

**AN ASSESSMENT OF HEAD TEACHERS' MANAGEMENT PRACTICES OF
VIOLENT BEHAVIOUR AMONG LEARNERS IN LUANSHYA DISTRICT, ZAMBIA**

By

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A dissertation submitted to the University of Zambia partial in fulfilment of the requirements for
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APPROVAL

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ABSTRACT

The study aimed at assessing of Head teachers' management practices of violent behavior among learners in Luanshya District, Zambia. The study objectives were; to examine heat teachers' management practices of violent behaviour in secondary schools in Luanshya district, ascertain the nature and sources of violent behaviour in Luanshya district, find out the challenges in the management of violent behaviour among learners in Luanshya district, and suggest strategies that can be employed to improve the management of the violent behaviour in secondary schools in Luanshya district. This study used a descriptive design. Semi-structured interview guide and document analysis was incorporated. The total sample size was 10 comprising of 5 secondary school administrators and 5 Disciplinary committee chairpersons. Purposive sampling was used and Data analysis was done using themes. The findings of the study revealed that Head teachers used management practices in order to effectively manage violent behaviour in secondary schools which included; formulation of school disciplinary committees, implementation of school safety action plan, communication with stakeholders and Capacity building. The prominent nature and causes of violent behaviour included fighting, insulting, vandalism, drug abuse and rioting among others. Various constraints were experienced in the management of violent behavior among the notable ones were parental interference, increase in child headed homes, irresponsible human rights use, external influence and high levels of moral decay among learners. Improved stakeholder participation, addressing moral decay, monitoring of electronic gadget brought into school and promotion of health teacher-pupil relationships were notable suggested management practices. The results from the study concluded that Head teachers employed various scientific management practices to ensure that violent behaviour among the learners was reduced. However, there is need for improved and implementation of innovative measures to prevent violent behaviour must be sort by Head teachers' in order to provide safe and conducive learning and teaching environment at all times. In addition, secondary school should be innovative by responding to emerging behavioral concerns among learners. The study recommended that school management should continue to partner with other stakeholder at school, community and district level in order to effectively manage violent behaviour among the learners. Guidance and counselling services should continue to be provided in schools so as to address violent behaviour effectively.

Key Words: Violent behaviour, management practices, learners, secondary school

DEDICATION

This report is dedicated to my family especially my dear husband in recognition of his relentless support during my studies. Without their effort, I would not be what I am today.

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ACRONYMS AND ABBREVIATIONS

DEBS	District Education Board Secretary
PEO	Provincial Education Office
MoGE	Ministry of General Education
SDG	Sustainable Development Goals
SNDP	Seventh National Development Plan
SMC	School Management Committee
UNESCO	United Nations Educational, Scientific and Cultural Organisation.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter provides the background information to the study presents the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitations of the study, operational definitions as well as organization of the proposal. Lastly, a summary of the section is given.

1.2 Background

School discipline is an important aspect of the teaching and learning process. Many are the times that indiscipline has altered school activities, especially the core business for which schools are designed. The quest to maintain good behaviour in schools is basic to all operations in every school according to the intended goals for which the school is built. English (2004) contends that violence negatively impacts on the learning environment and promotes a climate and culture of concern and fear among teachers and administrators. In most cases, riotous behaviour among learners in schools has resulted in destruction of school infrastructure. However, Sugut and Mugasia (2014) point out that violent behaviour should not scare school administrations from seeking solutions that could eradicate the problem of violence.

The abolishment of corporal punishment in the education sector has seen many changes in the operation and management of schools in Zambia, Luanshya inclusive. UNESCO (2011) adds that prohibition of corporal punishment may not deliver immediate results, but is a step in the right direction. Today, maintaining good behaviour in schools has exhibited many facets in the manner teachers and the school administration strive to bring the best out of the learners in the midst of increased human rights among learners. Maintaining good discipline is cardinal in the smooth operations of any learning institution especially at secondary level. The school administration plays a mammoth task in shaping the general behaviour of learners in school by ensuring that learners are exposed to best behaviour which can in turn change the overall landscape of the school through maximized moral, social and academic prowess among the learners. On the other hand, teachers work well in institutions where learner discipline is maximized because it is a basic cornerstone of school performance.

Violent behaviour in institutions of learning continues to deter the smooth functioning of schools especially at secondary school level. Massive vandalism of property is the most pronounced direct consequence of violent behaviour among learners and secondary schools have not been spared from this bad vice. This situation has caused insecurity and fear among various players in the education circles through distortion of conducive learning environment as per expectation.

Ekombe (2010) states that violent behaviour is a multi-faceted term which may include criminal acts and aggression in schools. Many are the times that riots happen in schools when school administration least expect them which has led to unrest and school disrupting of the teaching and learning process. Many causes can be cited for violent behaviour among learners especially in secondary schools where learners are expected to be more mature and reasonable in dealing with various matters of interest and concern. Head teachers' management practices play an important role in the running of schools. It is therefore important to understand the role of Head teachers in the management of violent behaviour among secondary schools in Lusaka District, Zambia.

1.3 Statement of the Problem

School discipline and reduction in cases of violent behaviour among learners has the potential to improve academic performance both in and outside the school, especially among learners at secondary school, who will later on join the broader society through career prospects. Therefore the need for effectively management of violent behaviour among learners is key to the attainment of the much desired outcomes for which the school is designed. Scanty research has been conducted on Head teacher's management practices of violent behaviour among learners in secondary schools. However, violent behaviour has been on the upswing in institutions of learning. Former Minister of Education, Honorable Michael Kaingu in his ministerial statement to parliament on 28th October, 2015 stated that violent behaviour has been on the increase in learning institutions. Therefore, the study sort to assess the Head teachers' management practices of violent behaviour in secondary school in Luanshya District, Zambia with the view to determine the Head teachers' role in maintaining discipline in secondary schools as an aspect of learning institutions.

1.4 Purpose

The study sort to assess Head teachers' management practices of violent behaviour among secondary school learners in Luanshya District of Zambia.

1.5 Objectives

1.5.1 General Objective

To assess Head teachers, management practices in management of violent behavior among learners in Luanshya District of Zambia.

1.5.2 Specific objectives

- i. To examine the Head teachers' practices in the management of violent behaviour among learners in secondary schools in Luanshya District.
- ii. To determine the nature of violent behaviour among learners in secondary schools in Luanshya District.
- iii. To ascertain the challenges experienced in the management of violent behaviour among learners in Luanshya District.
- iv. To suggest innovative strategies that can be employed to improve the management of violent behaviour among learners in secondary school in Luanshya District.

1.6 Research questions

1.6.1 General Research Question

What are the Head teachers' practices in the management of violent behaviour among learners in secondary schools in Luanshya District?

1.6.2 Specific Research Questions

- i. What management practices are employed by Head teachers' in curbing violence in secondary schools?
- ii. What is the nature of violent behaviour among learners in secondary schools?
- iii. What challenges experienced in the management of violent behaviour among learners in Luanshya District.?
- iv. What innovative strategies that can be employed to improve the management of violent behaviour among learners in secondary school in Luanshya District?

1.7 Delimitations

The study was conducted in Luanshya District in five selected secondary schools. Luanshya District is selected for this study because it has recorded high levels of violent behaviour among learners causing destruction of school property through riots.

1.8 Limitations

The major limitation was the limited scope of the study as it covered only one district on the Copperbelt province, hence outcomes lacked generalization. The study was further limited to only public secondary schools leaving out primary schools and other private secondary schools in Luanshya district.

1.9 Significance

This study is appropriate in a number of ways including: that the study might provide insight on the main causes of violent behaviour among learners at secondary level. The study might provide different stakeholders with data on effective ways of managing of violent behavior in secondary schools as implemented by the school administration.

The study might further serve as a form of monitoring and evaluation framework for the Ministry of General Education as the major implementers of education in schools in relation to violence among learners. To secondary school administrators, the study might be useful in that findings may be used as an appraisal of the strategies they employ in the management of violent behaviour in the quest to curb school unrest. By making relevant recommendations, the study might enable school managers and other stakeholders to take the necessary measures to improve the school environment through local initiatives at school level in the midst of policy and innovation. The study may also add to the body of knowledge on the management of violence by school management. The findings of the study might lead to the identification of more areas of research that might be carried out in future by researchers to understand violent behaviour and policy issues in the light of rights for learners and fight against school based violence.

1.10 Theoretical framework

This study adopted Fayol's (1916) theory of scientific management. Henri Fayol is regarded as the father of scientific management. Success or failure of the discipline in school is dependent on the management style adopted by school administrators. Every organization

requires effective management to succeed in its dealings. However, principles of management demand the need to keep up with organizational change (NCERT, 2015). The modus of operation in schools has undergone modifications, especially today in the advent of human rights, with regard to producing learners who are well disciplined and ready to serve society in general. Good management practice is key in attainment of organizational goals and objectives in the most effective and efficient manner. Fayol (1916) accentuated the importance of management in an organization in the realms of forecasting, planning, organizing, commanding, coordinating and controlling which gave basis to Administrative theory of Management based on these five elements. Notably, the elements do not stand alone as they are complimented by others for smooth organizational management to take heart especially in a school setup where individuals team up to attain a common good.

Henri Fayol's 14 principles of organizational management particularly engrossed on the five management function of an organization as basic guiding principles to a management of the organization in general. These principles are universal in application and can be used in any organization the world over. However, these five principles are flexible and can be used according to the need of specific organizations based on management desires to operate effectively and efficiently.

Division of Labor

Fayol emphasized the need to specialize in one area of work where an individual can perform to the maximum. This principle entails that management in an organization should be divided into specific jobs and employees must be assigned jobs based on their interest and skills. Uzuegbu and Nnadozie (2015) emphasizes that specialization enables staff to perform specific tasks as routine duty. The need to share jobs according to sizable piece meals. Hence, school administration should be guided by this principle in order to maximize organizational prowess. Division of work at technical and managerial levels guarantees smooth operation in a given organization.

Authority

Authority is the right to the powers that be to give the command and make decisions over subordinates in order to ensure prudent organizational management. Authority is the power

to give orders or take decisions (Pathak, 2014). Orders should be used as a symbol of power towards a given responsibility. However, care must be taken when using authority among subordinates to create a positive and productive work environment. The obligation of an employee is to perform selected task but be accountable to the superiors. It is important to give employees a certain amount of authority required to perform the given responsibility. In this vain, authority short of responsibility may lead to wastage and lack of utilization of power and responsibility leading to poor utilization of manpower and material resources.

Discipline

Discipline is a fundamental value in any management system of any organization especially a school setup. Discipline demands good superiors, vibrant and fair bargain and application of penalties whenever meted (NCERT, 2015). Discipline is the contraption required to ensure smooth operations in an organization especially a school. However, discipline depends on the core needs and programs of the organization.

Unity of Command

Unit of command is based on a clear channel of command between superiors and subordinates. Work must be done in teams formulated to maintain discipline in school to ensure clear chain of command. Teachers are part of the school as an organization and receive orders for central administration on the need to maintain discipline among learners. Uzuegbu and Nnadozie (2015) argues that a specific superior is assigned a team who gives orders. The school as an Organizations can function effectively when there is a scalar chain of command from superiors to subordinates. This mode of operation makes it easy for management to give orders in the quest to implement set goals by the school for guaranteed success.

Unity of Direction

This principle, emphasize that one manager in the case of a school the Head teacher under the guidance and plan of the groups having same goals and objectives should move forward.

Direction strives to achieve organizational goals and objectives by all members. Ducker (1954) points out that organizations operate on established objectives. Unity of direction helps to coordinate group activities to attain a single goal.

Subordination of individual interest to general Organizational interests

Individual interest are secondary to that of the organization. This principle entails giving Organizational interest priority in order to bring rewards for the individuals. The need to suppress individual interests to attain broader organizational goals is a must. School managers should ensure that programmes implemented in schools are given prime importance. A mix of personal and organizational interests is a remedy for failure in programme implementation. However, employees work effectively when they are valued (McGregor, 1960). It is important for school managers to value subordinates in the course of duty.

Remuneration of Personnel

Motivation is an important which acts as reward for efforts exhibited by individual members. Employers and employees should be paid fairly, reasonably and rewarded on the basis of effort (Mtengezo, 2009). Monetary and non-monetary remuneration to the employees based on their performance level is a basic requirement. Hence, remuneration must be impartial, prudent and adequate.

Centralization and Decentralization

Top most level of authority should be centralized. This feature is evident in a school setup where central administration makes critical decisions. Nonetheless, delegation of power is eminent and evident to the subordinates who implement various programmes running under the school.

Scalar Chain

For an organization such as a school to operate smoothly, a chain of positions from top level management to lower level management must exist. Communication follows this chain of command. Bhasin (2016) asserts that scalar chain entails a clear line of authority.

Order

Both materials and manpower should be given a proper place in the organization. Order should exist in an organization especially a school where tasks are shared based on position and specialization. Rodrigues, (2001) contends the need to place human resource and materials in the right position. The anticipation is for school administration to identify individuals with potential among the workforce to effectively man certain positions within committees at school. This will ensure that outcomes are maximized in most areas in form of goals achieved.

Equity

Discrimination with regard to status, sex and religion should not exist in an organization (Okpara, 2016). There should be no room for prejudices, therefore, an environment of kindness and justice should exist. In the advent of gender equality, need exists to ensure that gender stereotypes are adequately dealt with in the management of violent behaviour with respect to gender.

Stability of tenure

Confidence while on the job will ensure fulfilment of the organization's tasks and goals in general terms. Management in the modern day suggests recruiting employees with right qualifications (Achinivu et al, 2017). The need for qualified manpower in school cannot be over-emphasized. This will also benefit the organization as it lowers the labor turnover and reduces cost of recruiting and retraining new employees.

Initiative

Initiative enables employees to carry out tasks freely in a satisfactory manner with less effort. Management must encourage initiative among workers. However, most school managers of today have less initiative (Robinson, 2005).

Esprit de Corps

Team spirit is vital where management strives to integrate actions towards set goals and objectives. Accumulation of individual performance and corporation in any given

organization yields best outcomes. This principle is based on unity of strength as foundation of success in any organization and encourages employee performance (Pathak, 2014; Boyt et al, 2001). Implementation of discipline in school requires school managers to be flexible and well-poised to attend to current changes and dynamics in running of organizations with dynamic needs of learners with diverse backgrounds.

Principles of Scientific management

In the midst of growing concern for increased worker and organizational efficiency in the education sector, management is an important aspect in running schools. Fayol emphasized the core of management comprising five elements; planning, organizing, commanding, coordinating and controlling. Rahman, (2012) points out that Fayol emphasized unit of direction and command, non-financial incentives, decentralization, coordination have greater relevance today in organizational management. The need to provide quality service by the education system is central and the process of monitoring has intensified among school managers. Taking a leaf from the principles of management as highlighted by Fayol can to great deal influence organizational management. It is important for school administrators to be skilled in the management of schools given the high expectations form society. Pryor and Sonia, (2010) add that Fayol advocated on management education.

Fayol further asserts that Planning involves forecasting for the future and making a plan of action through determined goals and objectives of the action. Fayol regards planning as the most important function in organizational management as a basic elements of management of good startup especially in running schools. Planning gives a clear path of the journey taken by a school in the quest to attain success after bringing together various resources. Planning involves examining the future through forecasting. Planning is an everyday activity of school management. The activities of various committees instituted in school should be planned well in advance to give direction.

Organizing entails the creation of an organizational structure comprising of human resources and non-human resources to work together as a unit. It is need for a balanced workforce and equipment in any organization to fully reach its potential is cardinal. A school as a social organization must be well furnished with human resource in form of teachers and others

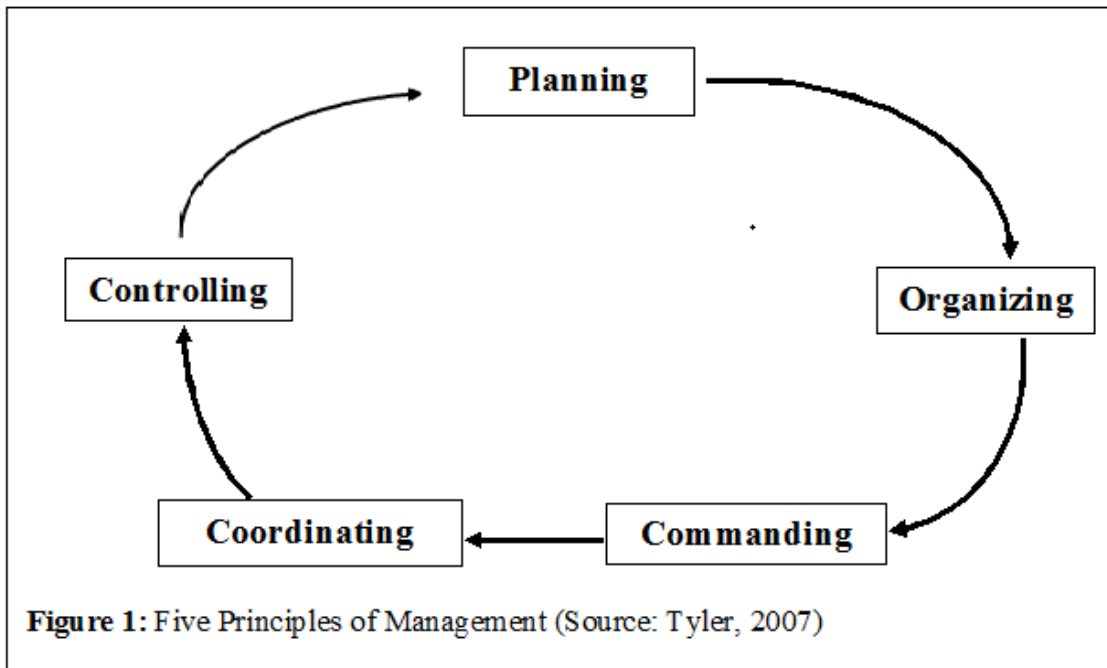
resources to bring to light the set goals. Otherwise, the school as an organization risks becoming a failed project whose duty to produce responsible, violent free and competent individuals well poised to contribute variously to society through the provision of manpower. Organizing is an important principle of management. Various resources are brought together in school management. On the other hand, building up of structures, material and human undertaking determines how a school is managed. Resource and process management helps to blend together various aspects of the school together as required.

For Fayol (1916) the practice of giving direction through orders by superiors to subordinates is termed commanding. Additionally, coordination of divisions in a school setup as an organization is very important to ensure well-functioning and efficient use of various resources that are provided for by the school. This involves bringing the action of all the dissections and integrating efforts for the fulfillment of pre-determined organizational goals. Lastly, controlling involves comparing the actual performance of the organization with the desired performance level and checking if there is the need for improvement and when a deviation is found implementing the necessary changes to improve the performance.

Commanding by Head teachers is done through the authority held by the office bearer. Hence, delegation plays an important role in this regard. Head teachers command personnel under to ensure that various activities are working. This is done to encourage and direct personnel activity to deliver quality services.

Coordinating involved building together and harmonizing activities. Different individuals come together to achieve a common good, so does the disciplinary committee which constitute different teachers.

Controlling as an important aspect of school management should be done in line within set standards and procedures to attain set goals. Optimizing returns in a school organization is very important and Head teacher must know the employees working under the school (Rahman, 2012). School managers should consistently monitor and evaluate various committees operating in school. A summary of the five Principles of management is given in Figure 1.



1.11 Operational Definition of Terms

Violent Behaviour The infliction of physical and emotional pain on one person by another. Riotous behaviour is regarded violent behaviour.

Disciplinary Committee A group of teachers within school who handle disciplinary cases at school.

Corporal punishment Infliction of physical pain on one's body as a form of punitive measure which may involve the canning of learners.

Head Teacher The educator who has executive authority for a school

Learner The one learning especially through the school system

1.12 Summary

This chapter highlighted the background of the study, statement of the problem, purpose and research objectives. The study further indicated the study limitations, significance, theoretical framework and operational definition of key terms as used in this study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

The previous chapter looked at the background of the study. This chapter focuses on literature relevant to the current study based on themes and specific objectives. The literature highlights issues on violent behaviour among learners, Head Teachers' practices in the management of violence in schools and challenges faced in the management of violent behaviour among learners. This chapter further highlights literature on strategies in the management of violent behaviour among learners.

2.2 Violent Behaviour among Learners

The existence of violent behaviour among learners in institutions of learning cannot be overlooked because these vices are present in schools and have adverse effects on overall operations of the school. Various reasons have been put forth for perpetuating violence. Notably, violent behaviour can be intentional, force, harm and moral responsibility feature. Salmi, (1993) argues that violence can be direct, indirect, repressive and alienation. This indicates the dynamic nature of violent behaviour.

Under intentional feature, violence is done by perpetrators with a purpose in mind. However, demonstrations are a common feature where learners want to attract attention to the school management on various issues of concern. This entails that learners resort to violent behaviour to seek recognition.

The force feature takes the form of inflicting harm on the purported target by initiators of violence. This usually is physical harm to individual targets. Many are the times that gangs would start fights aimed causing harm on opponents.

The harm feature of violence targets at damaging property. This is the most common kind of violence experienced in most secondary schools where school property is damaged by learners.

A study conducted by Ngwokabueni (2015) in Cameroun examined the forms and causes of indiscipline in Secondary schools. The study used Descriptive survey design with a sample size of 3,240 participants drawn from 120 schools. The study findings indicated familiar and common types of indiscipline among learners included: students based, society based and school based causes. Ngwokabueni further indicated that, moral leadership, moral education,

education orientation and behavioural accountability were suggested remedies to curb indiscipline in secondary schools.

Moral responsibility feature of violence is a situation where violence is avoided by perpetrators because it arises from intentions with individuals. This is a rare occurrence but achievable especially where school administration is effective in running schools. Learners may realise the need to resolve issues without using any form of violence.

It is important to understand the underlying cause of violent behaviour among learners in order to solicit for effective remedy to the problem. However, various causes of violent behaviour are worth noting which can lead to unrest in school. School management can only be effective in curbing violent behaviour if they understand the dynamics that violence can take.

A cross-sectional study was done by Mwanza and Menon (2015) in Lusaka urban district in selected schools with sample size of 170 participants. The study showed that relational aggression in adolescents was prevalent in the selected schools. Hence, aggression can be a source of violent behavior among learners.

Mismanagement of various resources in schools has often been a source of concern by the general public. Schools manage monetary resources as well as material resources. It is expected that schools are accountable and transparent in the manner they use the various resources entrusted with them. But many are the times that resources are mismanaged to an extent where learners become interested to know where and how the spending is done. This often causes riotous behavior among learners who take to the streets before damaging property.

A descriptive study conducted by in Kenya, Nandi South District by Sugut and Magusia (2014) indicated various factors such as drugs in school, lack of enough facilities, negative attitude towards school by learners, poor performance and negative attitude towards school administration as some of the key factors for violent behavior among learners (Sugut and Magusia, 2014).

On the other hand, teachers can cause unrest in a school variously. Violent attacks by teachers on learners can lead to rebellion among learners to school authority which can cause learners to riot. However, teachers have maturity in the manner they address various issues confronting them in school with regard to learner behavior. A study in selected schools in

Lusaka and Chongwe districts revealed that reduced levels of violence by teachers at school level (Topp, Keesbury, Wilson and Chileshe, 2012).

A descriptive survey done in Jamaica in two Primary and Junior High schools indicated that conflict management strategies employed by school Head teachers are based on nature, severity and frequency of the social deviant behaviour exhibited by the students (Bourne et al, 2015). Banda and Mweemba (2016) conducted a study in central province, Zambia on the nature of deviant behavior in secondary schools. The study utilized survey and Focus Group Discussion method. Their findings indicated that drug abuse, bullying, promiscuity, aggressive and disruptive behavior, absconding classes were rampant among learner.

It is expected that schools should provide quality service to the community through the provision of education. However, many are the times that teaching staff may lack the desired commitment to duty leading to worry by learners. Hence, school administration must ensure that teachers are ever committed to duty by providing quality teaching and learning. Schools where teachers are committed to duty often have rare occurrence of violent behaviour because learners are kept busy most of the times.

Poor performing schools have often recorded high incidences of violent behaviour. Generally, poor performance is mostly associated with poor academic performance. The concern is real because a violent free learning environment is prerequisite to maximized learning opportunity among learner in a given school setup especially in secondary school. A sequential mixed method study by Ncontsa and Shumba (2013) in South Africa in High Schools. A sample of 100 respondents were included in the study which revealed that violence had the following effects on learners: loss of concentration, poor academic performance, bunking of classes and depression. Hence, high levels of violent behaviour in learners has the capacity to negatively affect the overall school environment.

2.3 Head teacher's practices in the management of violence in schools

In order to maintain order, peace and respect for authority at school level is very important. When violence occurs in a school, it is viewed as loss of authority (Gumpel and Meadan, 2000). Research has indicated the need for Head teachers to develop practices in the management of the school feeding programme. A study by Machocho (2011) indicated

various practices that are commonly employed in the running of school programmes by stating the activities undertaken by school managers in the quest to improve their operations. Machocho further asserts that Head teachers must be well vested with skills to effectively run schools in order to reduce the potential occurrence of violence. Educational administrators must learn how to anticipate and avoid negative consequences of rules and regulations. Learners should be engaged from time to time in the running of the school through school council which are important channels of decision making where learners are represented adequately. Hoy and Miskel (1996) stress the need to avoid punishment centred-patterns of school administration which has the potential to incite violence in school. Hence, need exists to harmonize rules and regulations at school level between learners and school administration for the sake of creating a conducive teaching and learning environment. Sugut and Magusia (2014) add that Head teachers should set an orderly and safe environment conducive to learning. Head teacher should also take a leading role in shaping morals and behavior among learners in school. Hence, leading by example makes-up best practices by Head teachers in molding good behavior.

2.4 Challenges Experienced in the Management of Violent Behaviour in Schools

Head teachers face a number of challenges in the quest to prevent violent behaviour among learners in school. Poor leadership quality is a major challenge as it presents inadequacies in the manner schools are run. Ekombe (2010) contends that leadership style at school level can be a source of violent behaviour among learners. Dictatorial tendencies by the school administration has the capacity to breed violent behaviour through rebellion and riots by the learners. Ekombe's study found that the current state of infrastructure within and outside the beneficiary schools has hindered the extent to which the beneficiaries are able to get the best out of the education system. Lack of infrastructure at most secondary schools is a major hindrance to ensure smooth running of schools and ensuring that learners are kept out of violent behaviour.

Community involvement is important in the design, planning and implementation of various programmes running under a school. As such, discipline problems are better resolved with full community participation in running the school.

There is need for community participation in the management of the various community based programs for sustainable socioeconomic development. Hence, communities can take responsibility through identification of problems, development of activities, implementation and following through (Cheetham, 2002). Sustainable community development can only take heart when the community is involved in the management of programs especially in maintaining discipline among learners which requires more input from the immediate community where learners come from. Communities are vital stakeholders who are interested in education development of local people who pass through the education system by supporting local culture, traditions, knowledge and skills needed for immediate adaptation of young minds (Lacy et al, 2002). It is important for school authorities ensure that local community members are incorporated in the running of various programs operating under the school especially in maintaining discipline. Parents have a big role to play by ensuring that children are nurtured to be violent-free.

A report by Singini (1991) identified lack of role models, communication breakdown between students and administration, negative influence of western values on traditional values, mismanagement of schools, inadequate guidance and counselling services, overloaded school curriculum, inadequate teaching and learning facilities, lack of teacher commitment to work, mismanagement of school funds, poor performance in national exams as some of the prominent causes of violent behaviour among learners.

2.5 Strategies to Improve the Management of Violent Behaviour in School

School violence in general and its aftermath continue to be a significant problem for schools (Robers, Zhang, Truman and Snyder, 2010). Violence among learners has continued to evolve with time. With dynamic nature of school violence, school administration should be well poised to resolve the challenges confronting the school based on the current issues at hand. Pinheiro (2006) adds that no single solution exists to address school-related violence. School administration needs to devise mechanisms that promote a violence free environment to foster the agenda of the school. Leadership at school level should influence a group towards achievement of goals (Robbins, Terry, Ron and Bruce, 1994). Hence, school administrators should strive to provide sound leadership for schools they preside over.

On the other hand, local solutions should be sort if schools have to remain relevant to curbing violent behaviour. Swart, Seedat, Steven and Ricardo (2002) points out that local setting is an important consideration when planning interventions to address violence. This entails that local initiatives to eradicate violent behaviour can better be done through efforts by the school administration who understand the nature and complexity of sources and kinds of behaviour problems they are confronted with from time to time. However, Burton and Leoschut (2013) argue that interventions to reduce violence needs to extend beyond the school itself. No school operates in total isolation because schools as social organizations are linked with the immediate society where the learners come from. As a result, schools should work in collaboration with the community it serves if violent behaviour is to be curbed effectively. Disciplinary support mechanism must be effective in supporting educators in their task of maintaining discipline in schools (Bester and Du Plessis, 2010). It is the duty of society to partner with school administration to ensure that best behaviour is inculcated in learners before they serve wider society variously. Thompson (2016) adds that an increase in parental supervision is a sure way to prevent youths from engaging in violent behaviour.

2.6.1 Government Initiatives

Legislation should exist at all levels of government to reduce the availability of weapons to minors in order to reduce occurrence of violence at school level and entire society. Weapons and offenses are adjudicated more harshly in general, and the practice of trying violent juvenile offenders as adults is growing. Hence, parents should be more responsible for certain behavior of their children, such as truancy and delinquency. Government should empower school administrators to formulate by-laws at school level if violent behaviour among learners is to be regulated.

2.6.2 Community Initiatives

Collaborative efforts between the school and the community is very important. Collaborative efforts includes religious and recreational organizations; social service, public health agencies; corporate world; the schools; and law enforcement agencies just to mention a few

to reinforce the need to curb violent behaviour among learners. Parenting skills and family relationships, are important to protect children from learning violence at home. Programs in skirmish resolution and anger management should be tailor made and designed for students within the community where learners reside. Kegando (2009) points out that parental involvement is one of the most effective strategies to deal with violent behaviour among learners. Community campaigns to supplement school programs against violent behaviour should go beyond school lines.

2.6.3 School Initiatives

Eisenbraun, (2007) asserts that school anti-violence strategies and programmes run alongside the core business for which schools have been created in order to target specific types of anti- social behavior. School-based team should be created comprising of administrators, teachers and counsellors to devise standardized and child-focused methods for dealing with behavior and academic matters (However, parents are important partners to deter violent behaviour which can negatively affect school operations. Muchemi (2006) adds that police intervention, punishment, suspension, expulsion and dialogue are some of the effective ways to resolve student riots in schools. Though not the best strategies, schools are compelled to use an iron fist to curb violent behaviour in order to secure school property. However, Muthoni, (2008) argues that suspensions and expulsions are often misapplied and unfairly used on students and ineffective. Muthoni further asserts that suspension and expulsion of learners perpetuating violence in school have been mated but their effects have not arrested the prevalence of such acts among the majority learners in secondary school. This entails the need to change this position for alternative and more effective modes of curbing violence among learners in secondary schools.

2.6.4 Overall School Improvement

A study carried out by Banda and Mweemba (2016) stated, reduce the chances of learners feeling frustrated, schools should strive to restructure schools through increased student involvement, attendance, and performance. Schools can effectively reduce violence through promotion of mutual respect among all members of their community and student self-respect. They demonstrate respect for students through availability of good facilities and resources, such as up-to-date textbooks, laboratories, and computer equipment. It is also believed that

the appearance of a school adds to the perception of safety, and that a well-cared for school is less susceptible to vandalism and violence. Unfortunately, schools in urban areas, where violence can be a particular problem, are among the most overcrowded and poorly equipped and maintained.

2.6.5 School Safety Policy

Effective implementation of a code of conduct is commitment to violence prevention and helps to create a safe environment. The code include school rules and punishments for trespasses. Some schools strive to achieve zero tolerance provisions for offenses by learners such as assaulting a teacher, so as to remove violent students from regular classrooms.

Smooth operation of schools can be done through the implementation of local policies which can be created at three levels: district, school, and classroom. Hence, collaborative development by administrators, teachers, parents, and even students, with a review for legal compliance, helps ensure that a policy is respected and enforced. However, timely review of a policy for appropriateness, effectiveness, and completeness can help maintain its usefulness over time. Apart from giving a copy of rules to students, the rules can be explained to them in various forum such as assembly and classroom to ensure understanding of the purpose rules serve as well as parameters of tolerable behavior, and associated consequences of breaches.

School health promotion is another initiative which the school can take on to ensure that the overall school environment is improved. Teaching conflict resolution in school can help learners to cope with problems in a non-violent way. Education talks with learners about various issues especially violence prevention. Schools should embark on evaluation of both positive and negative factors in the school system which might enhance or curb violent behaviour. Stakeholder participation in the school environment can help to prevent violence.

2.7 Preventive Strategies

Implementation of prevention strategies of violent behaviour should be done with care and attention it deserves. Aspects of school security and school administration involvement are important aspects of a violent free environment which fosters educational prowess.

2.7.1 School Security

School staff members have traditionally served as monitors, but increasingly schools are hiring security guards to effectively patrol the building and to provide security. In violence-prone areas schools may form corporations with the police to visit schools on regular basis. However, other sectors of society are of the view that a police presence can negatively impact on teaching and learning process. However, the presence of police officers with special training for dealing with students in a school environment can be of great help to curb violent behaviour. Police presence is used to deter would be perpetrators of violence at school level.

Systematic random searches on students and their possessions is an important part of the routine to ensure that schools are ever secure. Since there is a strong relationship between student violence and use of drugs and weapons, school administrators strive to make special efforts to keep schools drug and weapon-free, through the use education campaigns.

2.7.2 Teacher involvement.

Teachers' input in curbing violence among learners in school can be invaluable, since it is common for them to have information about the threat of violence well in advance before administrators do, and so can provide suggestions on possible strategies to deal with it based on knowledge of the students in question. Teachers can help youth counterattack violent desires by offering them extra schoolwork, counseling and a listening ear.

2.8 Justification for Reviewed Literature

The literature review has shown various aspects of violent behaviour done by different scholars. In addition, aspects in the management of violent behaviour were also highlighted because schools have the mandate to ensure that peace, order and respect are upheld in secondary schools. To a large extent, the general school environment can determine the general behaviour among learners. On the other hand, various strategies can be employed to manage violent behaviour in secondary.

2.9 Summary

This chapter highlighted various aspects of violent behavior among learners by reviewing literature on Head teacher's practices in the management of violent behaviour among

learners, challenges and strategies which can be employed to effectively manage the violent behavior at various levels of the education system.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter antitheses the research methodology that was used in this study. It is presented under the following sub-headings: research design, research site, population, sampling techniques, research instruments, and data collection procedures and data analysis.

3.2 Research Design

Research design was used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions (Kombo and Tromp, 2011). This study incorporated a descriptive design which utilized Semi-structured interview guide and document analysis. Semi-structured interviews were used to solicit for responses from key informants who in this case were head teachers and school disciplinary committee coordinators. Themes were generated based on emerging themes in the study based on findings. Under document analysis, records of discipline cases recorded for the past five year period at each school under this research were analyzed.

3.3 Target Population

In this study, the universe population means a group of people that have the same characteristics from which the sample will be drawn.

3.4 Sample Size

A sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population. In the current study, the total sample size was 10 comprising of 5 school administrators and 5 school disciplinary chairpersons drawn from five school marked A to E. Each Head teacher and school disciplinary chairperson all public secondary schools in Luanshya District were interviewed by the researcher as key informants for this study.

3.5 Sampling Techniques

Sampling is any course of action or procedure followed when selecting a portion, piece that is representative of a whole. The five schools under study were selected using purposive sampling. Purposive sampling was further used to select the Disciplinary Committee

chairpersons who were key informants involved in handling violent behaviour among learners at school level by chairing the proceedings of the disciplinary committee.

3.6 Research instruments

The major instruments that this study employed was the interview guide. An interview guide was used to collect data from the school administrators and disciplinary committee chairpersons. Document analysis involves review of existing documents in the schools under research to extract relevant information to the study. In this study, document analysis was used to identify documents that provide the nature of violent behaviour among learners. Furthermore, document analysis was used to get information on pupil's violent behaviour in terms of statistics in relation to specific nature of violence experienced in the schools under research for a five year period from 2014 to 2018.

3.7. Trustworthiness

Credibility, dependability and transferability were put into consideration to ensure trustworthiness of data. Credibility depended on the richness of the data gathered as it depicted actual responses from the respondents. Credibility was achieved through expert evaluation of gathered data from interviews by the researcher. Some data that needed clarity of expert in the field were suggested to expert who clarified and authenticate the trustworthiness of data that was gathered from interviews.

Dependability ensured that the research findings were consistent and could be repeated. This was achieved through member check. The researcher after interpreting data went back to some of the respondents and asked them to confirm their responses for consistency. Transferability was endured to make the research to the degree in which it can be transferred to other contexts. The data that was collected was analyzed to the participant's point of view. Therefore, ensuring trustworthiness helped the evaluation of the research in line with the procedure to generalize the findings which was achieved through giving a clear and distinctive description of the research context, selection and characteristics of participants, data collection as well as the procedure for data analysis.

3.8 Data Collection Procedure

The researcher used interview guide to collect data from the respondents. The responses were recorded and written down in a note book by the researcher. Responses were also recorded on a tape recorder and notes taken on key issues and themes arising from the discussion were formulated. With the permission of the respondent's interviews were recorded on tape recorders.

3.9 Data Analysis

Data analysis involved uncovering structures; extracting important variables, detecting anomalies and testing underlying assumptions as guided by the research objectives. It also involved scrutinizing the acquired information and making inferences.

This study analyze data thematically alongside the use of descriptives. Based on emerging issues from the responses collected, themes were developed by the researcher by grouping of responses. Kombo and Tromp (2011:119) add that themes include topics or major subjects that come up in discussions. Hence, related topics were categorized as deemed by the researcher. In using this form of analysis major concepts or themes were identified which gave shape to the areas of interest under research.

3.10 Ethical Considerations

Ethical considerations expounds the do's and don'ts that the researcher must observe during the research process in view of respecting and protecting the rights of the subjects involved in research. Before data collection is done, the researcher sort ethical clearance from the University of Zambia Ethics Committee. The researcher was granted clearance to conduct research with ethical clearance number 0014. The researcher further briefed the authorities at District and school level on the value of the study and the procedures to be used before conducting the study. Additionally, the researcher guaranteed the respondents that participation in the research process was based on voluntary basis and participants were free to withdraw their participation at any point during the research process, if they felt the need to do so. To maintaining confidentiality, participants were not intimidated to reveal their identities as part of research ethics. Additionally, authorization was sort through head teachers when need be to protect subjects. Participants were assured of confidentiality as the

data collected was only used for academic purposes. The participants were also free to remain silent if they did not wish to respond to any question.

3.11 Summary

This chapter highlighted the research methodology that will be used in this study. It gave a description of the methods to be applied in carrying out the research. It has covered issues with regard to research design, research site, population, sampling techniques, research instruments, and data collection procedures and data analysis. Furthermore, ethical clearance aspects of the research were highlighted. The next chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

In the preceding chapter, the methodology that guided this study was explained. This chapter aims to report the findings of the study that was conducted on Head teacher's management practices of violent behaviour in Luanshya District, Zambia. The findings are presented according to the sub-headings from research questions. The research questions were answered using qualitative findings from the Head Teachers and Disciplinary Committee Chairpersons as key respondents. The findings from the respondents were gathered by use of an interview guide.

The following are the research questions to which the findings were drawn: What management practices are employed by Head teachers' in curbing violence in secondary schools? What is the nature of violent behaviour among learners in secondary schools? What challenges experienced in the management of violent behaviour among learners in Luanshya District.? And what innovative strategies that can be employed to improve the management of violent behaviour among learners in secondary school in Luanshya District?

4.2 Head teacher's Management Practices

The respondents who were head teachers were asked to mention the management practices that they used in the management of violent behaviour in their respective schools. The responses from interviews were analyzed and compared to come up with theme.

The following themes emerged from the interviews:

4.2.1 Coordination of Functional School Disciplinary Committee

All the Head teachers acknowledged the importance of the disciplinary committee in school which is headed by the Deputy Head teacher. All the secondary school Head teachers indicated having functional Disciplinary Committee which were mandated to handle all cases on discipline among learners. The disciplinary committee comprised of the Deputy Head teacher, Heads of Departments, selected teachers, Guidance and Counselling Teachers as well as pupil representatives from the school council or prefects. Hence, school managers ensured that every year, the school disciplinary committee was place and fully functional to

address various aspects of indiscipline in school. It was discovered that Head teachers made it mandatory that the disciplinary committee was active in school at the beginning of every year and order is fully maintained in school alongside normal learning. The findings further indicated that school administrators coordinated various human and material resources as a management strategy to ensure that the disciplinary committee was functional at all times in school. The Head teachers from school A indicated that Head teachers ensured that routine meetings were held at the beginning of the year and whenever need arose. The Head teacher said:

One of the cardinal management practice that we employ as head teachers in order to effectively maintain discipline in school is selection of a competent Disciplinary committee. This committee is responsible for the planning, implementation and evaluation of the implementation of discipline among learners at school level. This committee is always functional in order to maintain peace and order in school.

Another respondent from school C added that:

The school disciplinary committee is an official committee recognized by the District Education Board Secretary's office. All secondary schools are mandated to put up a functional disciplinary committee to help curb indiscipline among learners. The school head teacher has the blessings of the District office to put in place the disciplinary committee to alleviate the high incidences of indiscipline experienced in secondary school.

The Head Teachers further stated, issues of school safety and peace are high on the agenda in the management of various school infrastructure and material resources for efficient running of the school environment that can promote the teaching and learning process. She added that the establishment of disciplinary committee at school level was an indication enough of adherence by head teachers on the establishment of prescribed committees within a school setup.

4.2.2 Maintaining of Discipline in School

School administrators play the facilitation role by ensuring that the school programme run smoothly as expected in a safe and peaceful environment. Responses from the Head teacher from school B ensured that space and time was allocated to the disciplinary committee to meet and deliberate on various issues regarding maintenance of discipline in school. The

Head teacher also stated that added that school administrators strived to ensure that human resource through members of staff was made available to maintain order in school. He further added that school administrators gave mandate to the disciplinary committee to deliberate on various cases that are brought before the committee in the quest to curb vices of violent behaviour. The Head teacher from school E added:

As Head teacher, I am the link personnel in the provision of a safe teaching and learning environment to both teachers and learners for effective running of the school. The school disciplinary committee has my blessings as head teacher on its establishment and operations in the quest to maintain order and peace.

She further said, “various and interested stakeholders at school level are engaged by the head teacher through the disciplinary committee, to ensure that independent decisions are mated on erring pupils rather than the head teacher making all decisions without providing checks and balances through interested stakeholders”.

4.2.3 Formulation of School Discipline Action Plan

With regard to formulation of School Disciplinary Action Plan, the findings indicated that Head teachers in all the schools visited had created a tradition of drawing up an action plan every year. The Head teacher from school E indicated that most school head teachers indicated that disciplinary committees were encouraged to draw up an action plan as a road map for the year with regard to matters of maintaining discipline at school level. He added, “such action plan were based on the broader goals outlined in the action plan for the Copperbelt Province”. He further stated that all schools should have commitment towards improved moral and academic performance among learners through creation of a safe and peaceful environment in school. This was in line with what the research found. Action plans were evident in the five schools visited where deputy head teachers drew up a schedule of programmes which were to be achieved at school level. Main headings the action plan include: activity, stakeholders, perceived goals, challenges among others. The Head teacher from school C indicated:

We as a school are taking school discipline to another level where a work plan must be drawn at the beginning of the year as a guide of the many activities and events that the disciplinary committee at school level will

undertake in the quest to make schools a hub violence free environment for learners enrolled into the school. This is meant to improve academic performance.

He recommended, “This level of commitment indicated that head teachers had a clear plan on how best they can move towards good behaviour at school level”.

Additionally, the findings gathered from school D, the Head teacher indicated that Head teachers took school discipline seriously by ensuring that secondary schools become centers of good moral behaviour to achieve excellent results. The Head teacher further stated that, messages highlighted on the school discipline action plan at school level included; personal hygiene and cleanliness, expected moral behaviour, punitive measures for offenders, concerns on behaviour among learners and others. He also said, “It was important to note that Head teachers try hard to fit into the action plan where good moral behaviour is concerned at provincial and national level as emphasized by the Ministry of General Education”.

4.2.4 Communication on the Existence of the Disciplinary Committee in School

Data gathered from the Head teachers generally indicated that the Head teachers ensured that other stakeholders were aware of happenings at school level using the school disciplinary committee. Communication was done during Parents Teachers Association (PTA) meetings to remind parents on the need for stronger partnerships in maintain a violent free environment. The response by the Head teacher from school A indicated that school rules were scrutinized by the disciplinary committee. All learners must abide by the rules. The respondent added that “Good communication was maintained so as to clear misgivings among community members on the roles and mandate of the disciplinary committee”.

One Head teacher from school E indicated:

As head teachers we ensure that there is effective communication of the planned activities under the disciplinary committee. This results in removing suspicion among parents as important stakeholders in the community. This communication is done through meetings and also written communication to the parents and guardians in form of school rules for the learners who have been admitted to the school.

Another Head teacher from school C added that:

Most of the times, the disciplinary committee is viewed with a lot of misgivings because of the discipline mated on learners perpetuating violent behaviour in school.

The Head teacher concluded that, “Good communication gives fertile ground for strengthening the role of the disciplinary committee. This may encourage the community to support the school in our quest to curb violent behaviour among learners”.

4.2.5 Capacity Building among teaching Staff

The study further sought to establish other measures taken by the staff in maintaining discipline and order. The Chairperson of the disciplinary committee from school B indicated that members of staff in deliberating cases involving violent behaviour viewed this as a human resource capacity building activity. The Chairperson further indicated that the disciplinary committee is always met to ensure that law and order prevailed in school at all times, through knowledge shearing on the best ways to improve the moral standing of the learners.

One Head teacher from school D remarked that:

“With regard to violent behaviour, we normally learn from one another as committee members year after year by making reference to decisions mated on previous offenders. New knowledge is usually incorporated on the manner cases of violent behaviour are being handled, especially that there is an increase in human rights among learners”. The cases reviewed helped the school managers to manage future cases amicably.

Another respondent Head teacher from school E explained that:

Guidance and Counselling teachers have been attending several meetings organized at district level where they learn on best practices of handling violent behaviour among learners amidst campaigns for human rights. As a school, we need to move with changing times by ensuring Guidance and Counselling teachers are well vested in all areas of providing meaningful direction to learners of today with regard for human rights.

The Head teacher went on to say “Capacity building is an important benchmark in the running of any committee at school level especially in maintaining law and order which are basic needs for every person found in school”. He further added that the human resource development in this area was prerequisite to the smooth running of all secondary school

programmes. According to the Head teacher, building a pool of competent staff is eminent in ensuring that different players engaged in curbing violent behaviour. This gave ground for developing local capacity in terms of competent men and women ready to champion a good moral standing among learners.

4.2.6 Delegation of Duties

With regard to delegation of duties, school Head teachers generally indicated support for sharing of duties among members of staff through the disciplinary committee to ensure smooth operations of the secondary schools. The Head teacher from school A stated that “Running of the school disciplinary committee was not a one man’s show as it requires people with diverse abilities to team up and work together for common good. Delegation of duties ensures that worked is sub-divided into sizeable piece-meals which are manageable”. She further added that “Tasks are shared equitably among members of the disciplinary committee once verdict was passed regarding a case of violent behaviour among learners. Head teachers ensured that team spirit was exercised in maintaining discipline at school level.

One of the Head teachers from school C remarked that:

We normally delegate the duty to deal with cases of violent behaviour to the school disciplinary committee whose members meet from time to time to deliberate on various matters of discipline. This is done to guarantee a conducive and health learning environment at all times.

Furthermore, the Head teacher from school C indicated that division of labor was important when running the school because different players are engaged to perform specific duties assigned and designated to them. This was a sure way of maintaining accountability by the officers involved, should any issue of concern arise regarding behaviour of learners.

These sentiments were supported by the views from the committee member from school E who indicated that tasks must be subdivided into manageable chunks which individuals and groups managed with less supervision. He also said that “In secondary schools, Disciplinary Committees are empowered with manageable tasks in maintaining violent behaviour. Once delegated, the Head teacher must give chance to the school disciplinary committee to carry

out the assigned duties without unnecessary interference”. He concluded that delegation was a sure way to ensure that individuals and groups were held accountable to specific areas of operation.

4.2.7 Good Record Keeping

Regarding record keeping, one Head teacher from school D indicated the following:

All cases of violent behaviour brought before the disciplinary committee are recorded in the disciplinary case book which is kept in the deputy head teachers’ office being the chairperson for this important committee at school level. Just like any other committee in school, the disciplinary committee can be audited at any time by officers from the District or Provincial office. We ensure that the school is accountable in terms of cases brought before the committee as protection in case on any query.

The Head teacher from school D further indicated that record keeping is indicative enough of the seriousness Head teachers attached to ensuring that all cases of indiscipline including violent behaviour were accounted for by the school authorities through evidence in written form. Another Head Teacher from school B pointed out that:

There are many parties interested to know how cases of various forms involving learner behaviour are handled by the school, especially the nature and type of punitive measures mated on erring learners. It is very easy for the head teacher to pull out written evidence for each case in case of any concerns that may arise in future. Every year, a new book is opened where cases handled by the disciplinary committee are recorded as proof of all happenings.

The Head teacher from school B ended by stating that, “Consistent records keeping create confidence among community members as important stakeholders in the running of the school especially where punitive measures are mated on the learners”.

4.2.8 Holding Periodic Meetings

The findings also indicated that Head teachers ensures that meetings were held by the disciplinary committee to discuss various issues with regard to the operations of the committee. The periodic meetings were used to highlight challenges, opportunities and innovations aimed at improving the running of the school disciplinary committee. One Head teacher from school A pointed out that:

Periodic meetings are held in order to review the progress and flow in the manner the school disciplinary committee operates. Self-introspection is important in the running of the school disciplinary committee. This helps to identify areas which need adjustment in terms of the individual and overall committee performance.

Another Head teacher from school E stated that, the review meetings served as a reminder to the school disciplinary committee and individual members on the need to improve operations of the committee put in place within that particular year. He added that review of failures, challenges and successes were an important eye opener and offered learning points which could be used to improve the discipline cases among learners. The meetings also served as reminders of the duties and roles expected of each committee member involved in curbing violent behaviour at an early stage. The Head teacher further indicated committees helped to secure the safety of every individual and property in the school. The meetings were recorded and kept as part of the on-going report compilation by the school. “Such reports may be transmitted to the district education office for transparency and accountability whenever need arises”, said the Head teacher from school D.

4.3 Nature of Cases of violent behaviour

The documents gave a number of cases of violent behaviour recorded among learners from 2014 to 2018. The nature of offences committed by learners in secondary schools of Luanshya district are indicated in Table 1. The most common form of violent behaviour in secondary school was fighting which recorded 40 cases. This was followed by insulting, rioting and vandalism with frequency of 28, 20 and 11 respectively. Other cases recorded were drunkenness, drug dealing, rudeness, drug abuse and truancy, with frequency 6, 6, 4, 2 and 2 respectively. Cases with the lowest frequency of 1 each included harassment and threatening violence. This indicates that learners in Luanshya district committed high number of cases of fighting, insulting and riot. On the contrary, harassment and threatening violence recorded the lowest number of cases. Notably, fluctuations of prevalence of cases of violent behavior were recorded in general between the years 2014 and 2018.

Table 1: Shows the nature of cases of violent behaviour recorded among learners

Nature of offence	Frequency
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- Fighting	40
- Insulting	28
- Riot	20
- Vandalism	11
- Drunkenness	06
- Drug dealing	06
- Rudeness	04
- Drug abuse	02
- Truancy	02
- Harassment	01
- Threatening Violence	01

Figure 2, shows the top four cases of violent behaviour among learners for a 5 year period. All the cases recorded indicated some fluctuations. Rioting indicated a steep increase in 2018 than in any other year. On the other hand cases of fighting, insulting and vandalism indicated a decline in 2018 compared to earlier years especially 2014. Hence, the findings indicated that learners in Luanshya District were exposed to various forms of violent behaviour which might have affected their moral standing as well as academic performance.

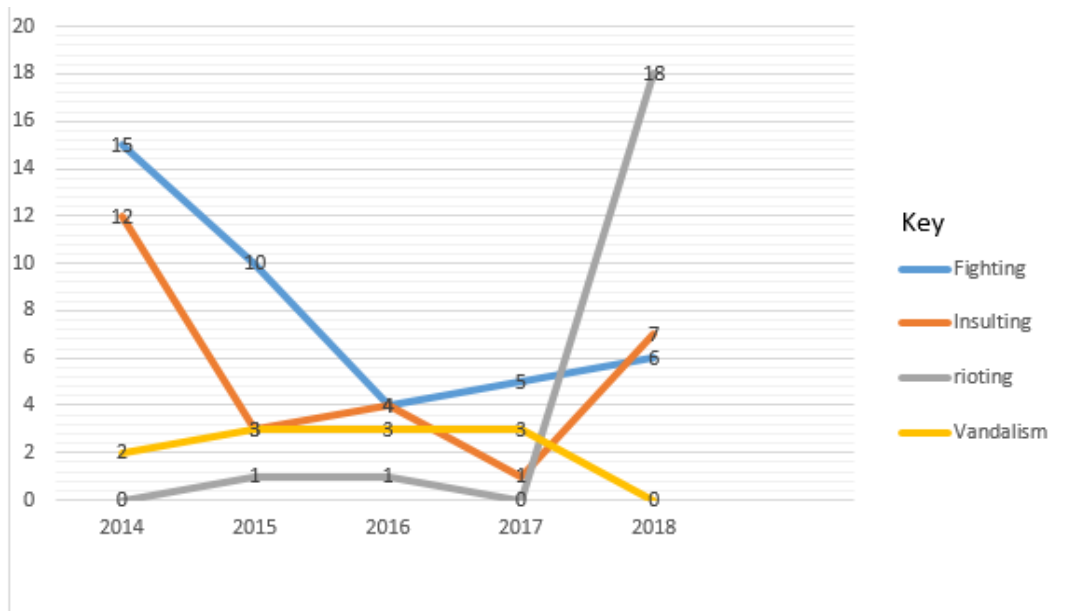


Figure 2: Cases of Fighting, Insulting, rioting and vandalism recorded (2014 – 2018).

4.4 Effects of Violent Behaviour on Secondary School

Respondents further indicated that violent behaviour had effects on learners at school level.

Generally, smooth running of the school suffered when violence escalated to a certain level.

The following themes emerged:

4.4.1 Compromise of Academic Performance

Respondents confirmed that good performance at school and individual level was affected when violence persisted in schools. Restlessness became a norm in daily operations as violent behaviour escalated. One Head teacher from school B mentioned that:

Academic performance is threatened whenever violence levels are high. Learners fail to concentrate on their school work because their security is not guaranteed. In addition, absenteeism becomes rampant due to fear.

He further added that for effective learning to take place in a school environment, safety being a basic need to human survival was necessary in a school environment. Hence, the need for a violent free school environment cannot be overstated especially at secondary school level. Learners should possess a clear mind in school for them to maximize their academic performance.

4.4.2 Disruption of Learning

With regard to disruption of learning, the Head teacher from school C lamented that:

Whenever violence escalates and is not resolved by school authorities, quality teaching and learning time is wasted on encouraging learners to settle down and concentrate on the core business which is a process which cannot be done in a single day. Apprehension is psychological which just requires time for people to settle before meaningful activities can resume.

He further added that in a school setup, effective teaching and learning could only take place in a peaceful environment. Teachers might fail to teach when their security is threatened especially in their immediate work environment. Another Head teacher from school A opined that:

Teaching rarely takes place when violence escalates in school for fear of being victims of the event at hand. Female teachers are affected more because they are mostly vulnerable to harassment by learners than male teachers. Normal teaching and learning are both suspended in school for security reasons especially when riotous behaviour is experienced.

She went on to say that. “Whenever violence escalates in school, the chances of damaging school property is inevitable and in most cases, people within the school environment are not spared. Schools which are seen to be safe zones become arenas of chaos breeding fear among the teachers and learners”.

4.4.3 Damage of School Property

The findings gathered from Luanshya District indicated that violent behaviour in school often led to damage of school infrastructure such as classrooms and equipment. School infrastructure took time to build and was associated with huge cost. Many are the times that learners resort to damage school property. On the other hand, vandalism becomes rife and repairs may not be done soon enough by school authorities in order to provide quality education as expected. The Head teacher from school E reiterated that:

Infrastructure has suffered adversely as a consequence of violent behaviour in secondary schools whenever a situation is not resolved soon enough by the school authorities. Huge cost is incurred in school within the shortest possible time which usually takes years to repair or replace. A lot of revenue is spent on repairs and replacement of damaged property resulting from violent behaviour perpetuated by the learners.

He further added that with poor financial base in schools, it became practically impossible to repair or replace damaged infrastructure within the shortest possible time. Hence, the provision of quality education was affected and compromised in secondary schools. In addition, improvisation of equipment was practically impossible in most instances.

4.4.4. Closure of Schools

With regard to closure of schools, due to high prevalence of violent behaviour it was imperative to declare the school closed to safeguard lives and property. The Head teacher for school C indicated that temporal closure of schools were common with recurrence of riots. When schools close indefinitely, there is loss of time which is an important resource in every institution of learning. Another Head teacher from school E indicated that:

Violence may escalate to unmanageable levels leading to unplanned closure of the school. This entailed that normal operations came to a standstill until sanity was restored for fear of rendering peoples' lives and school property insecure.

He further added that, unplanned closure of the school was detrimental to the overall operations. Schools follow a planned schedule which when disrupted midway can have unfavorable consequences which had both immediate and long term effects which could have been avoided. Hence, maintenance of a violent free school environment was a must do by all objective Head teachers for peace and order to prevail in secondary schools. The aforementioned negative effective resulted due to violent behaviour perpetuated in school by the learners.

4.5 Management of Violent Behaviour

With regard to management of violent behaviour, the findings indicated that various forms of punitive measures were used to mitigate violent behaviour among learners based on the nature of the offense committed. This is indicative that the weight of punitive measures mated may vary from one secondary school to another. However, the form of reprimand used was within the realms of punishments which are recommended by the Ministry of General Education.

Table 2: Punishments meted on violent learners

Mode of punishment	Frequency
- Suspension from school	34
- Manual work	31
- Expulsion from school	16
- Forced Transfer	16
- Counselling and Guidance	6
- Repair/ Replacement of damaged Property	5
- Surrendered to Law enforcement agencies and Sentenced	3
- Warning	1
- Arrested	1

Violent behaviour among learners attracts a form of punishment which is arrived at by the school disciplinary committee. This punitive measures meted by secondary schools in Luanshya district is indicative that disciplinary committees are functional in secondary schools which strive to ensure that offenders within school are dealt with earnestly to mitigate future offenders. Table 2 indicates the forms of punishments administered to violent learners in secondary schools. A total of 34 learners were served with suspensions from school followed by manual work with 31 learners given some work to do within the school environment. Manual work included; digging a pit in school, gardening, clearing of grass, sweeping school surroundings, uprooting stumps just to mention but a few. Findings indicate that 16 learners behaving violently were expelled from school based on severity of the offence. Another 16 learners were served with forced transfers to any other school. Guidance and counselling was also done on 6 learners. This was done as a reformative measure where violent learners were talked to verbally. Violent behaviour at times led to damage of school

property and as such school administration insisted that the learners involved repair or replaced the damaged property. 5 learners replaced or repaired the damaged school property variously. However, a minority of 3 learners were surrendered to law enforcement agencies such as the police and Drug Enforcement Commission, who took further action. These were sentenced to serve jail terms of varied durations. In addition, only 1 learners warned and another one arrested by the police. This indicated that most of the cases of violent behaviour in secondary schools of Luanshya District were handled locally within the school except for a few cases which were handled outside school administration.

One Head teacher from school D indicated that:

As schools, we strive to ensure that learners conform to good morals upheld by society and as such, it is our duty to reprimand any learner behaving violently in and outside the school premises using prescribed guidelines by the Ministry of General Education. It is the mandate of the school to ensure that symptoms of violence are eradicated at all cost to guarantee safety of learners and school property.

He further added that, school administration must be aware of the mood existing in school to effectively deal with possible sources of violent behaviour among the learners.

4.6 Challenges Experienced

The respondents were asked to mention some of the challenges they experienced in the management of violent behaviour among learners in secondary schools of Luanshya district. The following themes emerged from the interviews;

4.6.1 Parental Interference

Parental interference was cited by school authorities which limits school administration to ensure that learners behaving violently are adequately dealt with using local initiative through the disciplinary committee. There is a tendency by parents to defend an erring child naturally in the name of care and love for the child. This situation makes it difficult for school authority to mete out corrective measures as they deem fit to protect the moral standing of the school as well as would be offenders in the future.

One of the Head teacher from school B remarked that:

Parents have not always reacted positively towards punitive measures taken by school authorities to discipline learners involved in violent behaviour. Instead of being of help to the school and the child, some parents decide to side with the learner and take an extra mile to challenge school authority by reporting the school authorities to the District Education Board Secretary (DEBS) and the District Commissioner (DC) who usually influence the outcome of cases involving learners at school level.

He further added that, the state of affairs had compromised the effectiveness of the disciplinary committee at school level in dealing with cases of violent behaviour among the learners. School authorities have had to think twice before meting out punishment on erring learners because opposition may come from the biggest office in the district.

Another Head teacher from school A indicated that:

The District Commissioners office had most of the times reversed decisions reached by the school on learners by siding with parents once a complaint was launched. These being political in nature, they tended to favor the parents at the expense a violent free learning environment in school.

She further added that school authorities were at times threatened by parents and politicized decisions made by the disciplinary committee. In addition, this state of affairs propagated fear among members of staff when dealing with disciplinary cases among the learners. On the other hand, violent behaviour among learners was on the increase due to such shortcomings at community level where parents had often not supported schools in curbing violent behaviour among the learners. As such learners deliberately perpetuated violence knowing that they would go scot free.

4.6.2 Increase in Child Headed Homes

The study findings indicated that, the number of child headed homes had increased in the recent past where some learners were heads of households. This implied that such learners tended to miss out on parental guidance at an early stage and as such, the chances of such learners engaging in violent behavior was very high. On Head teacher from school E indicated that, learners who were household heads often resorted and perpetuated violent behaviour in school because they were not answerable to any parent or guardian at home.

Another Head teacher from school D added that:

Most of the learners we have in school are household heads who are pupils in school and parents at home. This has negative effect on moral behaviour of such learners because they regard self as parents who should be given a certain level of respect by school staff.

He further added that, the state of affairs made the job of the teachers very difficult to control the learners effectively in school because they were dealing with people who believed they were adults within the school setup. Adherence to simple school rules was compromised leading to high levels of violent behavior. In addition, the increase in child headed homes was indicative that whenever parents are summoned, the erring learner resorted to take fake individuals as parent who did not add value to the learner.

4.6.3 Human right

Human rights are very important in every society especially in a school environment. Currently, school council operate effectively in every public school setup to champion basic human rights for learners. As such, school authorities are pioneers of human rights in as much as they champion good behaviour among learners. Human rights without responsibility can be detrimental to raising a child who is responsible and morally upright. The removal of corporal punishment has worsened the situation because learners do not fear the consequences of violent behaviour in school.

One of Head teacher from school A revealed that:

Human rights have brought more harm than good in the learners today because the school is limited terms of decisions on the modes of punishment that must be given to violent learners. School authority must weigh all options available to ensure that human rights are respected when reprimanding a learners involved in violent behaviour.

She further added that, “Human rights have brought a new breed of learners who ride on the pretext of human rights but indirectly perpetuating violence in school. The human rights are exaggerated to an extent where the child is given more freedom which in turn takes away the freedom of others”.

Another Head teacher from school D indicated that:

Violent behavior among learners has the capacity to take away the rights of other learners in school when peace is compromised as well as damage of school infrastructure. Other learners bare the consequences of missing out on certain benefits such as time, equipment, peaceful environment just to mention a few due to violence perpetuated by one or few individual learners in school.

The need to champion human rights in secondary schools must be done with caution because human rights come with responsibility especially among learners. The findings also entail that school authorities are limited in terms of punishments mated on violent learners for fear of abrogating human rights especially with regard to use corporal punishment when learner misbehavior goes to the extremes.

4.6.4 Lack of time to Attend to Disciplinary Cases

The Head teacher from school C indicated that, “The schools have limited time to attend to disciplinary cases on time for effective management of violent behavior among learners”. He added that, members of staff in the disciplinary committee find it challenging to find time to attend disciplinary cases at the same time attend to the teaching and learning process in school. In addition, this situation had contributed to lengthy process of presiding overs cases of violent behaviour in good time. As such, meetings were ever dragging because disposal of disciplinary cases was done by a group of teachers and not one individual to guarantee transparency and fairness. Time was a scarce resource which was not readily available especially in a school setup where teaching and learning was core business.

Another Head teacher from school E lamented that:

Handling disciplinary cases in school is a lengthy process which is time consuming and taxing on the teacher because teachers are involved in other routine operations in school especially the teaching and learning process. Role come to crush in most cases because of a single case involving a learner may take more than a week before it is resolved fully.

Time management becomes very important in the working life of members of staff involved in handling disciplinary cases at school level and this calls for dedication to duty because other programmes must run alongside in school.

4.6.5 External influence

The study indicated that effective management of violent behaviour among learners is not always easy because there are many interested parties in overall running of schools as social organizations. External influence from the District Commissioners' and District Education Board Secretary office have become very strong especially where disciplinary cases are concerned. In addition, head teachers operate under these offices hence limited by any influence such offices may impose in relation to punitive measures mated on learners involved in violent behaviour. As earlier mentioned, parents often rush to these big offices to report when they feel aggrieved or not satisfied with the manner disciplinary cases involving learners are handled. External influence on schools has compromised effective service delivery and the manner in which disciplinary cases are dealt with at school level. Moreover, external influence has brought fear among school staff thereby compromising work culture in the quest to instill discipline in school among learners.

One Head teacher from school B sighted that:

The head teacher is not above higher authorities such as the District Commissioner and District Board Secretary's office where management of discipline in school is concerned. The Head teachers' decision through the disciplinary committee can be over ruled by the powers that be and this in a game changer because head teachers may be demotivated in this role.

He further indicated that, many bottlenecks had compromised effective management of violent behaviour among the learners because school administrators found it difficult to make independent decisions which could help schools to shape overall moral standing of the learners. Hence, head teachers' level of confidence was very low in providing effective checks and balances where management of violent behavior was concerned.

4.6.6 Overall Moral Decay

With regard to the general moral standing among the learners, moral decay had perpetuated secondary schools. Today, social media has brought more harm than good among learners through the use of computer technology. Learners are over exposed to all forms of vices

which they later bring into school thereby perpetuating violence of various forms. Schools have not been spared from moral decay in overt behaviour among learners.

One Head teacher from school D remarked that:

Violence in schools has escalated to unmanageable levels because learners copy western kind of behaviour and find schools as fertile ground to experiment. The advent of complex gadgets and weapons has made schools so insecure for effective teaching and learning to take heart. Learners come with phones in school which are often confiscated through routine searches conducted by school staff.

He further added that, “The influx of technology today poses threat to the peaceful environment which has always existed in schools especially secondary schools, coupled with peer pressure, learners had often been both perpetrator and victims of violent behaviour”. Competition for recognition by peers had taken central stage in the lives of the learners rendering them vulnerable to all forms of vices. As such, schools authorities had often been found in difficult position to help learners fit into the school environment where gangs existed.

4.7 Strategies that can be employed to improve Head teachers’ management practices

This study sought to establish innovative strategies that can be employed to improve the management of school feeding programme in schools. The following themes emerged from the interviews:

4.7.1 Stakeholder Participation

Collaborative efforts are important in ensuring that violent behaviour is minimized in secondary schools today. Head teachers’ have continued to engage various stakeholders such as parents, the police and the Drug Enforcement Commission to ensure that all possible loop holes and sources of violent behaviour are managed adequately. Head teachers’ are ever communicating with parents through Parent Teacher Association (PTA) and Annual General Meeting (AGM) where parents are encouraged to take up the challenge of ensuring that violent behaviour is managed from home as well as the school. Parents are part of decision making where school rules are concerned on emerging concerns of increase in

school based violence. Parents have always been key stakeholders in curbing violent behaviour among learners.

One Head teacher from school A remarked that:

School administration and parents have mammoth task to ensure that all forms of violent behaviour in school is adequately dealt through concerted efforts. Collaborative response has proved to be very effective in smooth running of schools because school administration is protected when parents are involved variously especially when it comes to management of violent behaviour among learners.

She further added that, the community involvement was important in mitigating both short and long effects of violent behaviour among the learners. Control of violent behaviour at school level needs concerted efforts by schools and the immediate community for effective outcomes. Parents are important stakeholders in smooth running of schools whose voice can make a difference especially in curbing violent behaviour among learners at school level. Partnering with parents has proved beyond reasonable doubt that violent behaviour can be regulated in secondary schools.

4.7.2 Addressing Moral Decay

The study indicated the need to sustainably address and improve the overt moral standing of the learners. The advent of computer technology in the current and future generation will bring about increase in cases of violent behaviour. As such, secondary schools have repositioned self to ensure that the moral standing of learners is firmly addressed through intensified guidance and counselling services at school level. Schools have shown desire and commitment to duty by engaging learners into serious counselling services through trained personnel. Most secondary schools have a qualified counselling and guidance teacher who renders the much needed corrective education among learners.

One Head teacher from school C opined that:

Counselling and guidance services for learners were time-tabled in school and lessons in counselling and guidance were provided to counsel the learners as groups and individuals when need arisen. This had proved to be handy in ensuring that occurrence of violent behaviour was mitigated before it escalated to worrying levels. Learners were ever being engaged

in friendly and timely advice as part of the normal teaching and learning process.

Similarly the Head teacher from school E indicated that:

We have taken counselling and guidance services seriously at school level by ensuring that teachers are trained adequately to provide proper checks and balances in guiding learners in the path of reality by not only providing academic knowledge but also moral guidance for long life living. All teachers are also involved in maintaining law and order at school level by creating healthy rapport on various matters confronting the learners. Inclusion of Comprehensive Sexuality Education (CSE) has helped teachers appreciate the benefits of developing the moral sense of learners.

He further added that, the school had affirmed to greater commitment to improved behaviour among the learners in general terms. Furthermore, the Head teacher believed in well-rounded development of the learners ready to serve society without behaviour problems. Learners were benefiting from the guidance being rendered on various matters affecting them. Teachers were every particular lesson have been mandated to include an aspect of moral education through Comprehensive Sexuality Education. However, violent behaviour has continued to exist in secondary school even with implementation of such local initiatives though at reduced level. In addition, school council was another agent of change among learners which was used to communicate important information by learners themselves to peers on expected behaviour in school.

4.7.3 Not allowing Learners to use Gadgets in School

The Head teacher from school B indicated that, learners were not allowed to enter school with any electronic device such as phones, radios among others. Such gadgets had to a large extent contributed to the dwindling moral standing in the learners. He further added that, the addictive nature of electronic gadgets on learners through the many vices which social media propagates had the capacity to incite learners to increase acts of violent behaviour which could have negative impact on the general school atmosphere. Such information restricting the use of electronic gadgets has been enshrined in the school rules.

Another Head teacher from school A indicated that:

Routine searches among learners were conducted by teachers on duty for a particular week to prevent learners from bringing into school unnecessary gadgets. Phones are commonly smuggled into school by the learners. If found, learners are charged with a penalty.

She further added that, teachers had taken an active role to ensure that preventive measures implemented at school level to ensure that electronic gadgets did not find it easy to enter the school environment at all cost unless otherwise. Moreover, school authorities had continued to propagate the acceptable code of conduct to the learners. She added that “Learners are allowed to enter the school premises with such gadgets, violent behaviour among learners is likely to escalate to unprecedented scale”. Hence, prevention was better than cure in the fight for improved learner behaviour in secondary schools. On the other hand, grade teachers had shown interest in maintaining law and order at classroom level. This was one of the most effective ways to curb misuse of electronic gadgets by dealing with cases of misbehavior in school. The Head teacher for school B indicated that:

It is easy to deal with bad seeds at classroom level among learners because possible sources of violent behaviour are prevented easily without alarming the situation and the grade teacher must be instrumental in this vain. If every grade teacher can do their job effectively in dealing with bad behaviour by promoting school rules, cases of misbehavior and later on violent behaviour can be reduced drastically.

He further added that, the role of grade teachers was a game changer in regulating behaviour among the learners in secondary schools to be effectively arrested bad seeds. Moreover, Head teachers were encouraged to promote such initiatives in school to improve the teaching and learning process by promoting a conducive school environment.

4.7.4 Promoting Positive Pupil – teacher Relationship

Sustained violent free environment is possible at school level with improved teacher-pupil relationships. Creating a positive environment among learners and teachers can yield a support system where discipline is maintained effectively in overall running of the school. Some learners find it easy to confide in teachers regarding various matters some of which are private in nature. In addition, teachers are parents who are willing to help learners variously feel at home when in school to open up to the teachers on various issues confronting them. The Head teacher from school E mentioned that:

Learners confide in teachers on various matters and this has at times helped in ensuring that the schools gets tip off of possible sources and cases of violence planned by learners. Having incites of school climate is best done when teacher-pupil relationships are improved at school level. Good school climate in terms of pupil-teacher relations can impact positively in curbing violent behaviour.

He further asserted that, “Preventive measures of violent behaviour are best taken when information easily reaches teachers in school who can then inform top management to act to reduce ripple effects”. School management was encouraged to promote a health atmosphere of co-existence between the learners and the members of staff in the quest to reduce the occurrence of violent behaviour. This finding indicated the concerted and collaborative efforts by the school staff to influence positively the overall behaviour of the learners.

4.8 Summary

This chapter presented the findings of this study. For objective one, findings revealed that head teachers used various management practices to improve the general school climate in terms of learner behaviour for sustainable reduction of cases of violent behaviour among the learners. Head teachers had empowered the disciplinary committee to effectively handle cases of violent behaviour in school. In addition, most secondary schools had come up with action plans as part of commitment to arrest violent behaviour in the short term in the quest to fit into the broader strategic plan at provincial and national level to provide quality education in a safe, healthy and clean environment.

Findings indicate that the nature and forms of violent behaviour rampant among learners in secondary schools of Luanshya district experienced from 2014 to 2018. Findings revealed a number of cases of violent behaviour among the learners in secondary schools. Furthermore, findings had shown the effects of violent behaviour on both learners and the schools.

With regard to the third objective, the study indicated that various constraints were experienced in the management of violent behaviour among the learners in public secondary schools in Luanshya District.

Concerning the final objective, Head teachers indicated commitment to ensuring that effective and sustainable strategies which could be used to improve overall management of

violent behaviour in secondary schools through collaborative means. The next chapter will highlight the discussion of the findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1. Overview

The foregoing chapter presented findings of the study *on Head teacher's management practices of violent behaviour in Luanshya District, Zambia*. This chapter discusses the findings of the study which sought to achieve the following objective: i) examine the Head teacher's practices in the management of violent behaviour among learners in secondary schools in Luanshya District. ii) Determine the nature of violent behaviour among learners in secondary schools in Luanshya District. iii) Ascertain the challenges experienced in the management of violent behaviour among learners in Luanshya District. And iv) Suggest innovative strategies that could be employed to improve the management of violent behaviour among learners in secondary school in Luanshya District.

5.2 Head teacher's practices in the management of violent behavior in secondary schools in Luanshya District

The findings of the study revealed that the management practices employed by head teachers in order to effectively manage violent behaviour among learners were: formulation of disciplinary committees, formulation of school discipline action plan and policy, Communication to stakeholders in maintain discipline, record keeping on nature and cases brought before the disciplinary committee, Capacity building of disciplinary committee members and delegation of responsibilities among the notable ones. This entails that head teachers strive to ensure that different individuals are brought together with the aim of providing quality service to the school in terms of maintaining discipline and peace among learners. It is important to note that the disciplinary committee at school level is bone from efforts by head teachers to enhance good behaviour among learners.

School disciplinary committees are a consequence of the need to improve service delivery through reduced incidences of violent behaviour by school administration. On the other hand, in order to provide effective service to learners other than academic knowledge and skills, head teachers in secondary schools have incorporated various stakeholders such as parents and the communities to address deteriorating moral standing among learners in secondary schools. Hence, head teachers are important frontline personnel mandated to ensure that such committees are put in place at school level. The facilitation role of the head

teacher in the management of violent behaviour has continued to diversify the manner in which the secondary schools manage violence at local level. Hence, various practices account for effective management of violent behaviour in secondary schools. However, common grounds were also evident in most school with regard to operations of the disciplinary committees.

Formulation of school safety action plan and policy are key practices that head teachers undertake in the schools under study. Head teachers have taken it upon themselves to draw up a plan on how various issues confronting the school with regard to violent behaviour are to be addressed in the course of the year as well as in the short term. A local policy on school safety acts as a reminder to teachers and learners on the need to maintain high levels of behaviour at school level. Notable under the school safety policy are issues of school rules and anticipated personal and group behaviour. This indicated that head teachers are leading by example at school level by creating local innovations which are scheduled for a year onwards to be achieved over a stipulated period of time.

On communication with stakeholder, most Head teachers ensured that reports were generated and given to teachers and other interested parties in the management of behaviour among learners in written form for future reference purposes. School management made sure that all activities of the disciplinary committee were communicated on regular basis to promote accountability and transparency to various stakeholders. Records keeping formed the backbone of the school to manage violent behaviour as it provided for confidence among different players in the running of the school. In addition, records served as reference material of how similar cases of violent behaviour were handled in relation to new cases. Head teachers exhibited high levels of transparency of verdicts mated on erring learners where violent behaviour was concerned.

Building capacity at school level among members of the disciplinary committee was as important as the programme itself because it hinges on the quality of service delivery by the school which is mandated and authorized to ensure that schools are safe zones which provide quality education effectively. It was emphasized by most school head teachers that capacity building at individual, committee and school level was the starting point of smooth operation

and success of managing violent behaviour. In addition school guidance and counselling teachers must be empowered with skills and knowledge of how to engage better with learners in the management of violent behaviour in the quest to create ground for sustainable running of the school generally as safety net for learners exposed to all sorts of vices in wider society.

Based on the findings, it can be concluded that the management practices and work activities adopted by respective Head teachers in Luanshya District influenced the management of violent behaviour among the learners. Management practices included the actual role that Head teachers adopted in the quest to ensure that violent behaviour among the learners was mitigated in the midst of various challenges that influence daily routine and operation in schools. Proficiency in the management of violent behaviour in secondary schools rested on the nature of management practices adopted by school administrators. However, the findings of this study are in agreement with the findings of a study conducted by Machocho (2011) who found that school Head teachers used committees, communication to various stakeholders and school resources to ensure that violent behaviour was adequately managed in secondary schools.

Additionally, the study indicated that Head teacher should continue to innovate and adapt modern management practices in the management of violent behaviour in the learners. School administrators should ensure that school safety and order were enhanced in the future to foster access to education as stated in the Seventh National Development Plan which champions the need to increase access to education at all level in Zambia in a clean and safe environment. However, Schools in Luanshya district experienced unprecedented levels of violence through disruption of normal learning because of tension amidst teachers and learners.

Regarding record keeping, the findings gathered from the Head teachers showed that Head teachers had been mandated and empowered to keep track of cases of violent behaviour recorded at school level. The disciplinary committee through its chairperson the Deputy Head teacher ensured that all cases of violent behaviour brought before the committee are recorded from inception till disposal. To ensure good management of cases involving violent behaviour, the deputy head teacher kept record of all cases in writing and a report was given

periodically to the head teacher whenever need arose. Just like any other committee in school gave a report to the school manager, the disciplinary committee is mandated to ensure that all activities taking place were adequately recorded for consistency sake, in case of a matters arising regarding the manner cases of violence are handled by the committee. With regard to disciplinary cases, good record keeping was done in all secondary schools for onward transmission to the inspectors at the District Education Board Secretary's office who in turn reported to the Provincial Education Office whenever necessary.

The study further indicated that Head teachers had shown commitment and interest in ensuring that schools fit into the broader goals and aims of providing quality education as highlighted at national level through planning, implementation, monitoring and evaluation processes which are central to the success in management of violent behaviour in secondary schools. This finding is supported by Sugut and Magusia (2014) who emphasized that Head teachers helped to set orderly and conducive environment for learning. As highlighted in the background, the decentralization process has trickled down to the school level where different players at school level come together in form of committees to achieve a common goal. However, Head teachers indicated commitment to enhance community participation in overall school-based and community development activities. Communities were more likely to benefit from the violence free environment provided by the school through good school management practices which could help improve effective learning and teaching. Notably, secondary schools with track record of violent free environment has the capacity to improve enrolments at school and district level.

5.3 The Nature and Sources of Violent Behaviour

The nature of violent behaviour among learners in secondary schools is varied. This indicates the complex nature of the environment under which teachers operate in the course of duty to deliver quality education. Violent behaviour ranges from simple cases such as rudeness, use of abusive language to serious violations such as insulting, fighting, vandalism, drug abuse and rioting. Hence violent behaviour among learners in secondary schools caused variously. This finding is buttressed by Sugut and Mugasia (2014).

Generally, drug abuse among many other causes of violent behaviour is rife in secondary schools today which has resulted from moral decay. This finding is similar to Banda and Mweemba (2016) who cited drug abuse as a major cause off violent behaviour among other causes. However, fluctuations were also evident in the period under review in terms of forms of violent behaviour recorded in secondary schools.

The findings gathered from the study revealed that increase in violent behaviour among learners resulted in negative effect on both school operations and academic performance among learners. This finding is buttressed by Ncontsa and Shumba (2013) who indicated negative effects of violent behaviour on school climate. Violent behaviour had the capacity to cripple smooth operation of schools due to fear among teachers and learners. Head teachers through the disciplinary committee have continued to effect punitive measures to bring sanity in secondary schools. However, prevalence of violent behaviour continues despite mating out harsh measures such as suspensions, manual work and expulsions. This finding is similar to Muthoni (2008).

5.4 Challenges Experienced in the Management of Violent Behaviour

Challenges are part of everyday running of secondary schools which may emanate from violent behaviour perpetuated by learners. The study revealed that parental interference, increase in child headed homes, human rights advocacy, external controls and moral decay, were some of the notable challenges faced by the school management to deal with cases of violent behaviour among learners.

Parental interfere in matters of decision making with regard to punitive measures mated on learners perpetuating violent behaviour in school. Protests were common by parents when the school disciplinary committee pass judgement on a learner especially the case at hand involves suspension, force transfer and expulsion of the learner from school. This showed that complex nature of management of violent behaviour in schools because of high levels of protest and opposition to decision mated at school level. In addition, school authorities are at pains to convince parents on reasons for taking specific action on particular case of violent behaviour. Additionally, interest from other offices at district level have also

negatively affected proper maintenance of good behaviour among learners in secondary schools.

The increase in the number of child headed homes contributed to the moral decay among learners in secondary schools. When children were left to take care of themselves as household heads, the decision making aspect becomes compromised. This state of affairs left much to be desired on the general behaviour of learners who mostly make wrong decisions by engaging acts likely to cause violent behaviour. Dealing with such cases by the disciplinary committee became difficult because learners assumed the role of guardian as well hence decided not to request any elderly person to represent them. On the other hand, the disciplinary committee finds it strange to provide proper checks and balances on the course of action taken to correct the erring learner who run a home to effectively abide by the demand for good behaviour as required by the school.

The findings further showed that Human rights were detrimental to eradicating of violent behaviour among the learners. Overly emphasized human rights have to a large extent contributed to violent behaviour in secondary schools. This implies that human rights have done more harm than good in promoting good behaviour among learners especially in secondary schools. The situation has further been compounded by the use of drugs in most cases because learners have become more irresponsible for their actions by taking drug abuse to extremes. In addition, moral decay has become common among learners today because of the many vices that society offers to the youths.

The moral standing of youths of today leaves much to be desired because levels of irresponsibility have been on the increase at the expense of good behaviour in schools. Morality is on the down side of things in secondary schools. This entails that peer influence is rife among youths in schools which has been compounded by poor monitoring of by parents and guardians. The nature and sources of violent behaviour rampant among learners is indicative of the extent to which moral degradation has reached in schools. This situation calls for solutions equal to the task if sanity is to be restored in public secondary schools where the situation is worrisome.

The challenges faced by individual schools in curbing violent behaviour were found to be similar in most schools though with variations in terms of scale. However, challenges faced in secondary school indicated the complex nature of violent behaviour as experienced in Luanshya district as it presented different facets of the situation in general

5.5 Strategies that can be employed to improve the Management of Violent Behaviour

Management of violent behaviour among learners in secondary school demands innovation by head teachers in order to ensure that health and safe environment both in school and the learners was promoted through sustainable preventive measures based on specific needs of schools. The findings of the study showed that some of the strategies that could be employed by Head teachers to improve the management of violent behaviour included; improved stakeholder participation, addressing moral decay, monitoring the use of electronic gadgets and promoting healthy teacher-pupil relationships.

Schools being open social organizations, stakeholder participation is vital in ensuring that various programmes initiated by school authorities are supported and fully implemented. Parental participation sustainably helps to curb escalating levels of violent behaviour as opposed to leaving this mammoth task entirely to the school. Concerted efforts of all interested parties have been encouraged to come on board to ensure that violent behavior among learners is adequately addressed fully. This assertion is supported by Thompson (2016).

The need for sustainable guidance and counselling services at school level has been re-echoed by schools in the quest to provide local but effect ways of reducing occurrence of violent behaviour. Generally, preventive measures must take centre stage in the fight if violent behaviour is to be sustainably addressed in secondary schools. Head teachers suggested several approaches to be used in secondary schools to effectively temper the atmosphere for reduction in levels of violent behaviour among learners. This finding is further supported by Ngwokabueni (2015) who suggested various remedies to curb indiscipline in secondary schools.

5.6 Summary

The chapter discussed major findings from chapter 4 in relation to the literature reviewed. It presented the discussions using objectives as subheadings.

The first objective sought to examine the Head teachers' practices in the management of violent behaviour in secondary schools in Luanshya District. The discussion around this objective was that the management practices employed by Head teachers in order to effectively deal with violent behavior were: formulation of school disciplinary committees, formulation of school safety action plan and policy, Communication to stakeholders and Capacity building of the disciplinary committee member and teachers providing guidance and counselling services in school. In general, head teachers' practices in the management of violent behaviour emanated from the key tenets of scientific management as illustrated by Henri Fayol. This shows the importance of scientific management in the management of violent behaviour in secondary schools. Literature literates the need for proficiency in management skills among school administrators to ensure organizational success in various activities and programmes under the schools.

The second objective focused on the nature and causes of violent behaviour among learners in secondary schools. The discussions around this objective were that various forms of violent behaviour were prevalent in secondary schools. Notably, violent behaviour was exercised by learners in form of fighting, insulting, vandalism of school property, drug abuse and rioting.

The third objective endeavored to find out the challenges experienced in the management of violent behaviour in Luanshya District. The discussions around this objective were that the major challenges were; parental interference, increase in child headed homes, irresponsible exercise of human rights, external controls and moral decay among learners.

The fourth objective sought to establish the strategies that could be employed to improve the management of violent behaviour in Luanshya District. The discussions around this objective revealed that some of the strategies that can be employed included: improved stakeholder participation and moral aspect, stop the use of electronic gadgets n school as well as promoting teacher-pupil relationships.

Having discussed the findings of the study, the next chapter will highlight the conclusion, theoretical relevance and recommendations of the study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed findings from chapter four (4). This chapter presents a conclusion and recommendations based on the research objectives, findings and the theoretical framework on *Head teacher's management practices of violent behaviour in Luanshya District, Zambia*.

6.2 Conclusions

The current study sought to assess the Head teacher's management practices of violent behaviour in Luanshya District in Zambia. The researcher was prompted to conduct this study because little was known about the Head teacher's management practices of violent behaviour in Luanshya District. The objective of the study were: i) examine the Head teacher's practices in the management of violent behaviour among learners in secondary schools in Luanshya District. ii) Determine the nature of violent behaviour among learners in secondary schools in Luanshya District. iii) Ascertain the challenges experienced in the management of violent behaviour among learners in Luanshya District. And iv) Suggest innovative strategies that could be employed to improve the management of violent behaviour among learners in secondary school in Luanshya District.

The study used descriptive research design through interviews to collect data from the respondents. The study employed purposive sampling. As indicated in the previous paragraph, the first objective sought examine the Head teachers' management practices of violent behaviour in Luanshya District. The findings for this objective revealed that scientific management practices were employed by Head teachers in order to effectively manage violent behaviour were: formulation of school disciplinary committees, formulation of school safety action plan and policy, Communication with stakeholders and Capacity building of the disciplinary committee member and teachers providing guidance and counselling services in school. This implied that Head teachers applied tenets of scientific management in the management of violent behaviour in the learners in secondary schools.

The second objective and research question sought to determine the nature of violent behaviour among learners in secondary schools in Luanshya District. The study findings

around this objective showed that various forms of violent behaviour were prevalent in secondary schools. Notably, violent behaviour was exercised by learners in form of fighting, insulting, vandalism of school property, drug abuse and rioting. This finding indicated that moral decay was prevalent in secondary schools in Luanshya District as evidenced by the nature of violent behaviour among the learners. Both internal and external causes are responsible for the escalating violent behaviour in the learners.

The third objective and research question designed to ascertain the challenges experienced in the management of violent behaviour among learners in Luanshya District. The study showed that the major challenges were: parental interference, increase in child headed homes, irresponsible exercise of human rights, external controls and moral decay among the learners. The nature of the challenges experienced in the management of violent behaviour in learners is indicative of the complex nature of maintaining good behaviour by Head teachers in secondary schools.

The fourth objective and research question focused on innovative strategies that could be employed to improve the management of violent behaviour among learners in secondary school in Luanshya District. The study showed that some of the strategies that could be employed included: improved stakeholder participation and moral aspect, stop the use of electronic gadgets in school as well as promoting teacher-pupil relationships. The findings showed that Head teachers in secondary schools were committed to minimize the occurrence of violent behaviour among the learners to promote conducive teaching and learning environment. In addition, Head teachers showed interest to facilitating a violent free environment in schools which can foster academic performance of learners and the school. However, in the midst of violent behaviour in learners in secondary schools, guidance and counselling services had continued to be an important option in reducing addressing violent behaviour in the learners.

6.3. Theoretical Relevance

The general findings of the study feeds into the theoretical model adopted for the study. Aspects of management practices were highlighted as important factors which determine success in the management of violent behaviour in public secondary schools. Among the key

aspects cited as practices in the management of violent behaviour include; division of labour, unity of direction, subordination of individual interest, centralization and decentralization, order, initiative and team work. In addition, head teachers applied the principles of management of the disciplinary committee where violent behavior among learners was concerned. All the highlighted practices used by Head teachers in the management of violent behaviour were embedded in the administrative management emphasized by Henri Fayol depicting that school administration of the school feeding programme required Head teachers to be well vested with key features of scientific management meant to manage violent behaviour among learners effectively and sustainably.

Head teachers showed willingness to ensure that work is divided among individuals and groups so that there are no gaps in service delivery with regard to high levels of behaviour for quality education to take place at school level. School disciplinary committees have been instituted and fully functional at school level which incorporate different players who team up for the common good. Tenets of team spirit were visible in the manner school administration strived to foster inclusive participation of the community, parents, school council and law enforcement agencies who showed interest in improving overall school climate through improved security and learner behaviour. Head teacher worked with disciplinary committees by identifying individuals and groups who could add value to the planning and implementation process of a violent free learning environment in secondary schools. Planning and implementation are two principles of Fayol's (1916) Theory.

Centralization and decentralization of powers was evident in the findings where Head teachers reserved some powers and gave direction to the disciplinary committee. School administrators sort guidance where necessary from higher offices on procedural issues where guidance and authority were sort to ensure that schools functioned within the provisions of the law while promoting a violent free environment in schools. Hence, Head teachers did not enjoy complete independence in the management of violent behaviour among learners in secondary schools as they were answerable to the district and provincial office whenever called upon.

Additionally, the school disciplinary committee was appointed within the stipulated guidelines. Hence, committee members at individuals and groups level were encourage to work hard towards in the quest to minimize sources and all forms of violent behaviour among learners.

Hence, the theory fits well in the improvement of management practices which could be employed for improved and efficient management of violent behaviour in secondary schools. Therefore, school management should ensure that they continue to adapt to modern trends in managing violent behaviour. A Smooth and effective running of secondary schools is highly dependent on the prevailing environment created by school authorities in terms of security and safety for both learners and members of staff. This showed the need and importance of managing violent behaviour in secondary schools at all times.

6.4. Recommendations

Based on the findings, discussions and conclusions, the study makes the following recommendations:

- i. The Ministry of General Education (MoGE) should continue to orient and train Head teachers in good practices with regard to effective and efficient management of violent behaviour in secondary schools. The capacity of secondary school teachers must be enhanced through effective training in counselling and guidance skills. In the advent of human rights being advocated today, new and latest innovations to handle various forms of violent behaviour among learners has become very sensitive. School management should continue to mobilize and solicit for enhanced community participation in efforts to maintain high levels of behaviour in secondary schools for sustainable teaching and learning to take heart in secondary schools.
- ii. The government of Zambia through the Ministry of General Education as a major stakeholder and advocate in maintaining high levels of violent free behaviour in learners must continue to provide sustainable checks and balances to schools in curbing violent behaviour.
- iii. School based and locally developed strategies of curbing occurrence of violent behaviour must be promoted through collaborative efforts with various stakeholders

such as parents, communities and law enforcement agencies where need exists. However, school disciplinary committee must be strengthened as an important committee in school mandated to promote and sustain school security.

- iv. School Head teachers and school disciplinary committee should continue to work in collaboratively from planning, implementation to monitoring of behaviour in the learners to ensure accountability and transparency in the manner disciplinary cases are handled and disposed of using the best and workable strategies.
- v. The Ministry of General Education must continue to build capacity of schools in creating a violent free learning environment in public secondary schools.
- vi. The Ministry of General Education (MoGE) and school administration should ensure that adequate facilities are provided to learners in secondary schools for effective teaching and learning.

6.5 Suggestion for further studies

The researcher recommends a comprehensive study to be done on determinants of violent behaviour in secondary schools in other districts of Zambia.

6.6 Summary

This chapter brought out the conclusion, recommendations and suggestion for further study. The recommendations were based on the themes as they emerged in the study findings.

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APPENDICES

APPENDIX 1: Interview Guide for Head teachers

Introduction

Dear respondents,

I am a student at University of Zambia and Zimbabwe Open pursuing a Master's Degree in Education Management. I am undertaking a study on *an assessment of Head teacher's management practices of violence among learners in Luanshya District, Zambia*.

Am humbly requesting for your participation in this study by taking a role of an interviewee during this interview. Please note that the information you will provide will be treated with the outmost confidentiality it deserves and will only be used for academic purposes only and your name will not be required. Please feel free as your participation in this study is purely voluntary.

1. Explain what you know about violence among learners?
2. What violence problems do you face as a school emanating from learners?
3. What is the impact violent behaviour on the provision of quality education?
4. What challenges do schools encounter in their quest to provide quality education among violent learners?
5. What management practices do you use as Head teachers in the management of violent behaviour among learners in school?
6. How can management practices reduce violent behaviour among learners?
7. What strategies should schools implement to reduce violent behaviour among learners in secondary schools?
8. Is there anything else you would like to add on this subject?

We have come to the end of this interview. I would like to thank you for sparing your precious time to participate in this interview.

APPENDIX 2: Interview Guide for Disciplinary Committee Chairperson.

Introduction

Dear respondents,

I am a student at University of Zambia and Zimbabwe Open pursuing a Master's Degree in Education Management. I am undertaking a study on *an assessment of Head teacher's management practices of violence among learners in Luanshya District, Zambia*.

Am humbly requesting for your participation in this study by taking a role of an interviewee during this interview. Please note that the information you will provide will be treated with the outmost confidentiality it deserves and will only be used for academic purposes only and your name will not be required. Please feel free as your participation in this study is purely voluntary.

1. Explain what you know about violence among learners?
2. Who constitutes the disciplinary committee at your school?
3. What violence problems do you receive as a committee emanating from learners?
4. What challenges does the disciplinary committee encounter when dealing with violent behaviour among learners?
5. What is the role of the school disciplinary committee in curbing violent behaviour among learners?
6. What practices are used by Head teachers in the management of the school disciplinary committee responsible for handling violent behavior among learners? Appointment of committee members, tenure of office bearers, roles, decisions and so on.
7. What strategies should the disciplinary committee implement to reduce the occurrence of violent behaviour among learners in secondary schools?
8. Is there anything else you would like to add on this subject?

We have come to the end of this interview. I would like to thank you for sparing your precious time to participate in this interview.