance a learner reporting to school after three weeks from the time school opened. The other form of lateness is when the learner goes to school past school time, an example is a learner reporting to school at 09 00

hours when the school rules states that he/ she has to be in school at 06 45 hours.

According to Olweus (1987), fifteen percent of school children are involved in bullying-victim problems. He further added that one in ten students is regularly harassed by bullies. In school's learners usually look at bullying to be part of the informal initiation process and hence whenever the lower grades in school are enrolled, the seniors start the bullying. The bullying can be either be verbal as well as physical and it has been known to be more prominent in boarding schools where the juniors are turned into maids by the seniors and are bullied till they are no longer juniors. The reason behind bullying especially of juniors in school by seniors has been known to be due to the fact that the seniors where bullied when they were juniors hence they bully others as compensation. Bullying has also been observed in schools among same grade learners, where a learner will be bullying everyone for no reason at all, some it is because they want to be feared by their peers, others because they want to be getting their friends food and other things that the other learners have while others it is just for the fun of watching people submit to their request. Bullying in schools, although it usually goes on unreported to administration due to the fear of the bully by the victim, is one of the common indiscipline acts in secondary schools around the world today.

Schrupp and Gjerde (1953), in their research found that one of the indiscipline behaviours that learners engaged in was lying to their teachers. Even though usually there is no rule in schools that says do not lie, learners are expected to always tell the truth but this is usually not the case. Learners usually lie to

their teachers so that they can get away with something or they go and do something wrong. For instance, learners lie that they are sick and need to go home so that they can knock off from school early. Some learners lie to their teachers that they have a funeral at home so that they can be absent from school for some days. Other learners lie to their teachers about other learners so that they can be favoured. Regardless of the motive behind the lie, lying to teachers by learners is one of the forms of Indiscipline that is engaged in by learners in secondary schools today.

Cutting classes is another form of indiscipline that learners in secondary schools are engaged in. Cutting classes is also known as skipping classes which refers to the practice among learners to missing classes without permission from the teacher. Greene (1962), states that learners in schools like cutting classes and further argued that the reason that learners usually cut classes is due to the poor teaching methods as well as lack of interest in the subject. Other contributing factor to learners cutting class is the value that the learners have placed on the subject as well as education itself. Today we have learners who have gone as far as secondary school but still do not know why they are in school and hence they do not care whether they attend all the lessons or not. Other learners cut classes because the act of indiscipline makes them popular among their peers, hence since they want to be popular they will do anything to draw attention to them including cutting classes. Consistent class attendance is the key for good results by the learners and on the other hand, absenteeism negatively affects learners' performance (Stanca: 2006). There is a positive correlation between class attendance and performance. Learning is cumulative. The learner who is constantly absent will not perform

well as he/she would have missed a lot during his/her absence from school, though others are capable of catching up.

Millman, Schaefer and Cohen (1980), stated that sexual misconduct takes place in schools but the rates is not very alarming. They claimed that one of major disciplinary problem in educational institutions is sexual misconduct due to its sensitivity. In most secondary school learner to learner sexual relationships are on a raise with the numbers of teen pregnancies and teen parenting on an increase. Learners in schools are having sexual relationships among themselves and are usually practising unsafe sex which puts them on a higher risk of contracting sexually transmitted diseases as well as getting pregnant. Learners usually attribute this to the lack of proper sex education from both parents and teachers to be the cause of sexual misconduct among them, while teachers blame the parents for not educating their children well on sexual matters and the parents blame the government and the school. Some learners have even taken the misconduct to an alarming level of seducing their teachers into having sexual relations with them.

Improper dressing is another indiscipline that learners usually engage in. According to Eyinade (1999 and Zubaida, 2009), refusal to wear the right uniform and going out of school bounds without permission are some of the indiscipline that learners engage in. Uniforms are used in school not just for the purpose of ensuring that children feel that they are all equal but also to ensure that learners dress in an appropriate manner. Today in schools it is normal to find male learners wearing their trousers way below their waist and in addition to that the trousers are usually too tight. As for the females they

will either wear too tight or too short skirts and dresses leaving very little for one to imagine. Learners also wear makeup, jewellery as well as wrong shoes and socks. Even though parents are usually blamed for the improper dressing of their children, it has to be noted that in most cases children leave their homes properly dressed but change along the way and at school hence their parents do not know about this indiscipline act until called upon by the school to discuss the matter.

Stealing is another form of indiscipline that learners engage in. Learners steal other learners' stuff, school properties such as text books, chalk, laboratory materials, desks and many other school properties that they can manage to carry. Learners also steal teachers' stuffs such as books, money and cell phones. Theft is an indiscipline that some of the learners engage in not only at school but also at home as well as in their community (Rosen, 1997). Learners steal due to envy as well as bad company, while others steal due to poverty. Some children are never content with what they have and cannot manage to live within their means hence when they see what they would love to have but cannot afford with a peer or a teacher they steal it. Other children steal because they need to make some extra money to feed their families. Usually when something is stolen in the classroom and the thief is not caught, everyone is made to contribute towards replacing what has been stolen making innocent learners pay for a crime not committed by them.

Adentwi (1998), findings confirmed that discipline problems in school due to self-compartment behaviour include smoking and drunkenness. Drinking of alcohol as well as abuse of drugs among school going pupils is also a growing

concern. Some learners go to school drunk or under the influence of a drug and start to engage in other indiscipline acts such as use of abusive language, starting up fights, passing unnecessary comments during class as well as making noise. In addition, today young people look at the use of drugs and drinking to make them look “cool” among their peers hence most of them end up doing so and go to school drunk or drink at school just to prove to their friends that they too do drink and smoke. Learners who drink alcohol and other drugs normally perform poorly in their academic work. Di Pietro G et al (2012) said that alcohol and drug consumption have detrimental effects on learners’ cognitive abilities as their concentration in class is reduced. Additionally, these learners’ resources are shifted from schooling into alcohol and drugs. Whenever they are given money to buy school materials the monies are channelled towards buying of drugs and alcohol. Learners who drink alcohol and abuse drugs are most likely to miss lessons, fail to follow school rules and are mostly at loggerheads with school authorities. In most cases they may not even complete secondary school as they may be expelled or given forced transfers.

In addition, most drinking places have opened near schools and in communities where these learners come from making it easy for them to have access to the drugs and alcohol. Though there is a law which does not allow underage to be sold beer, bar owners and barmen ignore this law. Drinking and using of drugs is not allowed in secondary school but yet learners still do so even though they know that they risk being suspended or expelled from school.

The other indiscipline acts that learners engage in include truancy which is the irregular attendance of school or classes which is caused by many factors which exist within and outside the school. Examination malpractice is another indiscipline act that learners engage in especially when it involves the matter of moving to another level. Some learners use leakages to pass exams while others exchange sexual favours so that they can have access to the examination papers before the day for writing, while others pay someone else to write for them. Littering in classrooms as well as the school environment is another form of indiscipline that learners in secondary schools engage in despite schools having bins for throwing in litter. Disobedience is another form of indiscipline that learners express in secondary schools (Greene, 1962). Most learner even with the knowledge of the school's rules do not follow the school rules as well as classroom rules. Some learners love arguing with their teachers, not following instructions when given and being disrespectful to their teachers.

Being violent or initiating violence is another indiscipline that learners engage in. Moody, (in Smith, 1999), distinguished the kind of perpetrators of school violence as those making themselves guilty of verbal violence which included; name-calling, creating disorder and bullying. The perpetrators should also be guilty of vandalism, theft, blackmail and sexual harassment.

Learners are not allowed to go to school with cell phones. However, the majority of them sneak phones into schools. In March 2017, learners at Monze Boys Secondary School in Southern Province rioted when their cell phones were confiscated leading to the arrest of 12 learners. Ministry of General

Education spokesperson said that cell phones were not allowed in schools. He further went on to say “Cell phones usually disturb the learning process for the pupils as most of them just go on social media.” When a teacher is teaching learners will be busy chatting on cell phones or even watching pornographic materials. This in the end will adversely affect their performance academically.

It has to be noted that there are so many acts of indiscipline behaviours among secondary school learners that are not restricted to the ones above. As long as a behaviour is not in line with the school rules and what society views to be right and is affecting the learner, the learners around the learner as well as the teacher, such an act can be referred to an indiscipline behaviour.

2.2.2 Forms of Indiscipline that Teachers Engage In.

Educators have been entrusted by parents, the community, stakeholders as well as the nation at large to not only institute knowledge and skills in learners but also norms and attitudes that are socially acceptable. Unfortunately, in today’s world the educators, which are the teachers have also been found to be perpetrators of indiscipline acts in schools, making it hard for the issue of indiscipline to be dealt with since the ones that have to be the disciplinarians are also being indiscipline. Although it has to be noted that it is not all the teachers that are indiscipline and that the number of teachers engaged in indiscipline acts is lower as compared to that of learners, the effect of teacher indiscipline has a more severe effect on learner performance.

Lewis and Doorlay (2006), emphasised that if educators themselves are well disciplined and understand their work as well as their learners and possible

challenge, there could only be good academic achievement. They further asserted that if educators are exemplary and understand the learners, then the learners will be in a good position to achieve academically. Hence if the opposite of this was to happen then there could only be bad academic achievements since the ones that have to institute and uphold discipline in school are also the ones that are engaging in indiscipline acts worsening the situation and its effects on learner performance. Teachers also, like pupils, engage in indiscipline acts.

Absenteeism and lateness are some of the forms of indiscipline that teachers engage in. Some teachers absent themselves from work without permission from administration and without a genuine reason. For instance, some teachers go on business trips, give themselves free days and stay away from school while their services are required at school. Some teachers even though they might be in school will not go to teach but will just be in the staffroom so that people can see that they have reported for work, meanwhile they are not actually doing any work which is at the expense of the learners that they have to be teaching. On the part of lateness, usually the issue of teachers reporting late for work is not prominent since they have login books but even with login books some teachers lie when it comes to reporting time as well as log out time. Some teachers even go late for their classes, stealing the teaching and learning time off their learners. Even Adentwi (1998), pointed out that absenteeism and lateness to be some of the disciplinary problems in schools.

Millman et al (1980), stated that one of the major indiscipline in education institutions is sexual misconduct. In recent years, cases of teacher-pupil sexual

relationships have been on a rise as well as teachers impregnating their learners or raping their learners. In most cases it is the male teachers that are usually found wanting when it comes to sexual misconduct. Due to the rising numbers of teacher sexual misconduct especially with their learners some parents are scared to send their female children to school thinking that they can be sexually abused or impregnated by their teachers. In January 2017 it was reported that teachers and guards were sexually abusing learners at Kasama Girls' Secondary school (Zambia Reports, 2017). Sexual misconduct of teachers has led to some parents and community members in thinking that the school is not a safe place especially for their children and in worst cases some parents even prefer to keep their children at home where they feel that they will be safe. Some male teachers play with the naive and trusting of young teenage girls and take advantage of them, this makes the parents, pupils and community to question the safety of their girl children in schools. Cases of female teacher sexual misconduct are very low as compared to their male counterparts. There are also sexual misconducts among teachers.

Improper dressing or inappropriate dress code is another form of indiscipline that teachers engage in (Adentwi, 1998.) Young people look at adults to be a mirror of perfection and hence in most cases what an adult does is taken to be appropriate and acceptable. Equally however a teacher dresses the learners will consider that to be appropriate dress code. In the 21st century fashion has been taken to a whole new level that mostly the less you cover and the more you show, the more fashionable you will be considered. Since most ladies want to be considered as being fashionable they try to go with the trends. Female teachers are the ones that are usually guilty of improper dress code.

Some teachers wear too revealing clothes making it hard for their male learners to concentrate during classes and at times it has led to male learners raping their teachers. On the other hand improper dressing of teachers has led to their female learners to model their dress code putting them at a risk of adding to the statistics of rape and defilement cases.

Rona and Gichana (2006), cited by (Kilonzo,2009) reported of an incident where at a secondary school in Ndanai school Baret, students went on rampage accusing some of their teachers of being habitual drunkards. Teachers have been reported to be going to school drunk, or found by their learners smoking drugs within and outside the school premises. Some teachers claim that they can only deliver to their full potential if they are under the influence of something such as beer or drugs but even though that could be the case the picture that it paints to the learners is a negative one. In Chongwe there was a teacher who couldn't teach unless he has taken some beer. His case was known even by the Ministry and he was allowed to carry beer as he goes to class. Since teachers are role models for their learners, learners are most likely to take it that alcohol and drugs abuse is acceptable and that one can go for work under the influence of these two. This has also led to learners losing respect for their teachers as well as to get too familiar with the teachers making it hard for teachers to institute discipline in the end. In addition, there are cases where teachers drink and smoke with their learners which leads to learners viewing their teachers as their equal and in return not respecting them or following their instructions.

Kilonzo, (2009) stated that teachers are supposed to be role models behaving in loco parents all the time. Hence if teachers go to school improperly dressed, drunk or under the influence of substances, when teachers are absent and go to school late and engage in sexual misconducts with their learners, learners will imitate them and the discipline of the school will suffer. It is for this reason that if the challenge of learner indiscipline is to be addressed teachers have to be disciplined first.

2.2.3 Causes of learner and teacher indiscipline

In order to deal with a problem effectively, it is essential to have a clear understanding of the underline reasons behind the problem. Hence no amount of teaching and punishment that will make discipline effective unless the reasons as to why learners and teachers behave the way they behave is understood. If we are going to deal with the problem of learner and teacher indiscipline it is essential that we first understand the reasons as to why learners and teachers are indiscipline.

2.2.4 Causes of Learner indiscipline

The problem of indiscipline is endemic in the global perspective and many scholars have given multiple reasons for it. The learners usually put the blame on either the school or their parents, while when parents are asked what is causing learner indiscipline, they usually point at the school and the children. The school usually blame learner indiscipline on the poor parenting styles that parents use as well as their lack of parental involvement in their child's daily life. Okumbe (2001), stated that indiscipline among pupils has its roots in the school, society and the minds of the students. The causes of indiscipline

among learners can be classified in four categories which are; Family and parental issues, societal influence, school environment and negative peer pressure.

2.2.4.1 Family and Parental Issues

According to Robertson (1999), some children at school can be disruptive because they have been subjected to disorder or inadequate care throughout their childhood due to a variety of family and economic reasons. He further said that school failure and behavioural problems that they may have, may have their origin on home background. This is also in agreement with the remark by Coombs (2000), who stated that the difference associated with different backgrounds influence one's life, which in turn influences one's behaviour. The atmosphere at the home of a learner greatly affect their day to day life and their behaviour is one of the things that is affected. If a child is coming from a dysfunctional home, chances that they will have discipline problems are higher as compared to a child coming from a warm and loving home.

Nowadays learners come from dysfunction homes, poverty stricken, single parents as well as teenager parents (Kule, 2014). Usually most parents spend less time with their children which has led to the decline in the parental supervision and day to day counselling causing many learners to develop low regard towards all forms of authority. As most parents are busy with other things their children are neglected in the process which makes the children to behave in any way they see fit since they don't have a governing body in their lives to be doing checks and balances so that they will be able to know what is

acceptable and not acceptable behaviour. The children will also go to school and behave inappropriately as they have not been taught how to behave by their parents due to the fact that they have not been spending enough time with them, increasing the levels of indiscipline in schools.

According to McGuiness (1994), family condition can have both positive and negative effects on the child's behaviour. Jones and Jones (1995), highlighted some of the social factors that can positively or negatively influence learners' behaviour and included the following; family break ups, poverty, stressful lives and substance abuse. In some homes parents are ever fighting and exchanging bad words, violence has become the order of the day and hence the children in those homes think that, that is the way it should be hence when they go to school they use bad language and are start-up fights. In addition, abuse of drugs has been attributed to indiscipline (Kiyiapi, 2010). Usually due to lack of proper parental supervision most of the learners today are abusing drugs which is contributing to their misbehaviour when they are at school due to the fact that they are not in their right state of mind when they are acting under the influence of drugs and other substances.

Poverty is also perceived as a major cause of some forms of indiscipline in schools (Evans and Miguel, 2001). Usually in a family that is poverty stricken the major concern by the parents is putting food on the table as well as a roof over the head of their family, hence in such household parents are forced to leave their homes early when the children are still in bed and come back late at night only to eat and sleep. With such a lifestyle parents are unable to keep a close eye on their children and fail to monitor them and this causes most

children to adapt bad behaviour which they also take to school, increasing the levels of indiscipline in schools. It is believed that discipline problems that a learner faces are a reflection of the problems in the learner's home. Hence if there are problems in the home where the learner is coming from, they will manifest in the learner's behaviour at school.

2.2.4.2 Societal Influence

Indiscipline is a cancer in many schools and it can be attributed to negative internal and external influences which cause students to lack a sense of direction and a sense of purpose (Mutie, 1999). He further says that what has been given to teenagers by society is impurity, pornography, violence and more violence. Since children will replicate what have been given to them, hence the indiscipline that they express in schools is therefore a reflection of their society. The moral standards today have dropped to the point that there is too much immorality taking place and children are exposed to it all. The degradation in the moral standards of societies today has contributed to the raising cases of indiscipline in schools and children are exposed to so much things that are wrong but are made to look right by the media, musicians, artists and also some members of the society. For instance, inappropriate dress code is what is termed as fashionable causing a lot of you people wanting to dress like their role models (celebrities) and they see it to be normal.

Okumbe (1985), also said that students are exposed to models in the society. They read thrilling stories, watch violence on television and even in real life situation. There are so many indiscipline acts that learners are imitating and therefore they have learnt them from the society around them. Some of the

aspects which learners have learnt from society that impact upon schools negatively include the use of drugs and alcohol, rudeness, unacceptable verbal expression of dissatisfaction, bullying fellow students, boycott of lessons, assaults and indecent behaviours (MOE,2001). The degradation of the moral standards of society today is what has fuelled the increase in the cases of learner indiscipline in schools today because if there is no social order in society learners and teachers will be indiscipline in schools.

2.2.4.3 School Environment

Rwanda (2000), argued that lack of democratic leadership together with communication breakdown are the major causes of indiscipline in schools. When the school administration is not democratic when it comes to its leadership style a lot of pupils will be undisciplined, this is because tough rules and regulations in schools make children to break school rules due to the fact that they are frustrated by the restrictions (Mendiar, 1999 as cited by Nyaugau, 2016). This is in agreement with Goodlad (1984) that stated that learners break bounds if there are too many restrictions in the school although it has to be noted that sometimes learners do so just for the fun. Usually young people love to challenge authority, hence the more strict the rules and regulations are the more indiscipline learners may turn out to be as to them it is more of a game and they usually do not care much about the consequences.

Poor communication between learners and their educators pave way for indiscipline to occur in schools. When learners feel that their views are not considered and are overlooked they turn to want to rebel against the school authorities in the hope to have their voice heard. The more the school turns a

blind eye to their cries the more rebellious the learners become, increasing the cases of indiscipline in schools. According to Thornbury (2007), asserted that appropriate and disruptive behaviour among students are socially constricted within a complex pattern of interaction in which both students and teachers play an active role, influencing each other with their actions and interactions.

With the degradation in the moral standards in most societies, the respect that young people have for elders has also decreased and teachers are not excluded among the people that young people usually do not respect. The respect which teachers command among learners has seriously worn off and some of the teachers have not done much to help the situation by their actions turning the problem into a national issue (Zubaida, 2009). Rogers (2003), stated that the child is naturally good, but it is the teacher that corrupts him. He also said that teachers ignore learners' problems and complaints whether academic or otherwise. This act on its own prepares ground for indiscipline to the students. Okumbe (1985), also attributed the lack of services such as guidance and counselling to be the cause of indiscipline among learners.

2.2.4.4 Negative Peer Pressure

Cowley (2001), understood that peer pressure among learners is a strange factor in the disruptive behaviour of learners. In classrooms, learners that pass comments during lessons and those that make noise in class gain status. In addition, learners are usually found in groups and for one to join a group they have to behave in a manner that group members find acceptable. Since at teenage age, children want most the approval of their peers than that of those older than them, learners tend to engage in indiscipline acts so that they can be

accepted by their friends and they do not get to feel out of place. Iburun (2005), stated that peer-group is of great importance as it affects young people's way of life and this relates more to learners in their adolescent stage of life.

2.2.5. Causes of Indiscipline among Teachers

Just like learners' indiscipline, teacher's indiscipline has its roots in the school, society and the minds of the teachers. One of the factor that can make a teacher to be indiscipline is poor professional training of teachers (Obedient, 1994). Due to the coming up of a lot of private educational institutions that are training teachers, the quality of teachers that are being produced has been compromised. There are teachers that are serving but are not qualified and hence they do not know how to implement discipline, interact with their learners, how to use teaching strategies that will engage the learners as well as how to manage the class. In addition, due to the poor teaching that they offer to the learners, the learners will lose confidence in them as well as respect. This will lead to learners misbehaving even when the teachers are in class.

The relationships that the teacher has with the head teacher and their status is also another cause of indiscipline among teachers (Oghuvbu, 2001). In most cases if a teacher and the head teacher are very close, the teacher may turn to misbehave as they know that they will get away with it since they are friends with the person in charge. Sometimes teachers misbehave because their economic status is higher than that of the head teacher, for instance if the teacher is married to a significant political figure, the head teacher will feel intimidated that even when they do something wrong they will not confront

the teacher in fear that it might cost them their job. Usually when a person knows someone in a higher place that is able to protect them, they do not care for rules because they know that at the end of the day they can get away with anything and with this knowledge that teachers have such privileges will not pay much mind in following the rules and regulations causing them to be indisciplined.

Poor management of disciplinary cases of teachers by the head teacher is another cause of indisciplined among teachers (MoE, 2001). If a behaviour goes unpunished chances that it will be repeated are usually high, this is because usually the consequences of an act largely determines whether or not it will be repeated. Hence if the head teacher does not handle the disciplinary cases of teachers, they will continue with their indisciplined acts and even more teachers will become undisciplined since they have seen that there are no consequences. For instance, if a teacher impregnates a learner and the head teacher does not take any action, chances that the teacher will impregnate another learner are high as well as other teachers starting to have sexual relations with their learners since there is no price to be paid at the end of the day.

According to Grossnickle, (1990), if there is no social order in the society teachers and pupils will be undisciplined. The background of a teacher can cause the teacher to be undisciplined, this is because the society and the type of interactions that someone has as they grow is what make them what they become when they grow up. This is because human beings are a product of their environment and interactions. This is to say that if a teacher grew up in a

broken home or a morally degraded society chances that they will be misbehaving are high. Teachers that were abused when they were young turn to be abusive to their learners, in the same sense teachers that grow up from a community where the use of bad language was not considered wrong they will be ever insulting and using inappropriate language even when dealing with their learners.

2.3.0 EFFECT OF THE LEARNERS' AND TEACHERS' INDISCIPLINE ON LEARNERS' ACADEMIC PERFORMANCE

Discipline is the mother of all great achievements and should not be compromised in the field of education as good discipline allows children to do their best in academic attainments. If discipline is not taken into consideration, the school environment will be dangerous and the educational process may be disrupted (Mothata and Squetch 1997). Mumo (2004), also in her study on student unrest and indiscipline reported that discipline is considered vital for students' academic and social success. There is need for there to be discipline if teaching and learning are to take place as without these two process it is not possible for a learner to be able to achieve academically. Levin and Nalon (1991) further stated that, in addition to the obvious impact on the teaching and learning environment, disruptive behaviour can also affect the learners' safety, readiness to learn as well as further behaviour.

It is important to note that indiscipline in schools affects the learners more than anyone else. It is the learner who is mostly disrupted and consequently his behaviour will affect his community directly and indirectly be it politically, economically and socially (Donga, 1998). This is because indiscipline by both

the learners and the teachers lead to poor learner performance. According to William (1982) and MOE, (2001), indiscipline could lead to negative academic results. This is because when learners engage in misconducts or indiscipline acts they learn less and keep their peers from learning too. The teacher will have to stop teaching so that they can address the behaviour and this will cause a reduction in teaching contact time which will have a negative effect on the learners' academic performance as the time wasted will not be gained and less contact will be covered putting the learners at a disadvantage when it comes to writing of examinations which are used to grade learners' academic performance (Finn, Fish and Scott, 2008).

Research has found that suspensions and expulsion maybe the most frequently used disciplinary tools for office referrals (Bowditch, 1993, Mansfield and Feirise, 1992 and Rose, 1998). Skiba et al, (1997), reported that for instance up to 33 percent of all disciplinary referrals in the middle school in an urban district were met with out-of-school suspensions. The problem is that when excluded from school, learners may become less blended to the school, less involved in school, rude and subsequently less motivated to achieve academic success (Gregory, Skiba and Noguera, 2010). This is because the time the learner will spend out of school they will be busy interacting in society and the longer they stay away from school the more they blend in society and the less they are interested in school. Hence even when the learner comes back to school they will not be as interested in school as before they were suspended making them to perform poorly in their academic work.

Madziyire, (2012), argues that effective discipline in schools is needed for good academic achievements because when there is effective discipline in the school, effective learning and teaching takes place. Hence if there is no discipline in the school no effective teaching and learning will take place in the school and this will contribute to poor learner academic performance. Indiscipline by both the learners and the teachers has been identified to be one of the major causes of the erosion of high academic attainment. It can safely be said that indiscipline by both learners and teachers has a negative effect on learner performance due to most of the valuable time being lost to disruption as well as in the effort of the classroom teacher to manage the behaviour. It should also be noted that it is not only the one that is being indiscipline that suffers but also the fellow learners and the teacher.

2.4.0 RECTIFYING THE PROBLEM OF THE LEARNERS' INDISCIPLINE IN SCHOOLS

Indiscipline is a phenomenon which owing to its extend and social resonance requires the attention of all those who are involved in teaching and as alluded to by Zubaida (2009), there is need to get to the root cause of indiscipline of learners and teachers with a view of finding a solution. The implication of effective discipline in schools is the key for the learner in his journey to adulthood. One of the ways to do so is through the use of cognitive approach when dealing with indiscipline problems which involve dealing with the questions of motivation, interest and life goals (Fontana, 1994). The other aspect that can help in addressing the problem of indiscipline especially of

learners is having smaller classes. According to Alexander and Carla (1995), small classes have a positive effect on learner behaviour.

Several authors attribute a critical importance to the establishment of rules and routines which must be introduced at the beginning of the school year (Boyce, 1997, Brophy and Good 1986, O'sullivan and Dyson, 1994). It is important that the rules are made available and in addition are made clear to the learners. Rules are good because they set limits between what is acceptable and what is not accepted. In this way it is easy for the teacher to even apply negative reinforcement such as detention whenever, a learner breaks the rules. The use of both negative and positive reinforcement. According to Dadisman et al (1990), detention and revocation of privileges are more enlightened and constructive than beating learners and the use of them can help institute discipline in the learners.

Vockell (1991) is in the opinion that generally, parents and teachers should reinforce behaviour that are compatible with any desirable behaviours in children through exemplary. Teachers and parents need to take up their role as role models to the learners and set their paths straight so that the learners can start imitating their good behaviour. It is even easy for a parent or teacher to do checks and balances in the lives of the learners if their ways are right and the learner can take them seriously. There is also need for the guidance and counselling departments in schools to be more active and help bridge the gap between the learners and the school administrations as well as help the learners to deal with both internal and external facts that can make them to be indisciplined at school as well as at home.

The problems of learners' and teachers' indiscipline as well the effects that it has on the academic performance of the learner should be everyone's burden, the school, the parents, the ministry, the stockholders as well as the community at large need to work together if this problem is to be addressed. The future of this world are the children who are in school today, and it is the responsibility of everyone to ensure that they get the best quality education as well as being morally upright. Everyone has a part to play and if we were all to stand together and work hand in hand the problem of learners' and teachers' indiscipline and its effect on learner performance can become a thing of the past.

Discipline and academic performance are the core for today's education system. Parents normally look at the discipline of the school as well as academic performance before choosing which school to take their children. It becomes imperative in recent times that many schools have traded away discipline and as a result led to poor academic performance of students (Stanley: 2014). According to Gitome et al (2013), where there is good discipline, there is improved academic performance. In other words, discipline is vital for students' academic performance (Njoroge & Nyabuto: 2014). A well-disciplined school is highly rated. Some schools fail to fill up spaces because of discipline issues and learners' performance while at the next school parents are scrambling to have their children enrolled.

2.5 SUMMARY

The chapter reviewed literature on forms of indiscipline that learners and teachers engage in as well as causes. Some of the forms are to do with

parenting, peer pressure, the community in which they live and the school environment. The literature also looked at the effect of indiscipline on the effect of learners' academic performance. The chapter also looked at the possible solutions to rectify the problem of learners' and teachers' indiscipline based on literature.

The next chapter will look at the methodology that was used in actual data collection.

CHAPTER THREE

METHODOLOGY

3.0 OVERVIEW

This chapter discusses the methods, processes and stages that were involved in order to meet the set objectives of this study. It discusses the research design, population of the study, sample size and sampling procedures. It also deals with the subject of research instruments, data collection procedures and data analysis as well as ethical consideration. The chapter will close with a summary.

3.1 RESEARCH DESIGN

The research method used is qualitative research and it is specifically a case study design. According to Mills et al (2010), a case study is a report about a person, group or situation that has been studied. Mungenda and Mungenda (1999), also defines a case study as an in depth investigation of an individual, group, institution or phenomenon. Most case studies are based on the premise that a case can be found that is typical of many other cases. There are three types of case studies which are mostly used and these are; Linear, Process-oriented and grounded. These three types are further divided into subcategories of which one is critical instance case study which will be used for this study.

The critical instance case study has been selected to be used for the purpose of this study because of its usefulness for answering cause and effect questions and since the general objective of the study is to assess the effect of learners'

and teachers' indiscipline on learners' academic performance the design was found suitable. In addition, data that is collected from the case study can be used to give a general picture of what is happening on the ground. This is because critical case study allows the following generalisation: If it is valid for this case, it is valid for all cases (many cases), hence the findings from this study can be generalised to reflect the current Zambian situation on the forms, causes, effect as well as what can be done to rectify the situation of learners' and teachers' indiscipline.

3.2 STUDY POPULATION

The study targeted learners, teachers and head teachers. The learners were important in this study because they are the ones that are affected the most by the effect of learners' and teachers' indiscipline as the effect to them is direct and they are more likely to provide more information on teachers. Teachers were important to this study as they were in the best position due to their interaction with the learners to provide credible information on the forms, causes and effects of learners' indiscipline and in addition, provide solutions to the problem. Head teachers were equally important to this study as they provided insight on the forms, causes, effects as well as what can be done on the issue of learners' and teachers' indiscipline.

3.3 STUDY LOCATION

The study was carried out in four (4) schools that are located in Lusaka Province. The four secondary schools are all located within Lusaka district.

3.4 SAMPLE SIZE

The study population is represented by all the 31 secondary schools in Lusaka district of Lusaka province. However, due to limited time as well as the willingness of the researcher to carry out all the data collection on his own, the sampling frame for the study was limited to only the schools that are situated in the locations that were more accessible to the researcher for data collection.

The sample size comprised of four secondary schools. From these schools, 52 learners were selected as participants in the study of which 26 were females and 26 were male. 10 teachers were also chosen as participants in the study from the same schools of which 5 were females and 5 were males. 3 head teachers were chosen also as participants for the study bringing the total sample population to 65 precipitants.

3.5 SAMPLING PROCEDURES

Sampling is the process of selecting people who will be part of the study as participants (Abbott & McKinney 2013: 106). The study used purposive and simple random sampling. The researcher purposively targeted the 4 schools because of their location as well as the teachers and head teachers. The learners on the other hand were chosen using simple random sampling.

3.6 RESEARCH INSTRUMENTS

The study used questionnaires which were given to both the teachers and learners. The questionnaires were preferred because usually in schools both the teachers and learners are busy and questionnaires can be answered any time when they were free and they give a sense of privacy to the one filling them as the researcher will not be there when they answer them. Semi-

structured interviews were used to capture data from head teachers since they were not a lot. Semi-structured Interviews allow for probing which ensures that comprehensive data is collected. Focus group discussion guides with some of the learners were also employed in order to capture some information which may not have been captured in the questionnaires.

3.7 DATA COLLECTION PROCEDURES

The research has yield both primary and secondary data. In doing so, the researcher used both primary and secondary data collection methods. In collecting primary data questionnaires, interview guides and focus group discussions were used. Before the actual data collection was done by the researcher, the researcher did a pilot data collection to ensure that all the research instruments were valid to collect the data that the researcher needed to address both the general as well as specific objectives. After the pilot was done the first step taken by the researcher was be to obtain an introductory letter from the university which the researcher used to present to all the participants before they can participant in the study. The researcher further asked for permission from the head teachers of the 4 schools before administering the research instruments. Once the permission had been given the researcher then administered the research instruments to the teachers and learners.

A total of 52 questionnaires were administered to learners and teachers of which 42 questionnaires were administered to learners, (21 males and 21 females). 10 questionnaires were administered to teachers from the four selected secondary schools of Lusaka district, (5 females and 5 males). Semi-

structured interviews were administered to 3 head teachers from the selected secondary schools of Lusaka district and 10 learners participated in the focus group discussion bringing the total number of participants in the study to 65. The researcher gave teachers and learners questionnaires to fill in, after discussing when the questionnaires were to be given to them and when the researcher would collect them. For the interview guides, appointments were made with the head teachers as to when the interview could be conducted. For focus group discussion prior arrangement was made.

Secondary data was collected from journals, records and files.

3.8 DATA ANALYSIS

After primary data collection, the researcher cleaned and analysed the qualitative data by summarising the mass of data collected from the field and present the results in a way that communicates the most important features or findings. Qualitative data was analysed through thematic analysis of each theme developed. The responses from the questionnaires were coded. Computer programme, Microsoft Excel was used for random sampling and processing of coded data. In addition, the computer software, Statistical Package for Social Scientists (SPSS 16.0) which can carry out a number of statistical manipulations including the Chi-Square test for independence, regression and correlation among others was used. With the help of this software the data was represented in tables and graphs. The use of computer is preferred due to the relatively large sample size and the substantial number of variables involved. Apart from being user friendly, this computer software is readily available.

The final stage was mapping and interpretation and this involved the analysis of the key characteristics as laid out in the themes and subthemes. These analyses thus guided the researcher in his interpretation of the data set. It is at this point according to Ritchie and Spencer, that the researcher is cognisant of the objectives of qualitative analysis, which are: “defining concepts, mapping range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies” (Ritchie and Spencer, 1994:186). Once again these concepts, technologies, and associations are reflective of the participants. Therefore, the findings made by the researcher will echo the true opinions, attitudes, beliefs, and values of the participants.

3.9 ETHICAL CONSIDERATIONS

Furrow (2004: 43) defines ethics as “a morality or a position of doing what is right both morally and legally.” Therefore, ethical considerations are a set of principles about how researchers and research organizations should conduct themselves when dealing with research participants, other researchers and colleagues. Ethical concerns are a very important component of any social research. Cohen et al., (2000:347) explained that: Ethical concerns encountered in Educational research in particular can be extremely complex and subtle and can frequently place researchers in a moral predicament, which may appear quite irresolvable. In educational research and other social research, therefore, ethics is concerned with ensuring that the interests and the well-being of research participants are not harmed as a result of research being done (Lankshear and Knobel, 2004). Harm can range from people experiencing affronts to their dignity and being hurt by conclusions that are

drawn about them all the way through to having their reputations or credibility undermined publicly (Lankshear and Knobel, 2004). Researchers would harm the individuals or groups they studied when research participants experience anxiety, stress, guilt and damage to self-esteem during data collection and in the interpretations made from the data they provide. Therefore, this study paid attention to ethical considerations that were meant to protect those who were involved in the research, some of whom would not be able to represent themselves in the event that their views were misrepresented. According to Omari (2011:18), the concept of 'research ethics' refers to the aspect that "research is supposed to be sophisticated business conducted with the highest standards of moral and ethical considerations". Any research approach or data collection technique involves ethical issues on the part of both the participants and the researcher. As such, this study ensured that ethical considerations were taken care of.

Central to ethical research is the researcher's duty to ensure that research participants are not: coerced to participate in a study and harmed in any way (Babbie, 2003; Omari, 2011). Moreover, in research, "the researcher also needs to ensure that the research possesses some benefits to the research participants" (Babbie, 2003:21). In terms of benefits of the study to the participants it can be stated that the study itself was a source of benefits to all research participants as all of them were important stakeholders in the education sector.

Permission from the Secondary Schools under study was obtained before key informants were interviewed. The respondents' permission to participate in the study was also sought. Respondents' anonymity and confidentiality of

information provided was ensured. To this end, participants' names were not being revealed so as to ensure anonymity. Omari (2011: 18) stated that "respecting the privacy of individuals, anonymity of participants, confidentiality of information supplied by the participants and non-betrayal of the suppliers of information". Decision made not to participate in the study was respected. Additionally, no unauthorised individuals were allowed access to the particulars of the research.

3.10 SUMMARY

This chapter has outlined the methodology used to collect and analyse the information for this study. In doing so it has defined the type of study as a case study. It has also looked at the study population involved which was basically the teachers, pupils and head teachers. The chapter has defined the study population and location, sample size and procedures used to come up with the sample. The chapter has further discussed the instruments and the data collection methods which were used. Lastly the chapter has dealt with the data analysis techniques and ethical consideration.

The next chapter looks at presentation of findings from the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 OVERVIEW

This chapter will look at demographics of respondents and presentation of findings from the study. These findings are based on questionnaires, focus group discussion and semi-structured interviews. Questionnaires were administered to learners and teachers, focus group discussion was conducted among learners and semi-structured interviews were administered to head teachers.

4.1 DEMOGRAPHICS OF RESPONDENTS

As a reminder, this section will present the demographics of the respondents who took part in this study. All the groups that took part in the study were requested to provide background information before they completed the questionnaires, took part in semi-structured interviews and focus group discussion. As seen in Table 4.1.0, the percentages of learners and teachers in terms of gender were the same. Whereas, the percentage of head teachers were biased as all the respondents were female.

Respondents	Male	Female
Learners	26	26
Teachers	5	5
Head Teachers	0	3
Total	31	34
Total		65

Table 4.1.0: Demographic of Respondents

4.2 PRESENTATION OF FINDINGS (QUESTIONNAIRES)

The researcher presents findings in this section. These are findings originating from the questionnaires conducted with the fifty two (52) participants of the study, 42 learners and 10 teachers. The findings of the study are presented in line with the main themes or major categories and sub-categories emerging from the data. The sub-categories are meant to illustrate the main themes or major categories of the research findings.

4.2.1 Objective One (Forms and Causes of the Learners' and Teachers' Indiscipline)

4.2.1.1 Forms of LI

According to the findings, out of the 52 participants in the study (learners and teachers) 46 pointed out noise making to be one of the forms of indiscipline that learners engage in, 35 pointed out absenteeism and late coming, 35 use of cell phones, 34 skipping classes, 17 stealing and lying, 28 improper dressing, 25 alcohol and drug abuse, 23 vandalism and bullying, 17 fighting, 10 pupil-teacher relationships and 8 participants pointed out other forms of indiscipline. This represents percentage figures of 88 percent, 86 percent, 68 percent, 65 percent, 52 percent, 54 percent, 49 percent, 44 percent, 33 percent, 20 percent and 18 percent respectively. With noise making at 88 percent, absenteeism and late coming at 86 percent and use of cell phones in school premises at 68 percent being the most common forms of indiscipline among the learners in selected secondary schools of Lusaka district.

4.2.1.2 Forms of Teacher Indiscipline

The finding from the 52 respondents (Learners and Teachers) on the forms of indiscipline were as follows; 39 pointed out coming late for classes to be one

of the forms of TI, 29 pointed out absenteeism, 29 use of abusive language, 17 improper dressing, 13 smoking and drinking, 11 teacher-pupil relationships, 3 examination malpractice, 2 sexual harassment and 8 pointed out other forms of TI.

4.2.1.3 Causes of Learner Indiscipline

On the subject of causes of learner indiscipline, the findings from the study revealed that the causes of learner indiscipline included the following, according to the responses from the 52 respondents (Learners and Teachers); 39 respondents pointed out social media as a cause of LI, 34 lack of parental involvement, 31 lack of guidance and counselling services in schools, 26 peer pressure, 25 dysfunctional families, 24 strict school rules, 20 degraded community values, 20 poverty, 18 overcrowded classrooms and 17 unqualified teachers and 6 pointed out other causes.

4.2.1.4 Causes of Teacher Indiscipline

According to the findings from the study out of the 52 respondents (Learners and Teachers), 31 pointed out poor professional teacher training as to be one of the causes of TI, 22 pointed out poor classroom management by teachers, 18 pointed out poor home background and 10 pointed out poor management of indiscipline cases by head teachers as the main causes of teacher indiscipline.

4.2.2.0 Objective Two (Effects of the Learners' and Teachers' Indiscipline on Learners' Academic Performance)

4.2.2.1 Whether LTI has an Effect on LAP

According to the findings from the study, out of the 42 learner respondents 40 agreed that LTI affects learners' academic performance, while 2 said it did

not. All the 10 teachers that participated in the study pointed out that LTI has an effect on LAP. As for the 2 learners that were of the view that LTI has no effect on LAP, they had their own reasons.

4.2.2.2 Ways in Which LTI Affect LAP

According to the findings out of the 52 participants (learners and teachers), 50 participants were of the view that LTI has an effect on LAP, while 2 out of 52 were of the view that LTI has no effect on LAP.

4.2.2.3 Extent of the Effect of LTI on LAP.

According to the findings from the study on the question of the extent to which LTI affects LAP, out of the 42 learners, 6 were of the view that the effect was to a high extent, 24 were of the view that the effect was to an average extent while 11 were of the view that the effect was to a low extent. For the teachers, out of the 10 respondents, 3 were of the view that LTI affected LAP to a high extent. 5 were of the view that it affects LAP to an average extent and 2 were of the view that its effect is to a low extent.

4.2.3 Objective Three (Recommendations)

The findings from the study revealed that out of the 52 participants (Learners and Teachers) in the study 31 suggested teachers being role models, 16 suggested effective guidance and counselling services, 14 suggested strict rules for both teachers and learners, 10 suggested the need for parental and community involvement, 10 stiffer punishments, whereas 8 suggested putting up of behaviour policies and 30 of the participants suggested other strategies. The following are some of the exact words on recommendations on what can be done to rectify the problem of the learners' and teachers' indiscipline:

One teacher

'There is need to strengthen the Disciplinary Committee, allow learners to air their views through strengthening of student councils. Also head teachers should not be segregative and use words that will kill the morale of teachers and all teachers should be involved in discipline of pupils and fellow teachers.'

Another teacher

'The school must look at effective mechanisms of meting proportionate punishment to the learners and counselling the learners for the purpose of rehabilitation.'

4.3.PRESENTATION OF FINDINGS (FOCUS GROUP DISCUSSION)

These findings are from focus group discussion conducted with 10 learners.

4.3.1 Objective One (Forms and Causes of the Learners' and Teachers' Indiscipline)

4.3.1.1 Forms of LI

The findings revealed the following as forms of indiscipline that learners engage in: noise making, absenteeism, late coming, use of cell phones, skipping classes, stealing and lying, improper dressing, alcohol and drug abuse, vandalism, bullying and fighting, teacher-pupil sexual relationships, and other forms of indiscipline.

The focus group discussion further revealed that other than the above mentioned forms of indiscipline, there are also others. Here are the exact words of some of the participants;

'Some pupils laugh at teachers who make grammatical mistakes.'

Another Learner

'Some pupils are rude to teachers and are stubborn and some even attend sex parties'

Another Learner

'Some pupils insult both teachers and us their friends, they also use vulgar language and others even go as far as beating up teachers'

4.3.1.2 Forms of Teacher Indiscipline

The following are forms of teacher indiscipline captured from focus group discussion: going late for classes, absenteeism, use of abusive language, improper dressing, smoking and drinking, pupil-teacher relationships, examinations malpractice, sexual harassment and other forms of indiscipline.

Here are some of the exact words on the forms of TI captured from learners during focus group discussion:

'Some teachers come to school dressed like they are going to a party and wear tight and short skirts and dresses. Others even have hair styles like they are musicians.'

Another learner

'Some of the female teachers don't know how to dress, so when they come to class some of us fail to concentrate as we spend time admiring the teacher instead of learning.'

Another Learner

'Some teachers are rude and love insulting us and at times even go as far as insulting our parents. We have a teacher who loves telling us that we behave like our uneducated parents.'

Another Learner

'Some teachers don't like to teach, hence they come to class late and start looking for faults in us, starting punishing people and by the time they are done it is time for the next teacher to come and they leave without us learning.'

4.3.1.3 Causes of Learner Indiscipline

The following causes of learner indiscipline were brought out from the focus group discussion: social media, lack of parental involvement, lack of guidance and counselling services in schools, peer pressure, dysfunctional families, strict school rules, degraded community values, poverty, overcrowded classrooms, unqualified teachers and others. Out of the 10 participants in the focus group discussion (learners), all 10 pointed out bullying, skipping classes, improper dressing, noise making, stealing and lying, use of cell phones and others as the forms of LI. 9 pointed out drug and alcohol abuse, 7 absenteeism and late coming and vandalism, 4 pointed out fighting and 3 pointed out teacher pupil- relationships.

Here are exact words from learners on causes of indiscipline.

'I think that one of the causes of indiscipline on the part of us learners is misconceptions that teachers have. Some teachers have a habit of labelling certain students as bad and even classes. Others even go to the extent of comparing classes and since they think we are bad, why waste our time trying to prove them wrong when no matter what we do, to them we will always be bad.'

Another Learner

'It is not all the time that we are indiscipline as learners, or that we misbehave. Sometimes teachers just don't get us, they don't understand us. Even when we try to make them understand us they judge us before they can even hear what we have to say. So for me, I feel one of the major causes of learner indiscipline is communication failure on the part of teachers, since they want us to hear them but don't want to hear us.'

4.3.1.4 Causes of Teacher Indiscipline

The focus group discussion revealed the following as causes of teacher indiscipline: poor professional teacher training as to be one of the causes of TI, poor classroom management by teachers, poor home background and poor management of indiscipline cases by head teachers as the main causes of teacher indiscipline. It has to be added that the study also revealed other causes of TI through the focus group discussion.

Here are exact words by learners:

'Some teachers are just frustrated with life hence when they come to school they just pull their frustrations on us by insulting us or beating us up over simple issues which is not fair.'

4.3.2.0 Objective Two (Effects of the Learners' and Teachers' Indiscipline on Learners' Academic Performance)

4.3.2.1 Whether LTI has an Effect on LAP

All of the 10 participants in the focus group discussion attested that LTI has an effect on LAP and all the 10 pointed out that the effect is in a negative way. Out of the 10, 6 were of the view that the effect is on an average extent, 4 were

of the view that the effect is to a lower extent and none of them pointed out that the effect was to a high extent.

Here are exact words from learners whether LTI has an effect on learners' academic performance:

'Just because someone misbehaves it doesn't mean that they are dull.

There are instances where the brightest in the class is the top trouble maker.'

Another learner

'some pupils have poor academic results but their behaviour is good.

The only thing that is good on their report card is behaviour while they get zeros in all the subjects. So good or bad behaviour has no effect on learners' academic performance.'

4.3.2.2 Ways in Which LTI Affect LAP

All the 10 respondents said that the learners' and teachers' indiscipline affect the learners' academic performance negatively

4.3.2.3 Extent of the Effect of LTI on LAP.

During the focus group discussion with 10 learners they all agreed that the indiscipline of learners and teachers has a negative effect on the learners' academic performance though to a minimal level.

4.3.3 Objective Three (Recommendations)

Here are some of the exact words from learners on the what can be done to solve the problem of the learners' and teachers' indiscipline:

'Employing highly qualified teachers and well behaved teachers. Also denying teachers the right to wear short and tight cloths as well as skinny jeans and rock shoes as if they are going to a modelling competition or pub and teachers should avoid crazy haircuts.'

Another learner

'Teachers and other members of staff must learn to respect learners if they want learners to respect them.'

Another learner

'Learners and teachers must all come together and achieve certain goals. Learners must try by all means to follow all school rules and teachers should not be punishing learners over little things because the time wasted on punishing can be used for academic purposes.'

Another learner

'Teachers need to lead by example.'

Another learner

'To be honest, I don't know what can be done because every time someone tries to stop the bad behaviour you see them reappearing the next day.'

It was also discovered that even though all the schools that were involved in the study had guidance and counselling departments, according to the learners, the services were only made available to learners when the learner had done something wrong.

4.4. PRESENTATION OF FINDINGS (SEMI-STRUCTURED INTERVIEWS)

4.4.1 Objective One (Forms and Causes of Learners' and Teachers' Indiscipline)

The semi-structured interviews were conducted among the three head teachers of selected secondary schools of Lusaka district.

4.4.1.1 Forms of LI

Out of the 3 respondents, 2 pointed out absenteeism and late coming, skipping classes, alcohol and drug abuse, noise making, use of cell phones and other forms of indiscipline. 1 out of the 3 pointed out bullying, improper dressing, fighting and pupil-teacher relationships. None of the 3 respondents pointed out stealing, lying and vandalism.

4.4.1.2 Forms of Teacher Indiscipline

Out of the 3 participants, 2 pointed absenteeism and coming late for class, 1 pointed out improper dressing, teacher-pupil relationships smoking and drinking and use of abusive language. None of the respondents pointed out sexual harassment, examination malpractice and any other forms of TI.

4.4.1.3 Causes of Learner Indiscipline

Out of the 3 head teachers, all 3 pointed out peer pressure as a cause of LI, 2 pointed out dysfunctional families, lack of parental involvement, poverty and other forms of indiscipline. 1 out of the 3 pointed out social media, overcrowded classrooms, strict rules, lack of guidance and counselling services. None pointed out degraded community values and unqualified teachers to be the causes of LI. Other causes were revealed by the study from the semi-structured interviews with the head teachers. Here are some of the exact words by head teachers:

'Some of these children come from child headed homes, hence there is no one to teach them what is wrong and what is right and when they come to school a teacher cannot do so due to the high teacher-pupil ratio. Although there are cases where children who come from parent headed homes also exhibit indiscipline problems issues and this is due to lack of parental involvement not only in the child's education but also in a child's life'

Another head teacher

'Some children come from good homes, with caring parents that try their best to ensure that they have the best in life but still misbehave, so for some pupils it is just hard to tell. One can even go as far as saying that it is a spiritual thing'

4.4.1.4 Causes of Teacher Indiscipline

Out of the 3 respondents on the question of causes of TI, 1 pointed out poor professional training and poor home background. None of the respondents pointed out pointed out poor classroom management and poor management of

indiscipline by head teachers. Here are some of the exact words from head teachers:

‘Some teachers it is just their individual attitudes towards learners and other teachers that is negative. Others don’t understand what is expected of them hence they don’t even know that what they are doing is wrong while others they misbehave due to poor teacher training. There are schools everywhere offering teacher training and others are not producing quality and well trained teachers.’

Another Head teacher

‘Some teachers think that they are untouchable, since they think they know it all and connected to some prominent people in society. Hence they don’t listen to anyone who wants to correct them when they are wrong and do what they think and feel is right even when it is wrong. Others it is due to group influence and poor teacher training.’

4.4.2.0 Objective Two (Effects of the Learners’ and Teachers’ Indiscipline on the Learners’ Academic Performance)

4.4.2.1 Whether LTI has an Effect on LAP

All the three respondents said that the learners’ and teachers’ indiscipline has a negative effect on the learners’ academic performance.

4.4.2.2 Ways in Which LTI Affect LAP

All the three respondents said that the learners’ and teachers’ indiscipline negatively affect the learners’ academic performance.

4.4.2.3 Extent of the Effect of LTI on LAP.

Out of the 3 head teachers, 2 were of the view that LIT affects LAP in a negative way to a large extent while one was of the view that the effect is to an average extent.

4.4.3 Objective Three (Recommendations)

On the question of what can be done to rectify the problem of the learners' and teachers' indiscipline, all the 3 respondents pointed out effective guidance and counselling services, strict rules for learners and teachers, teachers being role models and others. 2 pointed out stiffer punishment, parental and community involvement and other strategies. One pointed out putting up behavioural policies.

Below are exact words of one of the head teachers:

'All stakeholders must be involved and I mean the pupils, the teachers, the school, the parents as well as the community. The media must also come on board, this is because the kind of shows they are putting on TV and radio are the ones fuelling indiscipline in schools and there is need for good policies as well as effective policy implementation. Indiscipline is a cancer that can only be cut off if and when we all work together as it is everyone's problem'

4.5 SUMMARY

This chapter looked at findings from the study. It started with the demographic of the respondents who included learners, teachers and head teachers. The

findings were divided according to research instruments used, thus questionnaires, focus group discussion and semi-structured interviews. The findings were put according to the objectives of the study.

The next chapter will look at discussion of findings from the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 OVERVIEW

This chapter presents the discussions of the findings of the study as they were gathered from the field. It will discuss the findings of the study on all the fundamental questions which were under investigation. The presentation is based on all the data collected through questionnaires for teachers and learners, focus group discussions for learners and semi-structured interviews for head teachers. It will however be noticed in the discussion below that most of the responses and statistics presented will be based on the responses from the teachers and learners. This is because these made up the largest category of the respondents, as stated above the study only included 3 head teachers. The responses from these mainly helped to complement the data collected from the larger categories of respondents and also helped the researcher in making conclusions about the phenomenon observed. The findings were analysed in relation to the research objectives and were also related to recent relevant literature reviewed in the study.

The three objectives that the researcher used to gather the relevant information were to:

1. identify the forms and causes of learners' and teachers' indiscipline in selected secondary schools of Lusaka district,
2. assess the effect of the learners' and teachers' indiscipline on learners' academic performance in selected secondary schools of Lusaka district and

3. find possible ways of rectifying the problem of the learners` and teachers` indiscipline in selected secondary schools of Lusaka district.

5.1.0 FORMS AND CAUSES OF LTI

5.1.1 Cases of LTI

The findings from the study reviewed that out of the 65 participants, 62 participants attested to having cases of LI in their schools. This represented a percentage figure of 95.3 percent. Only 3 participants said that there were no cases of LI in their school, representing a total of 4.7 percent. When it came to cases of TI, 49 participants in the study out of the 65 attested that there were cases of TI in their schools. This represented 75 percent of the total participants. 16 out of the 65 participants, responded that there were no cases of TI in their schools representing a percentage total of 25. From the findings it can be stated that in secondary schools, there are more cases of LI as compared to cases of TI. Cases of LI are alarming. The findings were in agreement with Gutuza and Mapolisa (2005) who stated that ‘the magnitude with which indiscipline is manifesting itself in schools today is alarming.’

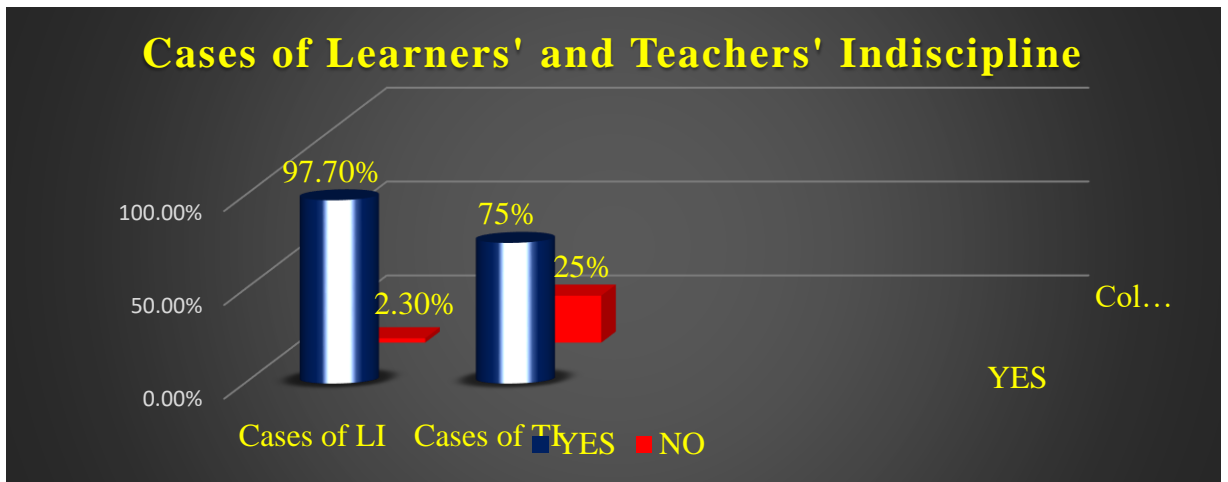


Figure 5.1.1 Cases of LTI

5.1.2 Forms of LI

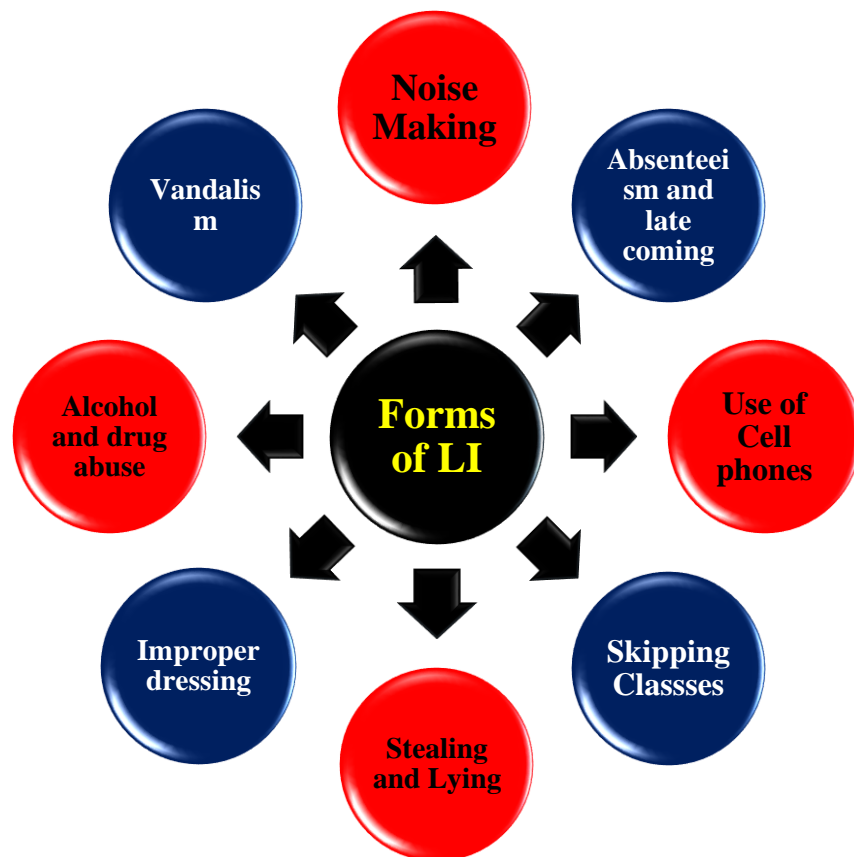


Figure 5.1.2.1: Forms of LI

On the question of the forms of LI in selected secondary schools of Lusaka district, the study revealed that noise making, absenteeism and late coming,

use of cell phones in school, skipping classes, stealing and lying, improper dressing, alcohol and drug abuse and vandalism and bullying to be the top eight forms of indiscipline in which learners engage in.

According to the findings, out of the 62 respondents in the study (learners and teachers) 55 pointed out Noise making to be one of the forms of indiscipline that learners engage in, 53 pointed out Absenteeism and late coming, 42 use of cell phones, 40 skipping classes, 32 stealing and lying, 33 improper dressing, 30 alcohol and drug abuse, 27 vandalism and bullying, 20 fighting, 12 pupil-teacher relationships and 11 participants pointed out other forms of indiscipline.

This represents percentage figures of 88 percent, 86 percent, 68 percent, 65 percent, 52 percent, 54 percent, 49 percent, 44 percent, 33 percent, 20 percent and 18 percent respectively. With noise making 88 percent, absenteeism and late coming 86 percent and use of cell phones in school premises 68 percent being the most common forms of indiscipline among learners in secondary schools in Lusaka district. The focus group discussion further revealed that other than the above mentioned forms of indiscipline, there are others.

The revelation that 88 percent of learners make noise and that 86 percent absentee themselves from class and go late for classes are in line with Adentwi (1998) who stated that ‘absenteeism and lateness are two forms of learner indiscipline behaviours that are common among school going children in 21st century. In addition, the finding are also in line with Rosen (1997), Rosen (2005) and Afullo (2005) that distinguished the types of disciplinary problems to include; defiance of school authority, class disruption, truancy, fighting, the use of profanity, vandalism, improper dressing, violence, theft, leaving

campus without permission, sexual assault, drug and alcohol abuse and bullying. Figure 5.1.2.2 summaries the findings of the forms of LI based on responses from both the learners and the teachers.

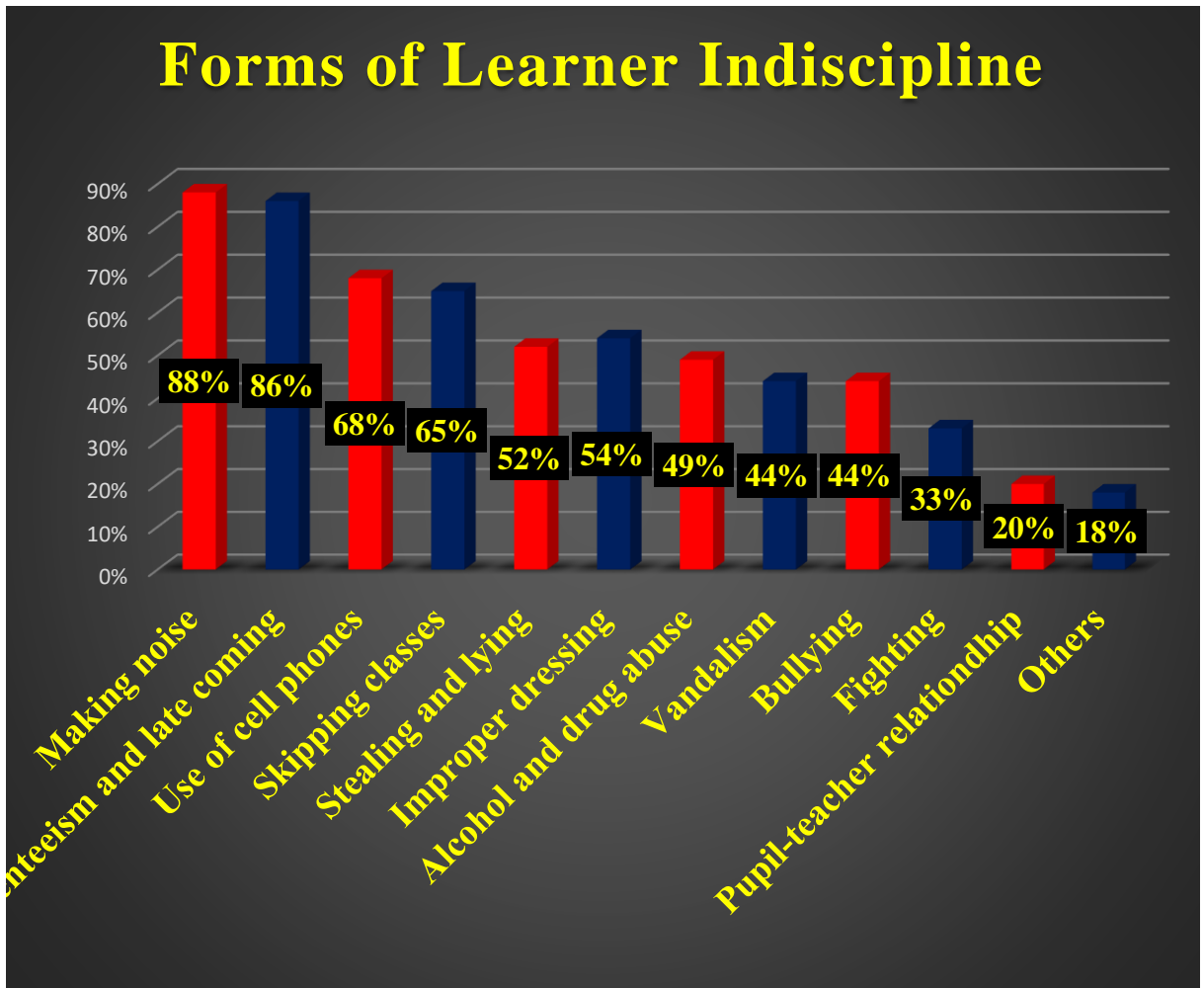


Figure 5.1.2.2: RFL and RFT on the Forms of LI

5.1.3 Forms of TI

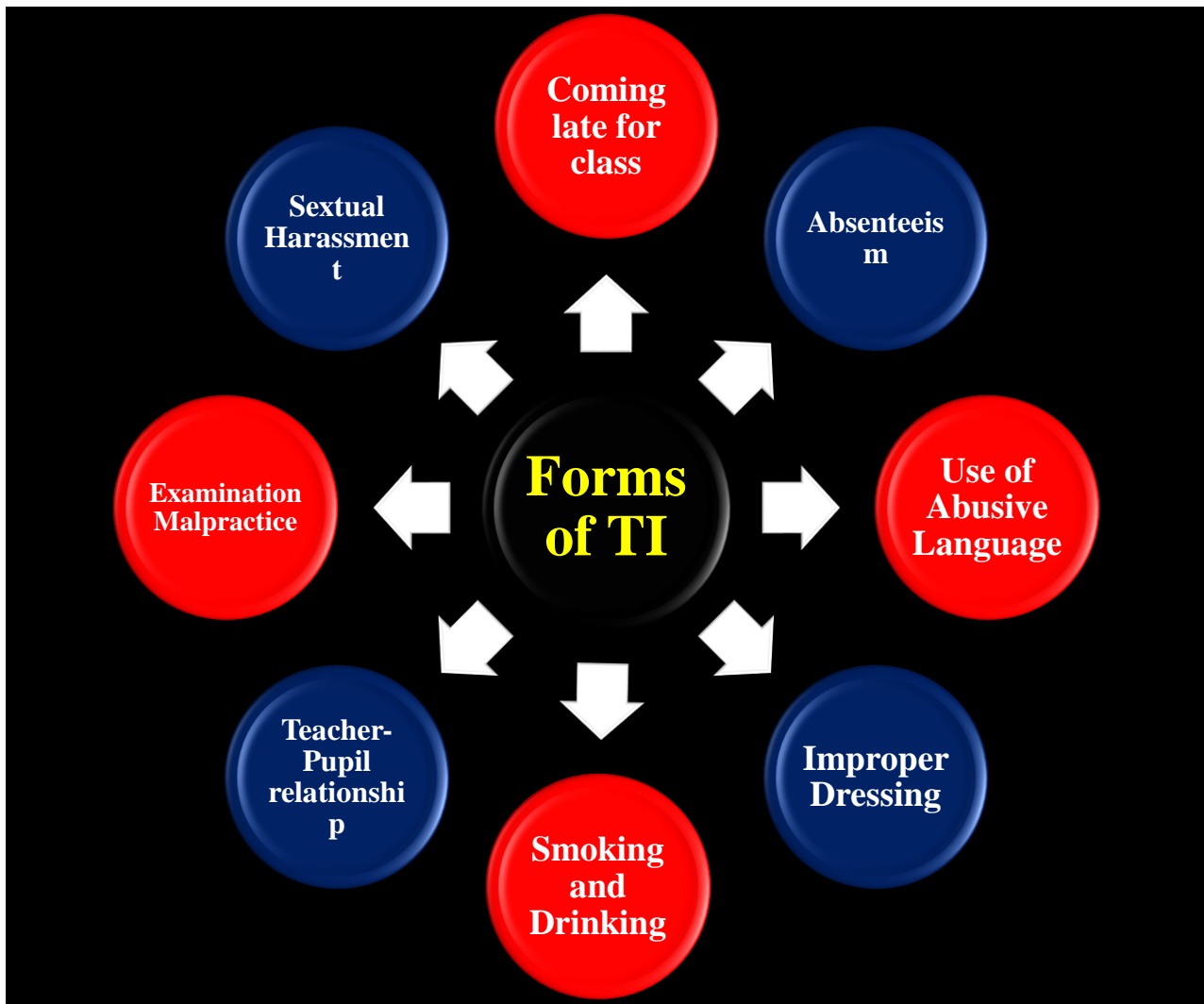


Figure 5.1.3.1: Forms of TI

The finding from the study on the forms of TI showed that teachers in selected secondary schools of Lusaka district are guilty of coming late for class, absenteeism, use of abusive language, improper dressing, drinking and smoking, teacher-pupil relationships, examination malpractice and sexual harassment as well as others. Out of the 62 participants in the study (Learners and Teachers), 47 pointed out coming late for classes to be one of the forms of

TI, 32 pointed out absenteeism, 32 use of abusive language, 20 improper dressing, 16 smoking and drinking, 13 teacher-pupil relationships, 4 examination malpractice, 2 sexual harassment and 9 pointed out other forms of TI.

The above findings represent the total percentages of 76 percent for coming late to class, 52 percent for absenteeism, 51 percent for use of abusive language, 32 percent improper dressing, 25 percent for smoking and drinking, 21 percent for teacher-pupil relationships, 6 percent examination malpractice, 4 percent for sexual harassment and 15 percent for other as summarized in figure 5.1.3.2

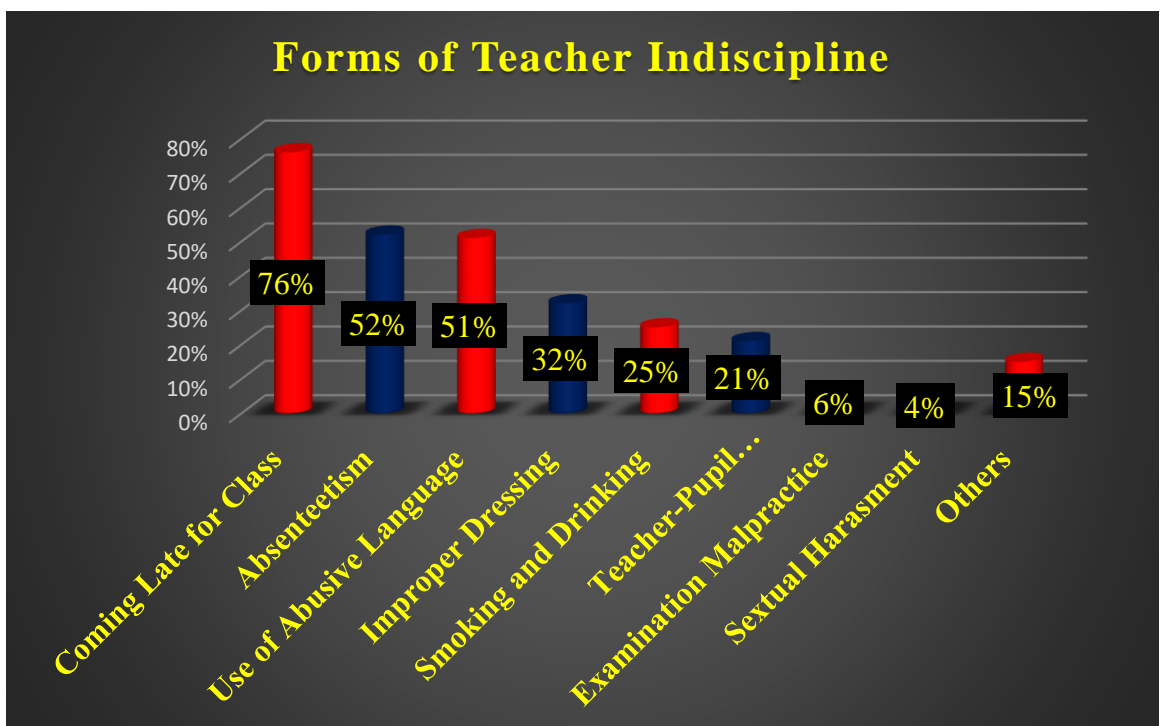


Figure 5.1.3.2: Responses by teachers and Pupils on the forms of TI

On the forms of TI the findings were in agreement with Lewis and Doorlay (2006), Adentwi (1998), Millman et al (1980), Rona and Gichana (2006) and

Kilonzo (2009) who pointed out some of the forms of TI to include the following; coming to class late, absenteeism, use of abusive language, improper dressing, smoking and drinking, sexual harassment and examination malpractices. The findings also revealed that the most common forms of TI are coming to class late, absenteeism, use of abusive language and improper dressing. They also revealed even though teachers engage in teacher-pupil relationships and sexual harassment, such cases are significantly low as compared to the other forms of TI cases.

5.1.4: Causes of Learners and Teachers Indiscipline

5.1.4. 1 Causes of LI

On the subject of causes of learner indiscipline, the findings from the study revealed that the causes of learner indiscipline included the following; social media, lack of parental involvement, lack of guidance and counselling services in schools, peer pressure, dysfunctional families, strict school rules, degraded community values, poverty, overcrowded classrooms and unqualified teachers. Other causes were revealed by the study from the interviews with the head teachers and from the learners during focus group discussions.



Figure 5.1.4.2: Causes of Learner Indiscipline

The findings from the study showed that indeed just as stated by Okumbe (2001), indiscipline among learners has its roots in the school, society and the minds of the learners. Out of the 62 participants (learners and teachers), 46 pointed out social media, 41 lack of parental involvement, 37 lack of guidance and counselling services, 36 peer pressure, 30 dysfunctional families, 29 strict rules, 24 degraded community values, 24 poverty, 22 overcrowded classrooms, 20 unqualified teachers and 7 others. The findings represented in percentages totals as follows; 74 percent, 66 percent, 59 percent, 58 percent, 48 percent, 47 percent, 39 percent, 38 percent, 35 percent, 33 percent and 12 percent respectively. The findings are summarised in figure 5.1.4.2

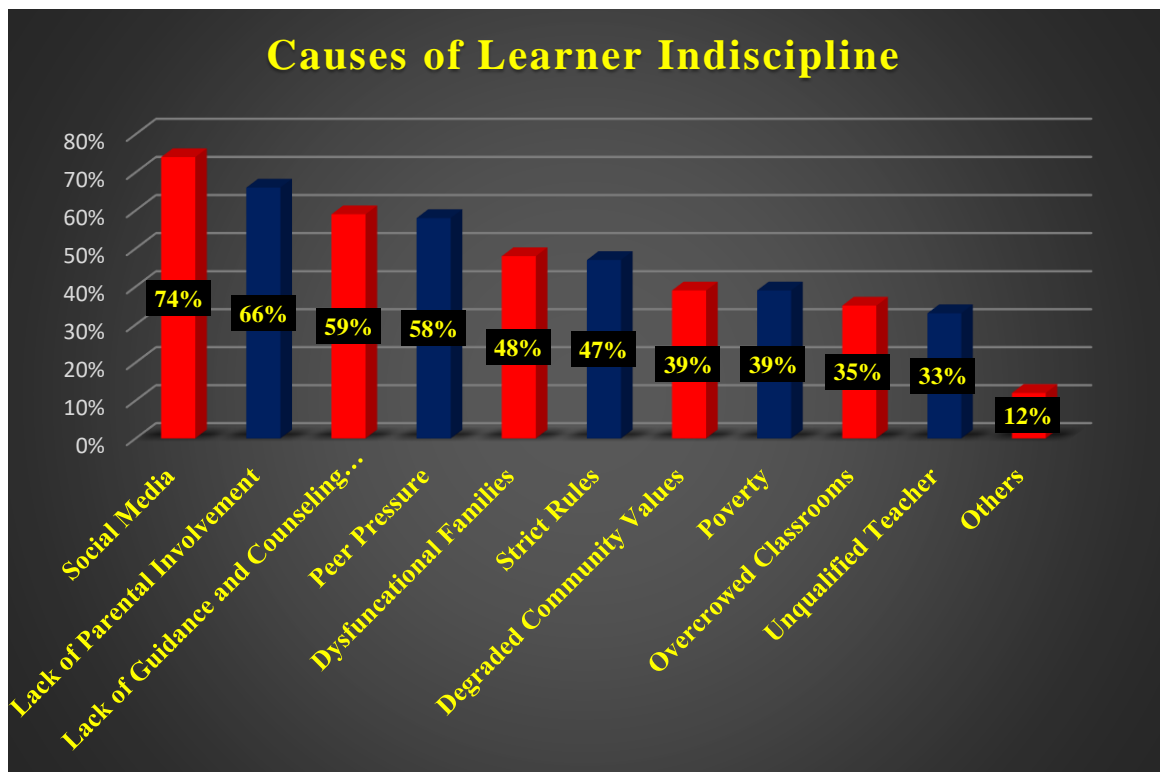


Figure 5.1.4.3 Responses on LI from learners and teachers

The study has revealed that the major causes of LI are social media, lack of parental involvement in the education and lives of learners, lack of guidance and counselling services as well as peer pressure. From the findings, it can also be stated that poverty, overcrowded classrooms and unqualified teachers are the list causes of LI. Social media was identified as being the major cause of indiscipline in secondary schools.

5.1.5 Causes of TI

According to the findings from the study, poor professional teacher training, poor classroom management by teachers, poor home background and poor management of indiscipline cases by head teachers are the main causes of teacher indiscipline. It has to be added that the study also revealed other causes of TI through the focus group discussion and the interviews with the head teachers. Figure 5.1.5.1 summaries the causes of TI.

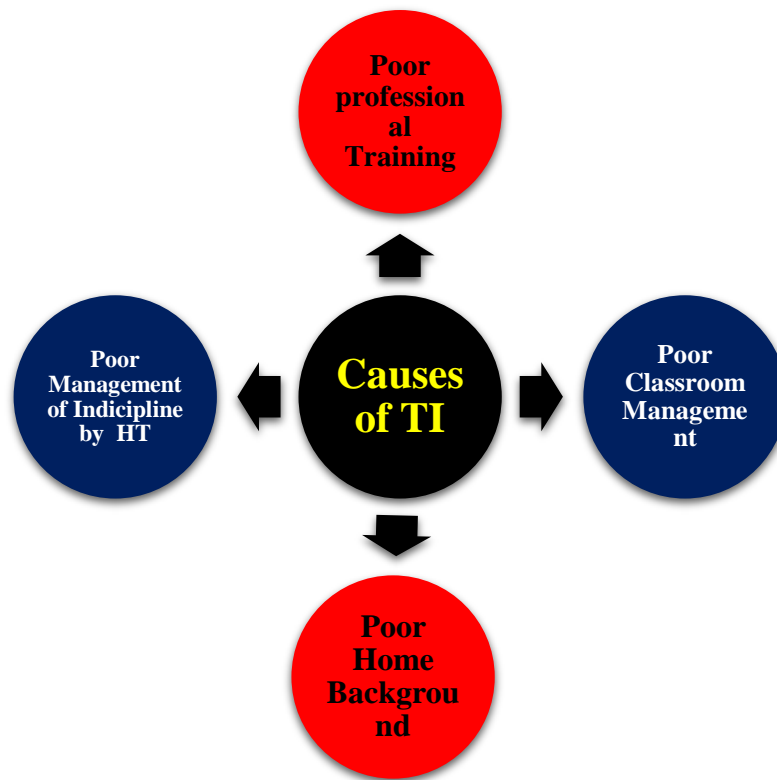


Figure 5.1.5.1: Causes of Teacher Indiscipline

From the 62 participants in the study, 37 pointed out poor professional training as a cause of TI, 26 pointed out poor classroom management, 21 pointed out poor home background and 12 pointed out poor management of indiscipline cases by head teachers as the causes of TI. These represented percentage totals of 60 percent, 42 percent, 34 percent and 20 percent respectively. Figure 5.5.1.2 shows the summary of responses from learners and teachers on the causes of TI.

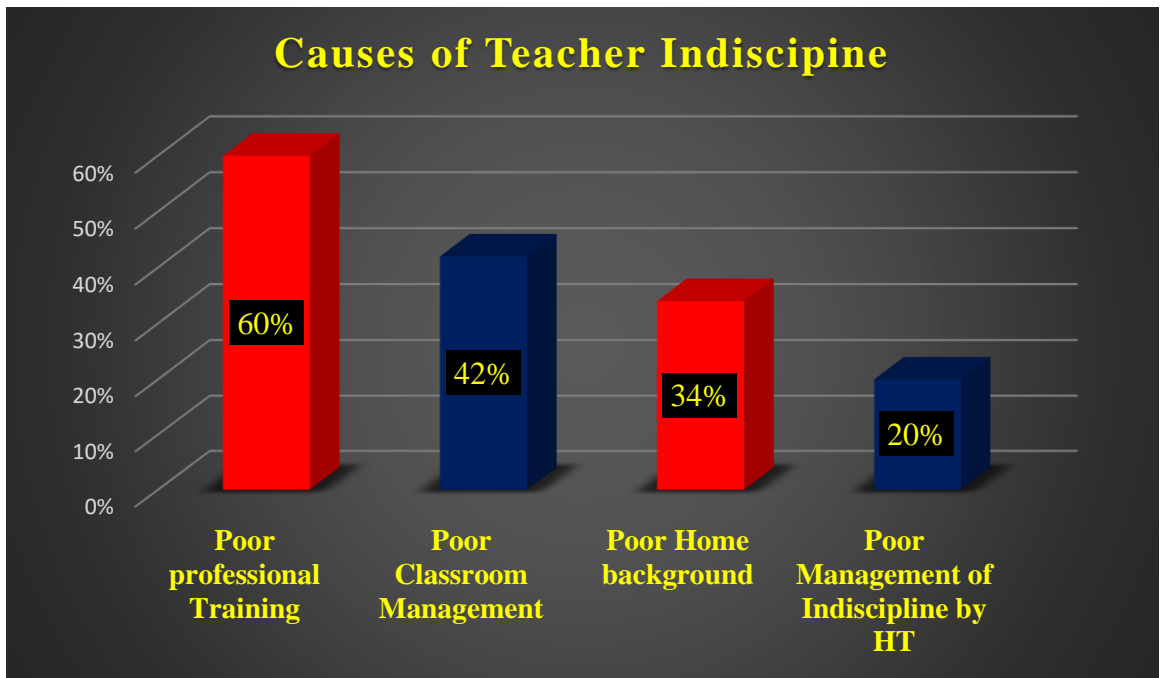


Figure 5.1.5.2: Reponses from learners and teachers on causes of TI

The findings from the study are in agreement with Obedient (1994), Oghuvbu (2001), MoE (1999) and Grossinickle (1990) that pointed out poor professional training, poor classroom management, poor home background and poor management of indiscipline cases by head teachers. The study revealed that the major cause of TI is poor professional training making it no surprise that poor classroom management comes second since when there is poor professional training the delivery of education is affected. Poor management of indiscipline by head teachers according to the findings of the study is the least cause of TI.

**5.2 EFFECT OF THE LEARNERS' AND TEACHERS' INDISCIPLINE
ON LEARNERS' ACADEMIC PERFORMANCE**

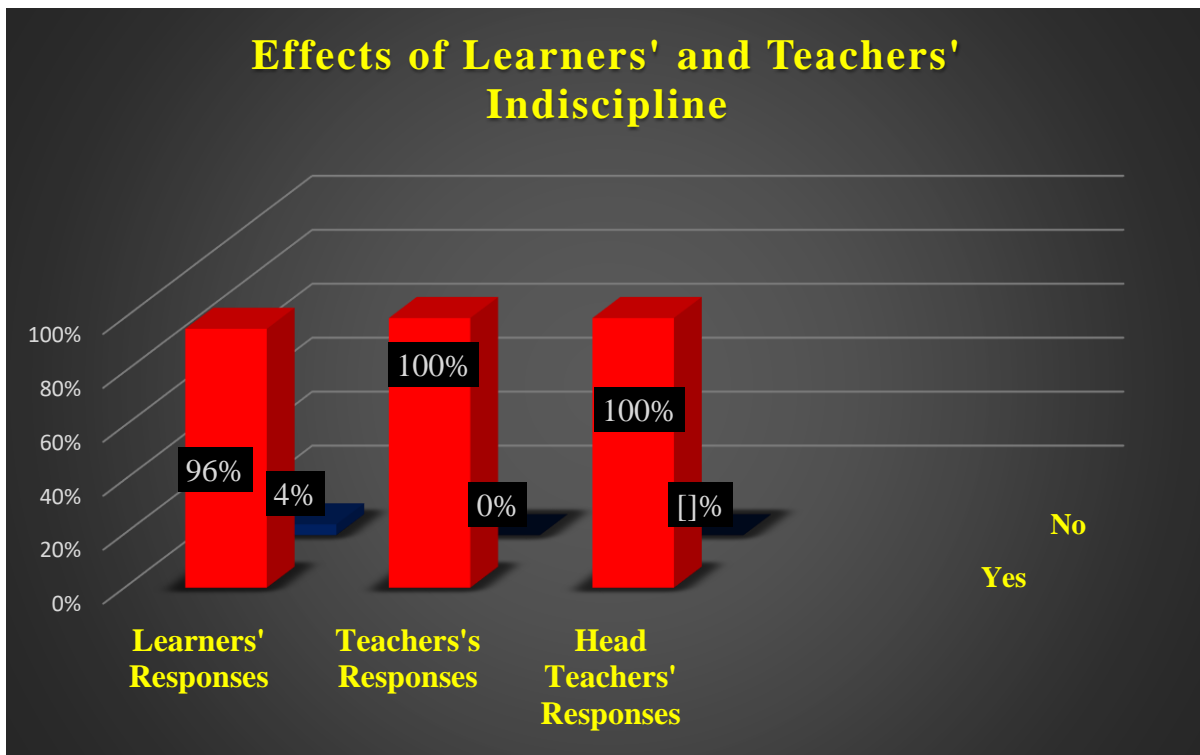


Figure 5.2.1.1 Whether LTI Affects LAP

According to the findings from the study, out of the 65 learner respondents 63 agreed that LTI affects learners' academic performance, while 2 said it did not. All the 10 teachers and 3 head teachers that participated in the study pointed out that LTI has an effect on LAP as summarised by Table 5.2.1.2.

PARTICIPANTS	YES	NO
Learners' Responses	50	2
Teachers' Responses	10	0
Head Teachers' Responses	3	0
Total	63	2
Total Percentage	97%	3%

Table 5.2.1.2: Whether LTI Affects Learner Performance

The findings from the study showed that indeed LTI has an effect on LAP. According to the findings out of the 65 respondents (Inclusive learners, teachers and head teachers), 62 respondents which is relative to the total percentage of 97% were of the view that LTI has an effect on LAP, while 2 out of 65 were of the view that LTI has no effect on LAP representing a total percentage of 3.

5.2.1. Ways in which LTI Affect LAP

According to the findings from the study out of the 52 learner respondents in the study 50 were of the view that LTI affected LAP in a bad way while 2 were of the view that it affected LAP in a good was representing the percentage total of 97 percent and 3 percent respectively. The 10 teachers and 3 head teachers that participated in the study as revealed by the findings were all of the view that LTI has a bad effect of LAP with their percentage totals of 100 percent each as shown in figure 5.2.2.1.

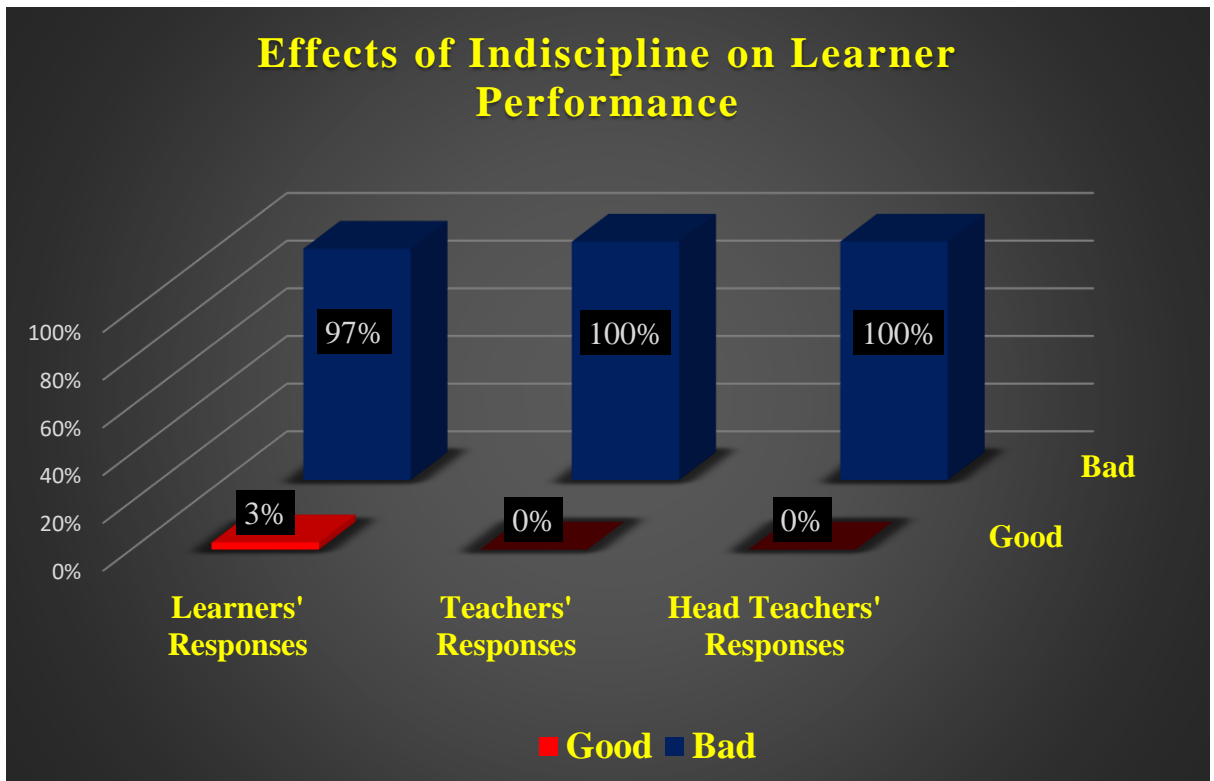


Figure 5.2.2.1: Ways in which LTI Affect LAP

According to the findings it is more than certain that TLI has a negative effect on LAP as out of the 65 study respondents, 63 were of the view that LTI has a bad effect on LAP representing a total percentage of 98 percent as shown in table 5.2.2.2 below.

PARTICIPANTS	GOOD	BAD
Learners' Responses	2	50
Teachers Responses	0	10
Head Teachers' Responses	0	3
Total	2	6
Total Percentage	2%	98%

Table 5.2.2.2 Responses from Learners, teachers and head teachers on the effect of LTI on LAP

5.2.2 Extent of the Effect of LTI on LAP

The findings from the study were enlightening when it came to the question of to what extent does LTI affect LAP. From the 52 learner participants 8 were of the view that LTI affected LAP in a negative way to a large extent, 30 were of the view that it affected LAP to an average extent while 14 were of the view that its effect was to a lower extent. The findings represented percentage totals of 15 percent, 59 percent and 26 percent respectively. For the 10 teacher participants, 3 were of the view that LTI affected LAP in a negative way to a large extent, while 5 were of the view that it is to an average extent and 2 that its effect is on a low score. The findings represented the percentage totals of 33 percent, 43.30 percent and 23.30 percent respectively. As for the head teacher out of the 3 participants, 2 were of the view that LTI large affect LAP while 1 was of the view that it only affects LAP to an average extent. These findings represented percentage totals of 66.7 percent and 33.3 percent respectively as shown in Figure 5.2.3.1 below.

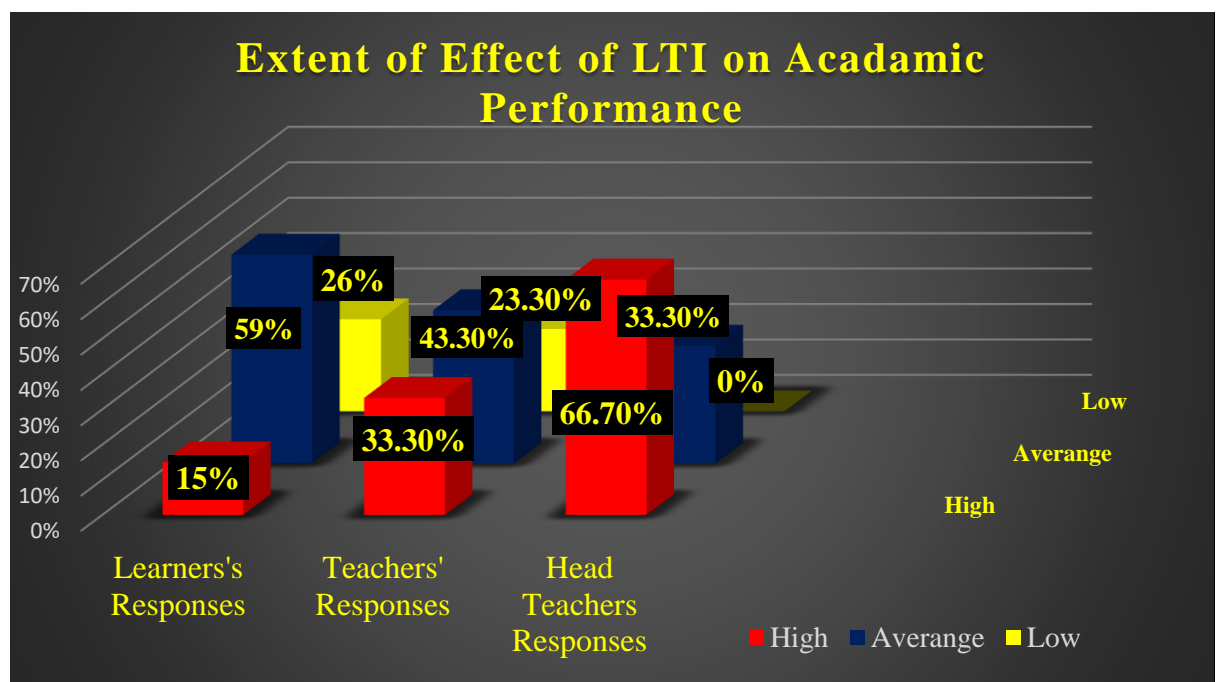


Figure 5.2.3.1: Responses of teachers on the extent of the effect of LTP on LAP.

The findings from the study revealed that LTI affected LAP to an average extent in most instance even though 20 percent of the 65 respondents (Learners, teachers and head teachers), were of the view that LTI had a negative effect to a large extent on LAP and 25 percent were of the view that the effect was to a lower extent, 55 percent of the respondents were of the view that LTI negatively affect LAP to an average extent as shown in Table 5.2.3.2.

PARTICIPANTS	HIGH	AVERAGE	LOW
Learners' Responses	8	30	14
Teachers Responses	3	5	2
Head Teachers' Responses	2	1	0
Total	13	36	16
Total Percentage	20%	55%	25%

Table 5.2.3.2

Based on the responses from the 65 respondents, it was revealed that LTI has an effect on learner performance as 97 percent of the respondents were of the view that it had an effect on LAP. On the question of whether the effect is positive or negative, the findings clearly showed that LTI has a negative effect on LAP as 98 percent of the respondents were of the view that indeed the effect that LPI has on LAP is bad. These findings are in line with the findings in the study by Mumo (2004), that discipline is considered vital for students' academic and social success as well as William (1982) and MOE (2001) that

both stated that indiscipline could lead to negative academic results. The findings from the study also revealed that in as much as indiscipline has a negative effect on LAP, it is only to an average extent as it is evident, out of 65 of the respondents in the study, the majority 55 percent were of the view that LTI affected LAP only to an average extent. This can be attributed to that fact that discipline is not the only key element that plays a role in the achievement of good academic performance.

5.3.0 SOLUTIONS AND RECOMMENDATIONS

The responses from the participants of the study indicated that some of strategies that can be put in place to rectify the problem of LTI in schools include ensure that teachers take up their role as role models, providing effective guidance and counselling services, putting up strict rules for not just the learners but also for the teachers. Encouraging parental and teacher involvement in school's activities and learner's education as well as the reintroduction of stiffer punishment where other strategies that way suggested by the participants as well as putting up of behavioural polices as summarised by Figure 5.3.1.0 below.

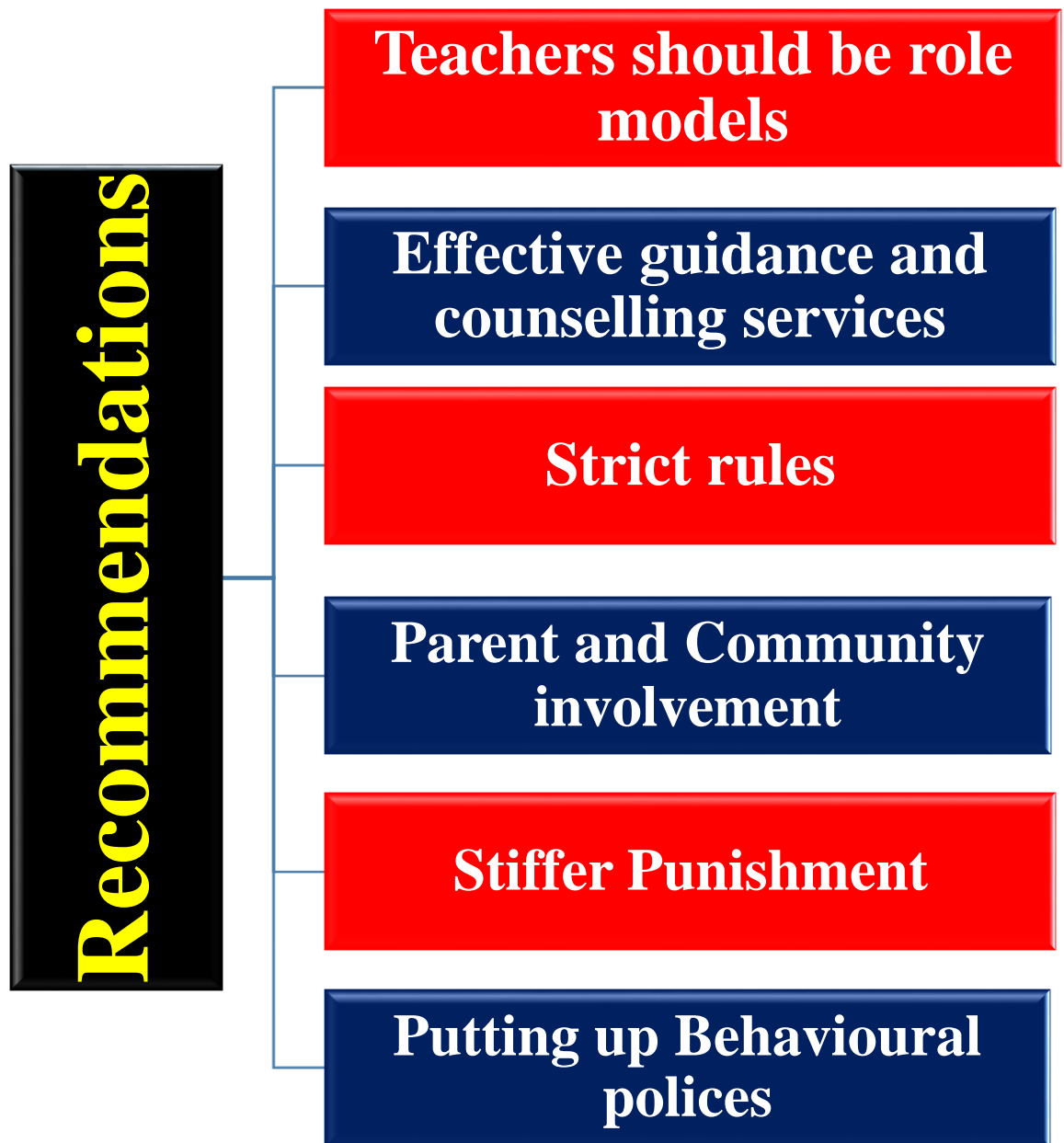


Figure 5.3.1.0 Responses on recommendations

The findings revealed that out of the 65 participants in the study 39 suggested teachers being role models, 21 suggested effective guidance and counselling services, 18 suggested strict rules for both teachers and learners, 13 suggested the need for parental and community involvement, 12 stiffer punishment were as 10 suggested putting up of behaviour policies and 38 of the participants suggested other strategies other than the ones mentioned above. Table 5.3.2.0 shows the summary of the responses from the participants in the study.

RECOMMENDATIONS	LR	TR	TOTAL	TOTAL %
Teachers Should be Role Models	37	2	39	63%
Effective Guidance and Counselling services	16	5	21	34%
Strict Rules for Teachers and Learners	14	4	18	29%
Parental and Community Involvement	9	4	13	21%
Stiffer Punishment	8	4	12	19%
Putting up Behavioural Policies	8	2	10	16%
Others	32	6	38	61%

Table 5.3.2.0: Reponses on recommendations

From the findings it, it is clear that teachers need to be role models and led by example if there is to be discipline in schools which is the point that was strongly suggested by most learners. This is in line with Zubaida (2009), that states that indiscipline is a phenomena which owing to its extent and social resonance requires the attention of all those who are involved in teaching. The findings also revealed that for discipline to be achieved in schools their need for teachers and pupils to understand each other and communicate, as well as

encouraging the involvement of all stakeholder especially the parents and communities and ensuring that the guidance and counselling departments are active in schools and fulfil their sole purpose. The recommendations are summarised in Figure 5.3.3.0 below.

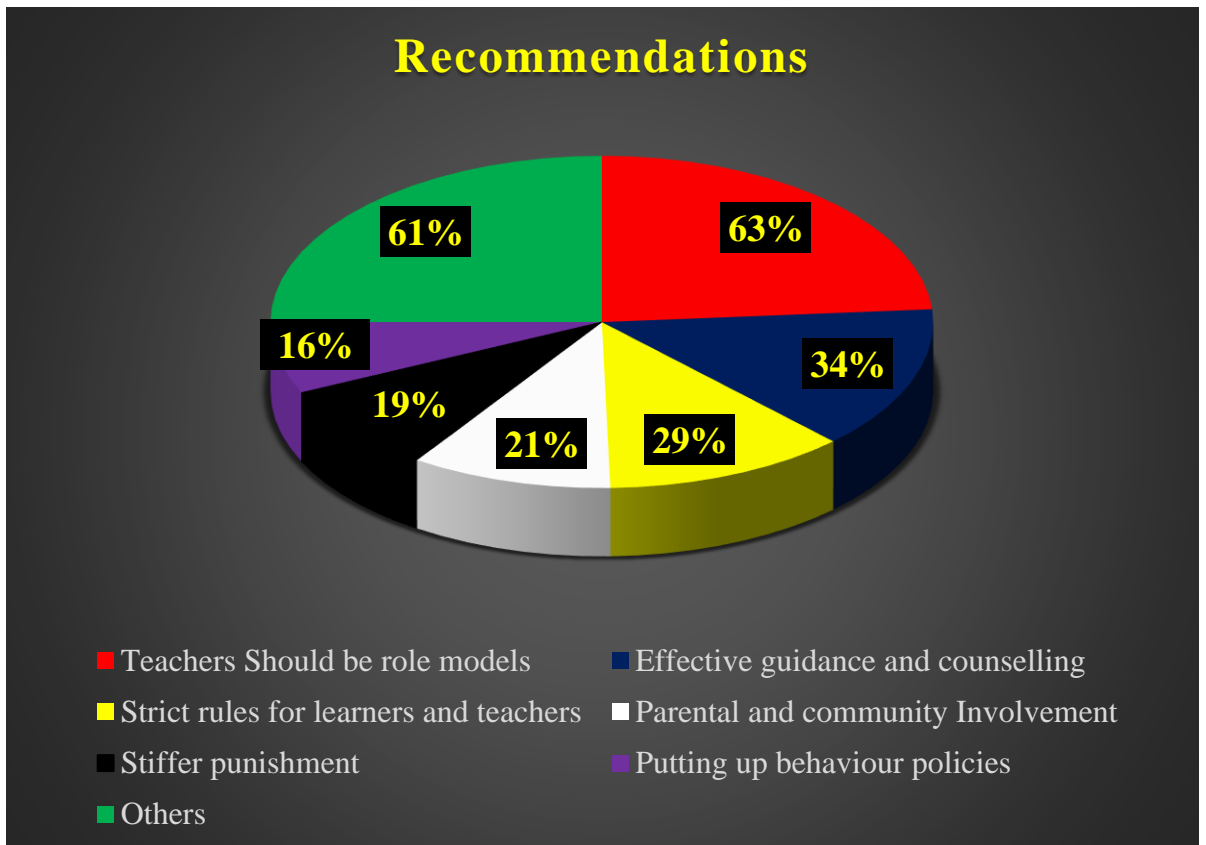


Figure 5.3.3.0 Summary of Reponses of recommendations on how to rectify LTI in secondary schools

5.4 SUMMARY

This chapter has presented the findings and discussions of the study. The study has established that there are more cases of learner indiscipline as compared to teacher indiscipline. The study also established that indeed the causes of LTI are found in the community, the school environment as well as within the learners and teachers themselves. In addition, the study has established that LTI has a negative effect on learners' academic performance but only to an

average extent. Final the study has revealed that in order for indiscipline to be down away with in schools, there is need for all the stakeholders to play an active role.

The next chapter will focus on conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSSIONS AND RECOMMENDATIONS

6.0 OVERVIEW

This chapter presents the conclusions and recommendations of the study. It summarises the findings of the study and gives the recommendations, based on findings, which will help rectify the problem of the learner and teacher indiscipline in selected secondary schools of Lusaka district and the whole country at large. It also outlines areas of further research. The chapter closes with a summary.

6.1 CONCLUSSIONS OF THE STUDY

In line with the general objective of the study which was to assess the effect of the learners' and teachers' indiscipline on the leaners' academic performance in selected secondary schools of Lusaka district, the learners' and teachers' indiscipline have a negative effect on the learners' academic performance.

In line with objective number one, which was to identify forms and causes of the learners' and teachers' indiscipline in selected secondary schools of Lusaka district, the study revealed that there are various forms and causes of the learners' and teachers' indiscipline. The following are the causes of learners' indiscipline as revealed by the study: social media, lack of parental involvement in their children's education, lack of guidance and counselling services in schools, peer pressure, dysfunctional families, strict rules, degraded community values, poverty, overcrowded classrooms and unqualified teachers.

Causes of teachers' indiscipline the study revealed are: poor professional training, poor classroom management and poor management of indiscipline by head teachers. The forms of indiscipline that learner take part in, as revealed by the study are: noise making, absenteeism and late coming, use of cell phones, skipping classes, stealing and lying, improper dressing, alcohol and drug abuse, vandalism, bullying, fighting, pupil-teacher sexual relationships. The forms of teacher indiscipline which came out of the study are: going late for class, absenteeism, use of abusive language, improper dressing, smoking and drinking, teacher-pupil sexual relationships, examinations malpractice and sexual harassment.

School administrators need to know the forms and causes of the learners' and teachers' indiscipline so that they know how to deal with them when they occur as well as find ways of curbing the indiscipline. You can only deal effectively with the problem if you know the root cause.

In line with objective two the study revealed that there is a negative effect on the academic performance of the learners in selected secondary schools of Lusaka district caused by the learners' and teachers' indiscipline. From the responses from the learners, teachers and head teachers, the study found that indeed learners' and teachers' indiscipline have a negative effect on the learners' academic performance. It also established that even though learners' and teachers' indiscipline has a negative effect on learner academic performance the effect is not so high extent. It has to be noted that almost of the respondents were of the view that learner and teacher indiscipline has a negative effect on learners' academic performance.

The study revealed that compared to teachers, more learners engage in indiscipline behaviours than teachers. It was also clear that even though the cases of learner indiscipline were higher than those of teachers, the rate of teacher indiscipline was just as alarming as that of learners more especially looking at the fact that teachers are supposed to implement discipline in schools.

6.2 RECOMMENDATIONS OF THE STUDY

Based on the findings from the research it is evident that indiscipline of both the learners and teachers exist in selected secondary schools of Lusaka district. Therefore, remedy for the learners' and teachers' indiscipline must be found before the situation goes out hand.

Based on the findings of the study outlined above, there are various recommendations that can be made. First there is need for the government through the Ministry of General Education to put up policies that are aimed at rectifying learner and teacher indiscipline as well as monitoring schools to ensure that these policies are successfully implemented by the schools.

The government through the Ministry of General Education should also ensure that qualified and well trained teachers are employed to teach in schools. This is important because it will help get rid of the unqualified teachers who usually have challenges with classroom management and hence enhance indiscipline in schools.

From the study it is clear that even though there are guidance and counselling departments in secondary schools they are not fulfilling their purpose hence it

is recommended that school administrations ensure that the Guidance and Counselling departments are active in schools and that Guidance and Counselling is added on the class timetable to ensure that the learners can receive counselling even when they are not in trouble at school or because they are going through some hardships.

Based on the findings of the study it is recommended that student councils be established in schools so that pupils can have a channel through which they can use to air their views, interests, concerns, problems and also get information from the school administration. This will help deal with the poor communication problem between the school administration and the learners.

From the findings the issues of learner and teacher indiscipline in schools cannot be rectified if all the stakeholders are not on board. Hence there is need for the school to create an environment that will encourage parental and community involvement in the education of the learners. Also the school need to put up programs that will incorporate parents and community members in activities of the school and create a platform in which they can exchange ideas on how best to deal with the issue of the learners' and teachers' indiscipline.

There is need for teachers to be natured so that they can turn into good role models and disciplinarians and not to be also guilty of being indiscipline. Since teachers not only instil knowledge in their learners but also skills and attitudes, if the teachers are good role models, dress appropriately, do not use abusive language, do not go for class late or being perpetual absentees, even their learners will adopt the same attributes and attitudes, hence minimising the cases of indiscipline in schools.

There is need for government to create awareness on the effects of indiscipline on learner academic performance, the overall success of an individual as well as the development of the economy and the country as a whole. Also there is need to create awareness on the roles the different stakeholders can play to ensure that indiscipline is a thing of the past in our schools and promote discipline among teachers and learners.

There is also need based on the findings to revisit and implement school rules and ensure that both the teachers as well as the learners know and understand the different rules and the consequences of breaking these rules. Also there is need for the reintroduction of stiffer punishment so that learners and teachers are not always found wanting.

The media should also be monitored based on the findings, this is because it is the major cause of learner indiscipline. Parents have to be ever on the lookout on what kind of media their children are exposed to and also government should take a step in regulating what is on radio, TV and other Medias to ensure that they are imparting good values in the young children.

At the moment the level of parental non-involvement in their children's lives and education is worrying. It is for this reason that government through awareness programs should encourage parental involvement in their children's lives as well as providing parental counselling especially to single parents, teen parents and those parents that are going through hardships and bad marriages. It has to be noted that for the problem of indiscipline to be rectified in our schools, there is need for all the stakeholders to work together and this can only be accomplished if and when the school creates that conducive

environment for such a partnership to take place hence it is recommended that the school can be as open and welcoming as possible.

It is hoped that these recommendations once implemented will greatly enhance the quality of discipline in our secondary schools and help rectify the problem of learner and teacher indiscipline and hence improve the learners' academic performance.

6.3. SUMMARY

This chapter looked at conclusions and recommendations drawn from research findings in line with the general objective and specific objectives of the study. It is hoped that findings drawn from this study will arm school administrators with knowledge of the learners' and teachers' indiscipline and know how to deal with them as well as reduce indiscipline in schools and ultimately improve the learners' academic performance.

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APPENDICES

APPENDIX I

Questionnaire for Learners

Introduction

This questionnaire is part of a study to assess the effects of learners' and teachers' indiscipline on learner performance. The main purpose of the questionnaire is to solicit for information connected to forms of learners' and teachers' indiscipline, the causes of learners' and teachers' indiscipline, the effects as well as to come up with recommendations that can help address the issue of learners' and teachers' indiscipline in selected secondary schools in Lusaka Province. This is to establish the forms of learners' and teachers' indiscipline, their causes and also the effects that it has on learner performance.

The information shall be used for purely academic purposes and shall be treated with the strictest confidentiality. Therefore, you are kindly asked to give honest answers to all questions.

Part 1

Background information

1. What is your sex?

Male () Female ()

2. How old are you?

a) 13-15 ()

b) 16-17 ()

c) 18-20 ()

d) Above 20 ()

3. What grade are you in?

a) Grade 10 ()

b) Grade 11 ()

c) Grade 12 ()

4. What is the name of your school

Objective one

Forms and causes of learners' and teachers' indiscipline

Forms of learner indiscipline

5. Do you have cases of indiscipline behaviour by learners at this school?

Yes () No ()

6. If your answer to question 5 is yes, which of the following are the indiscipline behaviours that learners at this school engage in?

a) Bullying ()

b) Absenteeism and late coming ()

c) Skipping classes ()

d) Abuse of alcohol and drugs ()

e) Improper dressing ()

- f) Fighting ()
- g) Noise making ()
- h) Vandalism ()
- i) Pupil-teacher sexual relationships ()
- j) Stealing and lying ()
- k) Use of cell phones in school ()

Any

other _____

Forms of teacher indiscipline

7. Do you have cases of teacher indiscipline at this school?

Yes () No ()

8. If your answer to question 7 is ‘Yes’, which of the following forms of indiscipline do teachers at your school engage in?

- a) Absenteeism ()
- b) Coming late for class ()
- c) Improper dressing ()
- d) Smoking and drinking ()
- e) Sexual harassment ()
- f) Teacher-pupil relationships ()
- g) Use of abusive language ()
- h) Examination malpractice ()

Any

other?

Causes of learners' indiscipline

9. Which of the following cause learner indiscipline?

- a) Dysfunctional families ()
- b) Lack of parental involvement ()
- c) Poverty ()
- d) Social media ()
- e) Degraded community values ()
- f) Unqualified teachers ()
- g) Overcrowded classrooms ()
- h) Strict rules ()
- i) Lack of guidance and counselling services ()
- j) Peer pressure ()

Any other? _____

Causes of teachers' indiscipline

10. Which of the following cause teacher indiscipline?

- a) Poor professional training ()
- b) Poor classroom management ()
- c) Poor home back ground ()
- d) Poor management of indiscipline by head teachers ()

Objective 2

Effects of learners' and teachers' indiscipline on learner performance

11) Does the learners' and teachers' indiscipline affect learner performance at your school?

Yes () No ()

12) In what way does the learners' and teachers' indiscipline affect learner performance?

In a good way () in a bad way ()

13) To what extent does learners' and teachers' indiscipline affect learner performance?

High () average () low ()

Objective 3

Recommendations

14) What would you suggest to be done to help address the issue of learners' and teachers' indiscipline in school?

Thank you

APPENDIX 2

Questionnaire for Teachers

Introduction

This questionnaire is part of a study to assess the effects of the learners' and teachers' indiscipline on the learner performance. The main purpose of the questionnaire is to solicit for information connected to forms of learners' and teachers' indiscipline, the causes of learners' and teachers' indiscipline, the effects as well as to come up with recommendations that can help address the issue of learners' and teachers' indiscipline in selected secondary schools in Lusaka Province. This is to establish the forms of learners' and teachers' indiscipline, their causes and also the effects that it has on learner performance.

The information shall be used for purely academic purposes and shall be treated with the strictest confidentiality. Therefore, you are kindly asked to give honest answers to all questions.

Part 1

Background information

1. What is your sex?

Male () Female ()

2. How old are you?

e) 25- 30 ()

f) 31-36 ()

g) 37-40 ()

h) Above 40 ()

3. What is the highest level of qualification of you have obtained?

4. What is the name of your school?

Objective one

Forms and causes of the learners' and teachers' indiscipline

Forms of learner indiscipline

5. Do you have cases of indiscipline behaviour by learners at this school?

Yes () No ()

6. If your answer to question 5 is yes, which of the following are the indiscipline behaviours that learners at this school engage in?

l) Bullying ()

m) Absenteeism and late coming ()

n) Skipping classes ()

o) Abuse of alcohol and drugs ()

p) Improper dressing ()

q) Fighting ()

r) Noise making ()

s) Vandalism ()

t) Pupil-teacher sexual relationships ()

u) Stealing and lying ()

v) Use of cell phones ()

Any

other _____

Forms of teacher indiscipline

7. Do you have cases of teacher indiscipline at this school?

Yes ()

No ()

8. If your answer to question 7 is 'Yes', which of the following forms of indiscipline do teachers at your school engage in?

i) Absenteeism ()

j) Coming late for class ()

k) Improper dressing ()

l) Smoking and drinking ()

m) Sexual harassment ()

n) Teacher-pupil relationships ()

o) Use of abusive language ()

p) Examination malpractice ()

Any

others _____

Causes of learners' indiscipline

9. Which of the following cause learner indiscipline?

- a) Dysfunctional families ()
- b) Lack of parental involvement ()
- c) Poverty ()
- d) Social media ()
- e) Degraded community values ()
- f) Unqualified teachers ()
- g) Overcrowded classrooms ()
- h) Strict rules ()
- i) Lack of guidance and counselling services ()
- j) Peer pressure ()

Any other? _____

Causes of teachers' indiscipline

10) Which of the following causes teacher indiscipline?

- a) Poor professional training ()
- b) Poor classroom management ()
- c) Poor home back ground ()
- d) Poor management of indiscipline by head teachers ()

Objective 2

Effect of learners' and teachers' indiscipline on the learners' academic performance

- a) Does learners' and teachers' indiscipline affect the learners' academic performance at your school?

Yes () No ()

- b) In what way does the learners' and teachers' indiscipline affect the learners' academic performance?

In a good way () In a bad way ()

- c) To what extent does the learners' and teachers' indiscipline affect the learners' academic performance?

High () average () low ()

Objective 3

Recommendations

- a) What would you suggest to be done to help address the issue of the learners' and teachers' indiscipline in school?

Thank you

APPENDIX 3

Semi-structured Interview guide for head teachers

Introduction

This semi-structured interview guide is part of a study to assess the effects of the learners' and teachers' indiscipline on the learners academic performance. The main purpose of the questionnaire is to solicit for information connected to forms of learners' and teachers' indiscipline, the causes of learners' and teachers' indiscipline, the effects as well as to come up with recommendations that can help address the issue of learners' and teachers' indiscipline in selected secondary schools of Lusaka district. This is to establish the forms of learners' and teachers' indiscipline, their causes and also the effects that it has on the learners' academic performance.

The information shall be used for purely academic purposes and shall be treated with the strictest confidentiality. Therefore, you are kindly asked to give honest answers to all questions.

1. What is the name of your school?
2. What is your position at this school?
3. For how long have you been in this position?
4. What is your highest level of academic achievement?
5. Do you experience cases of learner indiscipline at this school?
6. Do you experience cases of teacher indiscipline at this school?
7. What are some of the forms of the learners' indiscipline at this school?
8. What are some of the forms of the teachers' indiscipline at this school?

9. What are some of the causes of the learners' indiscipline?
10. What are some of the causes of the teachers' indiscipline?
11. What is the effect of the learners' and teachers' indiscipline on learners' academic performance?
12. To what extent does the learners' and teachers' indiscipline affect learners' academic performance?
- a) High () b) Average () c) Low
13. What are some of the recommendations to address the issue of learners' and teachers' indiscipline in schools?

THANK YOU

APPENDIX 4

Focus Group Discussion

SELF-INTRODUCTION

My name is Eugene Sigande. I am from UNZA along with my colleague here who will introduce herself. We are working together with the Ministry of General Education. We would also like to know you, please introduce yourselves. During this discussion you will use numbers for identification.

OPENING STATEMENT

Welcome, to this group discussion. We know that in schools in as much as you the learners' engage in indiscipline activities so do teachers. We would like to learn from your experiences. Your experiences and thoughts on this subject will be of great contribution to our study. We are going to use a voice recorder to make sure that we capture everything you will say. Anything you will say will be kept confidential, your identity will not be revealed. The discussion will take a maximum of 1 hour.

ICE BREAKER: When I was in high school I used to love to read romantic novels during prep time and I used to get punished for that. What do you do during prep time?

Section A: Forms of learner and teacher indiscipline

	Questions	Probes
a.	Do you have cases of the learners' and teachers' indiscipline?	<ul style="list-style-type: none"> • Do you have cases of learner discipline in this school? • Do you have cases of teacher indiscipline in this school? • How bad is learner indiscipline....Very bad....bad....not bad? • How bad is teacher indiscipline....Very bad... bad... not bad?
b.	What are some of the forms of learners and teachers' indiscipline?	<ul style="list-style-type: none"> • Do learners' at your school engage in bullying, absenteeism and late coming, skipping classes, abuse of alcohol and drugs, improper dressing, fighting, noise making, vandalism, pupil-teacher

		<p>sexual relationships, stealing and lying, use of cell phones... any other</p> <ul style="list-style-type: none"> • Do teachers at your school engage in the following; absenteeism, coming late for class, improper dressing, smoking and drinking, sexual harassment, teacher-pupil relationship, use of abusive language, examination malpractice or any other?
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Cause of learners' and teachers' indiscipline in schools

<p>a.</p>	<p>What are some of the causes of Learner indiscipline?</p>	<ul style="list-style-type: none"> • What are some causes of Learner indiscipline at your school? • Is it? <ul style="list-style-type: none"> - Dysfunctional family, lack of parental involvement, poverty,
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		<p>social media, degraded community values, unqualified teachers, overcrowded classrooms, strict rules, lack of guidance and counselling services, peer pressure or any other?</p>
b.	<p>What are some of the causes of teacher indiscipline?</p>	<ul style="list-style-type: none"> • What do you think causes teacher indiscipline? • Is it? <ul style="list-style-type: none"> - Poor professional training - Poor classroom management - Poor home background - Poor management of indiscipline by head teacher.

Section B: Effects of learners' and teachers' indiscipline on learner performance

a.	<p>What is the effect of learners' and</p>	<ul style="list-style-type: none"> • Does learners' and
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	<p>teachers' indiscipline on learner performance?</p>	<p>teachers' indiscipline affect learner performance?</p> <ul style="list-style-type: none"> • In what why does learner and teacher indiscipline affect learner performance? • To what extent does learners' and teachers' indiscipline affect learner performance <p>Low.... Average.... low.</p>
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Section C: Recommendation

a	<p>What can be put to help reduce the levels of learners' and teachers' indiscipline?</p>	<ul style="list-style-type: none"> • Can this help <ul style="list-style-type: none"> - Putting up strict rules - Offering guidance and counselling services - Involve parents - Hosting talks
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